

LOYOLA UNIVERSITY CHICAGO  
SCHOOL OF EDUCATION

ELPS 223: Contextual Influences in Applied Leadership Internship

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**Description:**

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This experiential course provides a platform for students to apply learning associated with leadership theory, ethics, and social justice in practice through an applied internship experience. The internship site will provide a discipline specific experience through which to integrate and refine core skills and competencies associated with socially responsible leadership. Additionally, students will build career networks and examine contemporary leadership issues within discipline-specific contexts.

Central Themes

- *Organization & Relationship Mapping.* Effective leadership requires a comprehensive understanding of the culture and context of the organization or system within which an individual is located. Students will thus be expected to “map” their internship site -- including the formal and informal structures and relationships at their organizations.
- *Recognizing & Constructing the Implicit Leader Prototype.* Once students have a better understanding of how their organizations function, they will use this knowledge to construct (and critique) the implicit leader prototype(s) that exist at their internship sites. Careful attention will also be paid to the differences between the stated (or explicit) profile of a leader at the organization, and the (perhaps unstated) prototype that helps dictate how power and authority actually work (and how organizational members and employees are judged).
- *Locating & Leveraging Your Spheres of Influence.* Finally, students will be expected to identify their various spheres of influence at their internship sites and identify ways in which they may influence and affect change within their organizations. As part of this, students are also expected to identify and take into account reasons why change may be difficult or resisted.

**Outcome & Objectives:**

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Learning Outcome

Students will demonstrate the ability to apply their leadership knowledge, abilities, and skills in an actual organizational context.

Objectives

Upon completion of this course, students will be able to:

- Ability to apply fundamental concepts of leadership, including essential knowledge, attitudes, and skills;
- Foster an internal foundation of leadership efficacy;
- Demonstrate increased awareness of self in the context of group processes;

- Recognize unique ways in which leadership manifests across contexts.

### IDEA Objectives

The following outcomes are deemed ESSENTIAL to this course:

- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

The following outcomes have been deemed IMPORTANT to this course:

- Acquiring skills in working with others as a member of a team
- Learning how to find and use resources for answering questions or solving problems
- Learning to apply knowledge and skills to benefit others or serve the public good

Note that course objectives will be evaluated electronically at the end of the semester. The link that follows is for the IDEA Campus Labs website: <http://luc.edu/idea/>. At the end of the semester, you will be promoted to complete your evaluation at this site by clicking on the Student IDEA Log In.

### **Institutional Policies & Philosophies:**

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You are encouraged to visit the following website which provides information related to (among other topics): academic honesty, accessibility, the School of Education conceptual framework, ethics reporting, and electronic communication policies: <http://www.luc.edu/education/syllabus-addendum/>

The School of Education at Loyola University Chicago advances a conceptual framework that emphasizes “*Professionalism in Service of Social Justice*.” This framework is consistent with the design and content of this course. Specifically, the course will increase students’ knowledge, skills, and attitudes as well as ability to serve others through the examination of leadership as a construct focused on social justice.

This course houses a core assessment for the following Conceptual Framework Standard:  
CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

### Diversity

This course approaches the topic of leadership from a lens grounded in social justice. Particular attention is paid to culture and leadership and the differing ways in which social identities influence how one views and experiences the concept. Students in the course will be introduced to case studies, literature, and scholarship that emphasize leadership as a tool for empowerment, and students will also engage in a service-learning experience to help demonstrate the need for leadership to reflect -- and contribute to -- a diverse and socially just society.

### Dispositions

The School of Education at Loyola University Chicago requires assessment of all students across dispositions associated with each class. See Appendix A.

## **Reading Materials:**

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Dugan, J. P. (2017). Leadership theory: cultivating critical perspectives. San Francisco, CA: Jossey-Bass.

## **Requirements & Expectations:**

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### Internship Site Selection

The thrust of this course involves completing 75 hours of work at an internship site over the course of the semester. This amounts to a little approximately 6 hours per week. The internship should reflect a context congruent with the student's academic major, future profession, or personal passion. In presenting a proposed internship site, students are to make a careful and thoughtful case as to how the site will contribute to the learning objectives of the course and to the student's own, individual learning objectives.

*The obligation of locating and securing an internship site falls on the student.* In fact, developing the professional skills that come with identifying and obtaining an internship are among the desired learning outcomes of the course. Students are *strongly recommended* to make use of resources available through Loyola's Career Development Center, Center of Experiential Learning, and/or the career/internship coordinator in your school of enrollment to secure an internship, and the Leadership Studies program and the faculty member assigned as course instructor will assist where (and if) possible. The Leadership Studies program, along with the course instructor, bears final and ultimate responsibility for approving an internship site. *Approval of internship sites must be completed prior to the beginning of the semester in which the course is to be taken according to the timeline provided by the Leadership Studies Program.*

### *Student Responsibilities*

- Identify a potential internship site and conduct an *informational interview* with a potential site supervisor to explain the role and function of the ELPS 233 internship experience, including sharing your ideas as to your learning expectations and ideal experience. *This should be completed in the semester (or summer) prior to the course.*
- Prepare the first draft of a *professional development contract* that outlines in measurable, realistic and unambiguous terms the goals and objectives of the proposed learning experience. Share the draft with your potential site supervisor and the Leadership Studies program administrators prior to the beginning of the semester.
- In addition to other duties and expectations at the internship site, *complete at least one specific program, project, or other "deliverable"* for which you have primary responsibility over the course of the internships.
- Conduct oneself in a *professional manner* at all times while at the internship site. When you know you will be late or unable to meet an internship obligation, you are required to phone your site supervisor ahead of time, underscoring that you will "make up" the lost time immediately. This type of absence or departure from the work schedule should be extremely rare.
- Participate actively and meet all requirements associated with the *classroom activities and sessions* as well as *assignments associated with the course.*
- Take responsibility for scheduling and participating in a *weekly supervision meeting with your site supervisor*, allowing for timely, constructive feedback about your performance and discussion of relevant issues.
- Take responsibility for checking on a daily basis for *email communication* from the faculty supervisor and site supervisor regarding internship activities.
- Schedule and conduct a *final performance evaluation meeting* with your on-site supervisor. At this meeting, you will take responsibility for sharing what you have learned including those factors that shaped this learning.
- At the conclusion of the internship, send a formal *thank you letter* to the site supervisor and a copy

of your fully revised final reflective essay.

### *Responsibilities of Site Supervisor*

- Assist student in designing an optimal learning experience addressing the student's need for knowledge specific to effective leadership in the specific disciplinary context.
- Assist the student in preparing and finalizing a Professional Development Contract that outlines measurable, realistic and unambiguous learning goals and objectives.
- Assume primary day-to-day supervision responsibility for the student and personally approve in advance any work that may be delegated to the student by other office/organization staff.
- Introduce students to office staff and those with whom the student may have contact during the internship. This introduction includes stating the purpose and/or function of the internship student.
- Structure and monitor the professional work environment for the student, creating the setting for optimal learning. Adequate seating and desk space appropriate for a part-time professional staff member is requested.
- All supervision during the internship should comply with generally accepted ethical workplace standards.
- Meet at least one hour per week in a private session with the student to provide formative feedback about work completed or in progress. The student will also use this meeting to raise professional issues observed or experienced during the internship, and it is hoped the site supervisor will share personal insights that will enrich the intern's professional development. This weekly one-on-one session is critical to ensure that the intern receives a level of professional mentoring beyond what is ordinarily possible in other part-time jobs.
- As needed, provide the Loyola faculty supervisor with feedback about the student's progress (or lack thereof) and to bring to the faculty member's attention immediately any serious concerns about the student and/or their work at the site.
- To conduct a summative performance evaluation of the student's work. This will include completing an evaluation of the student's performance to be submitting to the faculty instructor and also meeting personally with the student to review the students performance.

### Preparation

This course is designed so that learning emerges from the group discussion and student engagement with each topic, as well as through personal reflection and participation in the internship experience itself.

As such, preparation through completion of each week's readings as well as thoughtful reflection on the topics is critical not only for each individual's intellectual development, but the group's collective development as well. Readings have been purposefully selected for their relevance to the given topic and contribution to the overall literature. Given much thought has gone into the selection of readings, students are expected to complete them in advance of each class. Occasional quizzes and reading for meaning activities may be incorporated into the grading structure should evidence emerge that students are not completing the necessary reading.

### Class Participation

Given the format employed in this course design and the topic of leadership, student participation in discussions and learning activities is critical. However, it is important to note that *how* a student participates is often a function of their particular learning style. Therefore, participation is less about the frequency with which a student engages in class discussion and more about the *quality* of the contributions. For the purposes of this course, participation is valued in which students build upon one another's comments, provide meaningful connections to practice, share critical observations and insights on a topic, and generally increase the complexity and richness of the discussion. Students are also encouraged to act as gatekeepers to the conversation encouraging the participation of others as well as posing questions to one another. To achieve this, a variety of pedagogical approaches are used to ensure

that each individual's preferred learning style is addressed over the course of the semester. A portion of the final grade is dedicated to participation and a rubric is provided that outlines how this will be assessed.

<b>EVALUATIVE DIMENSION</b>	<b>“A” GRADE</b>	<b>“B” GRADE</b>	<b>“C” GRADE</b>	<b>“D/F” GRADE</b>
<b>PROMPTNESS</b>	Arrives on time for class and is prepared to begin at the designated time as well as following any breaks; does not leave early	Occasionally late to class, does not return promptly from designated breaks; OR occasionally leaves early/ is absent	Demonstrates a pattern of lateness, absence, or early departure that interferes with course objectives.	Consistently late to class, does not return from breaks in a timely manner, leaves class early, and/ or is frequently absent
<b>QUALITY OF CONTRIBUTIONS</b>	Contributions are relevant and routinely integrate course reading and life experiences into the discussion; Arguments are evidenced-based and supported through course content and/ or life experiences	Contributions lean more toward either course readings or life experiences, but are relevant to the conversation; Arguments are generally evidence-based	Contributions are not relevant to the conversation and rarely incorporate course readings; Contributions betray a lack of preparation for class; Arguments are rarely evidence-based	No or minimal contributions or arguments are offered
<b>SIGNIFICANCE OF CONTRIBUTIONS</b>	Contributions add complexity to the conversation and support or build off of others' contributions	Contributions are generally substantive, but occasionally indicate a lack of attention to what others have shared	Contributions repeat what others have shared and thus do not advance the conversation	No or minimal contributions are offered
<b>GENERAL ENGAGEMENT</b>	Regularly contributes to the class in both large and small group formats; Routinely engaged with course activities and / or discussions	Contributions generally favor either the small or large group; Does not consistently appear engaged in activities and/ or discussions	Minimal contributions are offered in the small or large group; Appears disengaged from activities and/ or discussions; Addresses core issues in activities and/ or discussions quickly and shifts to personal conversations or off-topic material	No contributions are offered
<b>GATE-KEEPING</b>	Does not dominate the conversation; Regularly encourages the participation of others by posing questions or asking for other students' thoughts	Student occasionally encourages the participation of others; recognizes the contributions of others	Dominates the conversation; Does not engage other students in conversation; directs majority of comments to the instructor	No or minimal contributions

<b>LISTENING/ ATTENDING SKILLS</b>	Is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; Actively listens to both peers and instructor; Actively supports peers' learning processes	Generally considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; typically displays active listening; generally supports peers' learning processes	Is dismissive (verbally or nonverbally) of others' feelings and opinions; Displays a lack of interest; Does not actively support peers' learning processes	Inconsiderate of others' feelings and opinions; Does not actively listen or support others' learning
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Attendance

You must be present to engage fully in the course content. I understand that sometimes life priorities can make this challenging. *However, the expectation is that you will be present for the full class session each time we meet -- which is especially important for this course since the course will not meet in person every week.* Should you miss a class, arrive late, or leave early, you are responsible for identifying and obtaining missed material from your peers. Please notify the instructor via email prior to the start of class should you need to be absent. Any absence will result in the loss of participation points for that day. Routinely arriving or leaving late will result in the loss of participation points as well.

Civil Discourse

Although deep and meaningful learning often comes as a result of cognitive and emotional dissonance, I firmly believe that transformative learning is the result of compassionate communities in which individuals feel both challenged and supported. The underlying expectation of this course is that participants will approach one another with an ethic of care. This approach requires a willingness to engage in critical and controversial but ultimately civil discourse aimed at advancing our individual and collective knowledge. Students are expected to engage in social perspective-taking, a skill that requires both empathy and the ability to acknowledge multiple points of view. The importance of engaged, sustained, civil dialogue cannot be overstated; it is the very heart of leadership.

Cell Phones

If you bring a cell phone to class, please be sure it is either off or set to a silent mode. Texting and/ or instant messaging are not allowed during class as a matter of respect to the learning community.

Email

Email will be used as the primary mode of correspondence for this course. As such, it is imperative that you activate your Loyola University Chicago account and check it daily. Please also check your Loyola spam mail to ensure course related messages are not misdirected.

Learning Portfolio/Blogging

This course will make significant use of a learning portfolio. In general, students will be asked to submit assignments through the learning portfolio. Discussion will take place on the first day of class regarding this technology.

Please choose [www.weebly.com](http://www.weebly.com), [www.wordpress.com](http://www.wordpress.com), or <http://luc.edu/experiential/eportfolio/> to build your learning portfolio. Please email the link to [mkusel@luc.edu](mailto:mkusel@luc.edu) by September 11, 2018.

**Assignments:**

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Assignments are due at the time specified in the course syllabus and should be submitted according to the directions provided. Assignments are expected to be turned in on time so please plan appropriately to avoid unnecessary penalties. *Any assignment submitted after the due date will be reduced by a half letter grade. An additional full letter grade reduction will be applied for each 24-hour period after the original time due. Extensions will not be granted.* Note that the instructor will not hunt down missing assignments and it is *your* responsibility to ensure that they are turned in by the stated deadlines.

Note that if an assignment fails to follow the instructions provided a grade of zero will be assigned. This includes adherence to page/word lengths and formatting as well as addressing the core content specified for each assignment. Students are encouraged to consult with the instructor regarding any questions associated with assignments.

Students are encouraged to submit drafts of papers and other written assignments to the Writing Center for initial feedback ([http://www.luc.edu/tutoring/Writing\\_Center.shtml](http://www.luc.edu/tutoring/Writing_Center.shtml)).

### **Assignment Details:**

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#### **Professional Development Contract**

Students are unable to participate in internship without a signed contract. Each student enrolled must have approval for the internship from both the Leadership Studies program coordinator and the site supervisor no later than the first day of class. Additionally, each student must also have finalized (i.e., signed) the professional development contract no later than the second week of the semester. The contract identifies specific and realistic learning goals for the internship as well as an agreement about how each student will be evaluated at the end of the internship.

#### **Internship Hours & Performance**

Students are expected to complete 75 hours of on-site time at their internship. These hours will be formally tracked via an attendance log. At the end of the experience your supervisor will submit a formal evaluation of your performance. This evaluation will count toward 20% of your final grade in the course. *Absent extraordinary circumstances, failure to complete the necessary hours of your internship will necessitate a failing grade in the course, regardless of your supervisor's appraisal.*

#### **Critical Reflection Exercises**

Reflection plays an essential role both in leadership and service-learning. Reflection generally involves: (1) thinking intently about our experiences, (2) careful contemplation of our actions and their effects, and (3) interpreting meaning to what happens to us. Put another way, reflection serves as a bridge between our experiences and our education; it is how we turn our lived experiences into life lessons.

This course includes a variety of both formal (graded) and informal (ungraded) reflection exercises, with the goal of encouraging students to be more thoughtful, deliberate, and meaningful as they attempt to understand themselves, their experiences, and how they interact with the world. For each formal reflection exercise outlined below, students are expected to give careful thought to the prompts and then produce a meaningful, reflective essay that addresses each component of the assignment. *Each reflection should be between 700-800 words (approximately 250 words for each prompt).*

**In order for your site supervisor to have easy access to your reflections,** you will be required to post your reflections to your learning portfolio.

### Reflection Exercise #1: Pre-Reflection

Due: Week 3, *submitted on your learning portfolio*

Prompts:

- What questions or concerns do you have about the course and your internship? How can our class meetings be most meaningful and helpful?
- What challenges do you anticipate as we go about studying (and practicing) leadership in action at your internship site?
- What excites you about the opportunities at your internship site? What potential anxieties or fears do you have as you start at your internship site?

### Reflection Exercise #2: 168 Hours

Due: Week 4, *submitted on your learning portfolio*

Prompts:

- What did you learn from this exercise?
- What are three things that you can and should change regarding your time management? Why? How will you change them?
- What are three things that you do well with utilizing your time? Why?
- Include a copy of your 168 Hours Log

### Reflection Exercise #3: Work Culture Matters OR optional meet and greet

Due: Week 6, *submitted on your learning portfolio*

Prompts:

- What are your impressions of the culture(s) at your site?
- Why might a person's perception of an organization's culture differ? What is the impact of personal or social identity on perceived culture?
- What type of culture compliments your work ethic? How can you go about creating this culture at your workplace(s)?

### Reflection Exercise #4: Listening to the air

Due: Week 8, *submitted on your learning portfolio*

Prompt:

- Have you ever had an experience similar to the authors? Perhaps if you studied abroad? If so, describe the situation. If not, why do you think this is?
- Referencing the eight scales on page 14, are there any scales you think are missing that should be measured? How would you measure it? Are there any you would remove? Why or why not?
- How does this culture analysis vary from the work culture we talked about in earlier weeks?

### Reflection Exercise #5: Discovering Your Transferable Skills

Due: Week 11, *submitted on your learning portfolio*

Prompt:

- Write seven stories where you were enjoying yourself, following the instructions in the book



chapter *What Color is your Parachute?* Pgs. 147-151. Each story should be about 100 words each.

- Do NOT analyze your story, we will do this during our class meeting

### **Site Report Presentation**

*Learning Objective:* To identify your organization and your role within that organization, as well as to identify the leadership context and your personal learning goals.

The internship provides an opportunity for students to explore the manifestation of leadership within specific disciplinary/career arena associated with their academic majors or personal interests. Unique contextual influences will be examined as a theme across sites. Students are asked to create a presentation that portrays their thoughts through the creative medium of music and film while providing the class with the following information of their internship site:

- Organizational Name & Description
- Organizational Mission (+ Department & Departmental Mission, if relevant)
- Brief Description of Your Responsibilities
- Rationale for Choosing Site/Why It Is a Context for Leadership Learning
- Your Learning Goals

Your presentation should be posted on your learning portfolio. Presentations should be the length of one song, 2:30 - 3:30 minutes in length.

iMovie is recommended as the program to create your movie, due to its small learning curve. If you do not have a Mac, you may use one at the IC or feel free to use any other software you would like. Your movie should be posted to your learning portfolio, preferably as an embedded movie as to not have your video removed from Youtube for any song copyright issues.

You can find an example of an iMovie here, although this is *not* an example of the actual assignment:  
<https://youtu.be/Xy1od8eRUNU>

### **Constructing the Leader Prototype**

*Learning Objective:* To construct and critique a model of the implicit prototype of who/what represents a leader at your internship site.

Using the knowledge and skills you developed about constructing, deconstructing, and reconstructing leadership theories (from ELPS 222) and your knowledge of your internship site, you are to identify the “leader prototype” at your organization. The Psychology Dictionary defines “leader prototype” as: “A person who is the leader of a company or group who is thought to possess features shared by most of the groups membership. They are typically used as examples.” In other words: what are the implicit assumptions or beliefs about who leaders are (or should be) at your organization? What does a leader look like at your internship? What are the images, behaviors, or characteristics that individuals at your internship site associate with leaders? How are leaders evaluated or assessed?

Your prototype should be based on interviews with your site supervisor (and others), as well as other information you have gathered about and from your internship site (including job postings, personnel evaluation forms, identities of individuals in leadership roles, etc.). Please be sure to consider, not only what people are expressly telling you (or what is specifically stated or written by the organization), but also the many “implicit” (or unstated) identities, values, characteristics, and behaviors that are prized and

honored (or, on the contrary, that are discouraged or denigrated).

Write a reflection in which you spend 1-2 paragraphs addressing each of the following prompts:

- Please describe the implicit leader prototype at your internship site: What does a “leader” look like? What images, behaviors, and characteristics are associated with a leader? Who is deemed a successful leader? How are leaders evaluated or assessed? (you can do this in picture form, if desired)
- How well does the leader prototype you identified align with your internship site’s mission or values? How well does it align with the customers, clients, or communities with whom and in which the organization operates?
- How does the implicit leader prototype at your organization reflect “traditional,” hegemonic norms or ideologies (like those we discussed in ELPS 222)? How does the leader prototype privilege certain individuals (or groups) over others?
- How do you see yourself fitting into or aligning with this leader prototype? What parts “fit” you? What aspects could you personally grow or develop in order to fit? What parts don’t fit? What parts will never fit?

Your reflection should be posted to your learning portfolio.

### **Spheres of Influence Assignment**

*Learning Objective:* To identify and describe ways that the student can exercise leadership in an organization via their various spheres of influence.

Where do you have the capacity to affect the behavior, culture, values, or development of the organization, its practices, or its personnel? What relationships are key to your influence? What stocks of knowledge (or areas of expertise) do you have that are needed or desirable at your organization? How might you go about influencing the people and processes within your sphere? What resistance or challenges might you face, and how would you anticipate overcoming these?

Your assignment is in two parts. First, using a tool like bubbl.us (<https://bubbl.us>) or another design program, prepare a visual representation or “model” of your spheres of influence within your organization. You can, of course, reference or build upon the earlier model/map you made of your organization, but this visual representation should center on your spheres of influence.

Second, write a short essay in which you spend about 1-2 paragraphs addressing each of the following prompts:

- Please describe at least two areas within your sphere of influence: What are these areas (please be as specific as possible -- they could be people, processes, outcomes, stakeholders, etc.)? Why or in what ways might you have influence over those areas?
- For each of the two areas of influence you identified, what is one specific way that you might be able to leverage or utilize your influence to help effect a change? Why might these changes be important to the organization, and why might you be in a unique position to influence that change?
- What resistance or challenges would you expect to face as you go about trying to influence the people or processes within your sphere? Can you anticipate any ways to help address or overcome potential challenges?

Your model and reflection should be posted to your learning portfolio.

## **Final Reflective Assessment: Presentation & Narrative**

*Learning Objective:* To demonstrate progress toward the student's stated learning outcomes, as well as to demonstrate the integration of leadership theories and class topics into practice.

### Presentation:

During the last class session, you will make a presentation on the learning outcomes you assigned for yourself at the beginning of the term. Each presentation should be no more than 10-12 minutes in length, include a PowerPoint or other visual aid, and should include the following:

- Name of Institution and Department;
- Defined learning outcomes for the internship experience as well as any additional learning outcomes you developed with your supervisor during the course of the internship;
- Two specific examples of how your learning outcomes were achieved, and one specific example of a learning outcome that remains unfulfilled or incomplete;
- Two specific examples of how you integrated class readings and ideas -- or saw examples of theories or topics we have studied -- being integrated into practice (one of which must involve the "spheres of influence"); and
- One major lesson about leadership you learned during the course of your internships.

Your PowerPoint/Vision Aid should be submitted posted to your learning portfolio.

### Reflection Narrative:

As a way to help you make sense of and reflect on your overall internship experience, you will compose a written 5-7 page reflective narrative in two parts.

The first part should address the following four topics (approximately 1 page each):

- 1) What insights did your internship experience shed on your leadership strengths and limitations?
- 2) In what ways did your internship experience connect to specific leadership topics, ideas, and/or readings in this course? (Feel free to draw upon your Final Presentation in this section)
- 3) What did you learn from your internship experience that best illustrates what is most exciting -- and most challenging -- about exercising leadership within a real-world context?
- 4) What surprised you most about your internship experience? Why?

For the second part of your paper, discuss 2-3 concrete steps that you plan to continue to address in your learning and growth in leadership over the next few years (about 1-2 pages). Please be sure to specifically address your continually emerging and evolving personal theory of leadership that you have been developing in ELPS 125 and ELPS 222.

For each part, be concrete in your response, illustrating each with specific experiences from your internship. Be intentional about reflecting on your experience, grounding it in theory and readings (i.e., provide citations and references), rather than simply describing it.

Please submit your Reflective Narrative to your learning portfolio.

Additionally, this course houses a core assessment of the following conceptual framework standard: *CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.* It will be evaluated with this assignment based on the rubric below but will not count toward your

assignment grade.

**Rubrics**

<b>Level 1 Does Not Meet Standard</b>	<b>Level 2 Partially Meets Standard</b>	<b>Level 3 Meets Standard</b>	<b>Level 4 Exceeds Standard</b>
<i>CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.</i>			
Evaluative measure is not completed or does not convey engagement with site (e.g., institution, department/unit, students, staff or faculty) and utilization of ethical and socially just practices	Limited engagement with site (institution, department/unit, students, staff or faculty) and utilization of ethical and socially just practices with community at site	Demonstrates adequate engagement with site (institution, department/unit, students, staff or faculty) and utilization of ethical and socially just practices with community at site	Exceptional ability to engage with site (institution, department/unit, students, staff or faculty) and utilize ethical and socially just practices with community at site

**Evaluation & Grading:**

All coursework and assignments must be completed by the end of the term as grades of incomplete are generally not assigned. The distribution of points is provided below:

Professional Development Contract	5 points
Participation	5 points
Site Report Presentation	10 points
Leadership Prototype Assignment	10 points
Spheres of Influence Assignment	10 points
Reflections (5 @ 4 points each)	20 points
Final Presentation & Narrative	20 points
Internship Supervisor Evaluation	20 points
<b>Total</b>	<b>100 points</b>

Assignments in this course will be graded according to the rubric provided:

<b>EVALUATIVE DIMENSION</b>	<b>“A” GRADE</b>	<b>“B” GRADE</b>	<b>“C” GRADE</b>	<b>“D/F” GRADE</b>
Achievement of Specified Learning Outcomes	The assignment demonstrates strong achievement across designated learning outcomes	The assignment demonstrates evidence of meeting the designated learning outcomes	The assignment meets the majority, but not all of the designated learning outcomes	The assignment is not completed, does not conform to the instructions provided, or does not meet the majority of designated learning outcomes

Demonstrated Understanding of Content	Exceptional ability to both synthesize course content and identify similarities and differences between and among content areas	Demonstrates adequate competence in articulating central points of core content	Demonstrates varying degrees of understanding of content with some accurately explained and others missing key points	Assignment is not completed or does not demonstrate accurate or full understanding of content
Complexity of Thought & Creativity	Demonstrates significant complexity of thought as well as creative approaches in both content and structure	Complexity of thought is of adequate depth and elements of creativity are present in work	Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate	Assignment is not completed or lacks complexity of thoughts required for graduate-level work
Sophistication of Application to Practice	Application to practice is accurate, creative, reasonable, and takes into account multiple perspectives and considerations	Application to practice is accurate and adequate	Application to practice varies in accuracy and does not take into account varying perspectives and considerations	Assignment is not completed or application to practice fails to take into consideration context
Depth of Analysis	Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and offering substantive interpretations	Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations	Depth of analysis varies greatly; fails to consistently assess strengths and weaknesses, make connections between various content areas, and/or add meaningful interpretations	Assignment is not completed or depth of analysis is not consistent with requirements of collegiate-level work
Appropriate Structure, Style, and Grammar	The final product is well organized, structured in way that builds on the argument or central thesis, and is free of errors related to grammar or APA style	The final product is well organized and clearly structured with only minimal grammatical and APA style errors	The final product suffers from problems associated with organization and structure and/ or grammatical and APA style errors	Assignment is not completed or final product is poorly organized, structured, and/ or possesses significant grammar and/ or APA style errors

The following point spread will be used to determine the final course grade:

<u>Total Points Earned</u>	<u>Final Grade</u>
100 – 94	A
93 – 90	A-
89 – 87	B+
86 – 84	B
83 – 80	B-

79 – 77	C+
76 – 74	C
73 – 70	C-
69 – 60	D
59 – 0	F

### Course Calendar

DATE	THEME & READINGS	ASSIGNMENTS	GUIDING QUESTIONS	SUPERVISOR TOPICS
Week 1 08/28 No Class Meeting	<b>Introduction</b>  <u>Readings:</u> Syllabus	e-mail any questions of the syllabus to <a href="mailto:mkusel@luc.edu">mkusel@luc.edu</a> . They will be addressed during our first class meeting.		
Week 2 09/04 Class Meeting	<u>Readings:</u> <i>Leadership BS</i> by Jeffrey Pfeffer, Introduction. pg. 1-32		<ul style="list-style-type: none"> <li>▪ What questions or concerns do you have about the course and your internship?</li> <li>▪ How can our class meetings be most meaningful and helpful?</li> <li>▪ What challenges do you anticipate as we go about studying (and practicing) leadership in action at your internship site?</li> <li>▪ What excites you about the opportunities at your internship site?</li> <li>▪ What potential anxieties or fears do you have as you start at your internship site?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk to your supervisor about general workplace expectations (rules, policies, procedures), as well as specific expectations about how the two of you will work together.</li> </ul>

<p>Week 3 09/11 No Class Meeting</p>	<p><b>Realities of Leadership in Practice: Messy, Scary, and Political?</b></p> <p><u>Readings:</u> 168 Hours, Ch. 1, pg 9-29</p> <p>NASPA Leadership Podcast - By Myles Surrett, Episode 23</p> <p>Dugan, Ch. 1 (yes, for the third time in the minor ☺)</p>	<p>Set up learning portfolio, send link to mkusel@luc.edu</p> <p>Reflection #1</p> <p>Begin recording your 168 hours for reflection #2</p>	<ul style="list-style-type: none"> <li>▪ What are some things you need consider as you transition between student and intern?</li> <li>▪ How do young professionals start to recognize and navigate “office politics”?</li> <li>▪ What disconnects are you already seeing between leadership theory and leadership in action?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk to your supervisor about how they transitioned from school to work (and/or from job to job). What lessons or advice can they share about navigating a new environment or work culture?</li> </ul>
<p>Week 4 09/18 Class Meeting</p>	<p><u>Readings:</u> Sinek, S. (2014) Leaders Eat Last, pg. 174-178</p> <p>Bock, L. (2015) Work Rules! Pg. 29 - 53</p>	<p>Site Report Presentation</p> <p>Professional Development Contract</p> <p>Reflection #2</p>	<ul style="list-style-type: none"> <li>• What are your impressions of the culture(s) at your site?</li> <li>• Why might a person’s perception of an organization’s culture differ? What is the impact of personal or social identity on perceived culture?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interview your supervisor to learn more about culture at your site, specifically including the ways in which power and politics manifest themselves.</li> </ul>



<p>Week 5 09/25 No Class Meeting</p>	<p><u>Readings:</u> Morgan, J. (2015, July 22). The complete guide to the 5 types of organizational structures for the future of work. <i>Forbes</i>.</p> <p>Stephenson, K. (2001). Studying the world beneath the org chart. <i>Workforce</i>, 80(9), 64-68.</p>		<ul style="list-style-type: none"> <li>• What is the “formal” or “official” structure at your internship site? And how does that compare to what “actually” happens?</li> <li>• What is happening “beneath” the org chart at your internship site?</li> </ul>	<p>Get a copy of your site’s organizational chart (or develop one on your own), and discuss the structure (and reality) with your supervisor.</p>
<p>Week 6 10/02 Optional “Meet and Greet”</p>	<p><b>Understanding the Culture &amp; Context of Your Internship Site: Mapping the Organization &amp; the Relationships</b></p> <p><u>Readings:</u> Krackhardt, D., &amp; Hanson, J. R. (1993). Informal networks: The company behind the chart. <i>Harvard Business Review</i>, 71(4), 104-111.</p> <p>Dugan, Chapter 4</p>	<p>Reflection #3 or group photo from meet and greet</p>	<p>What distinctions have you begun to see between “formal” and “informal” practices at your internships site?</p>	<p>Talk to your supervisors about the individuals at your site who have the most power</p>
<p>Week 7 10/09 No Class Meeting</p>	<p>Fall Break</p>			

<p>Week 8 10/16 Class Meeting</p>	<p><u>Readings:</u> The Culture Map, pg. 1-27</p>	<p>Reflection #4</p>	<ul style="list-style-type: none"> <li>▪ How is this culture different from the work culture we have studied? How is it similar?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Meet with supervisor and others to discuss what “Leadership” looks like at your site. Is there a distinction between leader and leadership?</li> <li>▪ Obtain a copy of your site’s employee appraisal/annual review form (if they have one)</li> </ul>
<p>Week 9 10/23 No Class Meeting</p>	<p><b>From Culture to Construct: Recognizing the Implicit Leader Model at Your Organization</b></p> <p><u>Readings:</u> Dugan, Chapter 5</p>		<ul style="list-style-type: none"> <li>▪ What differences do you see between the “official” view of a leader at your internship site, and the “implicit” rules you have learned about leadership at that site?</li> <li>▪ What types of discrepancies do you see between the types of leadership that we talk about in our classes (ELPS 125, 222, and 223) and the leadership that you see practiced at your internship site?</li> <li>▪ What is the difference between influence and control?</li> <li>▪ What are the areas of expertise, stocks of knowledge, or personal relationships where you feel you have the most influence?</li> </ul>	

<p>Week 10</p> <p>10/30</p> <p>No Class Meeting</p>	<p><u>Readings:</u> May need to review ELPS 222 readings/notes to complete Leader Prototype Assignment</p>	<p>Leader Prototype Assignment</p>		
<p>Week 11</p> <p>11/06</p> <p>Class Meeting</p>	<p><u>Readings:</u> Dugan, Chapter 3</p> <p>What color is your parachute (2017). Pg. 141-161</p>	<p>Reflection #5</p>	<ul style="list-style-type: none"> <li>▪ How do you reconcile Argyris’s notions of “espoused” theory v. “theory in use” with Reason &amp; Kimball’s notions of “formal” v. “informal” theory?</li> <li>▪ What are some examples of all these “theories” that you have seen at your internship site?</li> <li>▪ How do social context and personal (critical) reflection affect how you think <i>and</i> act about leadership?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Meet with your supervisor and others to talk about where and how they influence the organization, especially in areas outside their formal responsibilities</li> </ul>
<p>Week 12</p> <p>11/13</p> <p>No Class Meeting</p>	<p><b>Deconstructing the Implicit Leader: Finding Your Spheres of Influence</b></p> <p><u>Readings:</u> Ibarra, H., &amp; Hunter, M. (2007). How leaders create and use networks. <i>Harvard Business Review</i>, 85(1), 40-47.</p>		<ul style="list-style-type: none"> <li>▪ What are the existing networks at your internships site? Where do you fit in these networks?</li> <li>▪ What areas at your internship site could you have the most influence or impact? What areas would you likely have the least impact?</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>

Week 13 11/20 No Class Meeting	<u>Readings:</u> None	Spheres of Influence	<ul style="list-style-type: none"> <li>▪ Now that you have examined the messiness and complexity of “leadership in practice,” what will sustain you in your leadership journey?</li> <li>▪ What gives you your second wind in times of need?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk to your supervisor and others about how they find fulfillment and meaning in their work.</li> <li>▪ Schedule your final summative meeting with your supervisor (during week 14) to discuss and review your experience.</li> </ul>
Week 14 11/27 Class Meeting	<b>Final Class: Sustaining Hope &amp; Finding Our Second Wind</b> <u>Readings:</u> Dugan, Chapter 11	<u>Assignments:</u> Final Reflection Class Presentation  Hours Log #3 submitted to ePortfolio by Friday at 5pm ( <u>signed</u> , showing 75 hours)	<ul style="list-style-type: none"> <li>▪ What lessons have you learned from this experience that you will take forward with you on your leadership journey?</li> <li>▪ What is the meaningful work you will lead?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have your final summative meeting with your supervisor.</li> </ul>
Week 15 12/04 No Class Meeting	<u>Readings:</u> none	<u>Assignments:</u> <ul style="list-style-type: none"> <li>▪ Final Reflection Narrative due Tuesday, December 4, 2018 by 11:59pm CST.</li> </ul>		
Week 16 12/11 Exam Week	-- No Class Meeting --			

**APPENDIX A:  
SCHOOL OF EDUCATION DISPOSITIONS**

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
Professionalism	Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings	Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback	Student fails to demonstrate professional behavior in the academic or work setting
Student meets all deadlines			
Student attends class and is punctual for all professional obligations			
Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)			
Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers			
Student is able to work effectively with peers on assignments			
Student demonstrates ethical behavior in all professional and graduate student work			
Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)			
Student accurately cites material in academic work ascribing appropriate			

credit for information conveyed			
Fairness	Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner	Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner	Student fails to consider the situation of others in making professional decisions and acts inequitably
Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others			
Student exhibits active listening skills			
Student is able to accept constructive feedback			
All students can learn	Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning	Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning	Student fails to understand and/ or demonstrate in practice that all students, regardless of contextual influences, are capable of learning
Student is sensitive to cultural differences			
Student respects the diversity of learning styles			
Student uses the framework of social justice in decision making			