COURSE DESCRIPTION

The School of Human Resource Education and Workforce Development recognizes that there are important elements in the development of leadership skills that cannot be adequately taught in classrooms. For that reason, the School has established an internship experience as a required part of the LSU Leadership Development Minor.

PREREQUISITES

This course serves as the capstone for the Leadership Minor. Students are expected to apply the knowledge, skills, and abilities gained through prior coursework. Successful completion of HRE 2723/2724 and HRE 3723/3724 is required prior to taking this course. Students may be concurrently enrolled in HRE 4723/4724 or have successfully completed the course during past semesters.

PRIMARY INSTRUCTOR

Charles Beard
Instructor
Office: 287 Coates Hall
Email: hre4808@lsu.edu
Office Hours: By Appointment

COURSE GOALS

The overarching goal of the internship is to encourage students to obtain meaningful and realistic experiences in which they take on the roles and responsibilities of leadership. The nature of the internship can be quite varied including paid or unpaid positions with placements on-campus or off-campus. The most acceptable internship positions are perhaps those that relate to a student’s career interests or goals and that promise to be challenging in terms of difficulty and responsibility. Internship credit is not available for an experience that has occurred in the past or in a self-employed internship position.

GENERAL COURSE OBJECTIVES

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

1. Articulate a functional understanding of leadership.
2. Integrate previous leadership development coursework into an authentic leadership experience.
3. Demonstrated improvement in his/her leadership knowledge and skills.
4. Demonstrate the capacity to independently manage the challenges and uncertainties associated with leadership.
5. Lead a group of people to accomplish or create something

WEB-BASED COURSE INFORMATION

This course will be entirely web-based. That means that there will be no course meetings in person. That said, I think I can still offer you a rich learning experience. Here are the highlights of how you will learn in this course:

1. Weekly discussion boards online
2. An Internship Portfolio
3. Other interactions we may have in the course discussion boards

ADVICING POLICIES

My goal is to be available to meet student needs as much as possible. However, I am also out of the office a fair amount so it is important that you know various ways to reach me. Please know that my intent is not to discourage personal visits, but simply to give you a variety of ways to reach me.

In Person I try very hard to make ourselves available whenever students need assistance. Students who try to see me by “dropping by” the office are often disappointed because I am usually on the phone or in a meeting if I am in the office. The solution: appointments. If you will call or email ahead to make an appointment, we can easily find time to meet.

Electronic Advising-Group A forum has been created on Moodle for course questions you may have. I encourage you to use this forum to ask your questions so everyone can see the answers just like would happen in a live class.

Electronic Advising-Individual E-mail is the most reliable method of contacting me because I check it at least twice daily. Unless I am out of town, I will usually respond to e-mail within 24 hours. Many students find this a very effective way to handle small questions.

Electronic Meetings I also use Skype and online chat tools so we can arrange an electronic meeting if you prefer. It is still best to make an appointment for these meetings but they will save you the trouble of coming to campus.

PHILOSOPHY OF TEACHING/EXPECTATIONS OF CLASS PARTICIPANTS

Adapted from Dr. Ed Holton

1. I believe it is best if you know where we are “coming from” before we start the class. My teaching philosophy is built on the following principles:
2. Students should have maximum responsibility and involvement in their learning process.
3. Fairness to the student cannot be compromised.
4. Expectations of students should be set high enough to maximize their potential.
5. Assignments should be made as meaningful as possible, avoiding all "busywork."
6. Learning activities should portray the knowledge in a real world context so students understand the complexities of real world practice.
7. The classroom and the world of practice should be linked as much as possible.
8. Every opportunity possible should be made available for the student to direct their study to achieve personal goals.
9. As professors and experts, we have a responsibility to set standards and preserve the integrity of the credentials we grant.
10. Professors and students should treat each other with mutual respect.
11. The learning experience should be fun when possible. However, good learning is often confusing, discomforting and uncomfortable before it becomes fun.
12. Adult students should be treated as colleagues.
13. A variety of teaching methods should be employed.
14. In the final analysis, the student is responsible for his/her own learning.

In this course, I will assume that we are all adult professionals. I will therefore give you the appropriate respect and privileges as well as the responsibilities and accountability. Let me make clear some of my specific expectations. As a participant in this class, you are expected to:

1. Conduct yourself with the same high level of professionalism you would at your professional job.
2. Be committed to learning as much as possible.
3. Be ready to work hard to reach class goals.
4. Treat other class members with the same respect and courtesy you would like for yourself at all times.
5. Take class responsibilities seriously.
6. Take responsibility to direct your own learning and study.
7. Help create a safe climate in class for mutual exploration, discovery and learning.
8. Share your questions, experiences and concerns freely with the class and us.
9. Motivate yourself to excel in this course.

THE ESSENCE OF THE INTERNSHIP

The internship experience is designed to give students an authentic leadership experience. The intent of the internship is not to just attach the internship to a current job and call it leadership but to actually have an initiative with goals and to lead others to their achievement. There are four main criteria for selecting a successful internship.

1. There is a specific and identifiable initiative or project in which the student has an opportunity to take part.
2. The initiative or project has well defined goals.
3. The achievement of the initiatives and project’s goals and outcomes can be demonstrated.
4. The initiative or project requires LEADING A GROUP OF ADULTS (NO CHILDREN) to accomplish the goals.

ACADEMIC INTEGRITY

Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at www.lsu.edu/saa. It is your responsibility as a student at LSU to know and understand the academic standards for our community.

Students who are suspected of violating the Code of Conduct will be referred to the office of Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

SPECIAL NEEDS

The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Louisiana State University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must email a letter to me from
Disability Services in 115 Johnston Hall, indicating the existence of a disability and the suggested accommodations.

**LATE ASSIGNMENTS AND INCOMPLETES**

I strongly believe that part of your responsibility as students and part of our responsibility as a professional is to complete assigned work and meet deadlines. Therefore, in this class, late assignments will not be accepted. If you miss an assignment deadline, you will receive a zero for that assignment. Please plan ahead to ensure you do not miss any deadlines. Also, I do not offer extra credit, partial credit, make up assignments, etc., and I do not round grades.

Policy Statement 22 governs what will be accepted as an excused absence in this course. A student is required to notify his/her TA and/or the instructor in advance of the deadline if the student is unable to complete the assignment by the deadline due to an excuse consistent with Policy Statement 22. In the event of an emergency, a student must notify his/her TA and/or the instructor within five days and request an extension for any missed assignments. The TA and the instructor reserve the right to request documentation before granting approval for a makeup assignment.

Under no circumstance will an excuse be accepted for an assignment that has been submitted. Once an assignment is submitted via a forum or drop box on Moodle, no revisions will be allowed. Whatever is uploaded is what will be graded.

**STUDENT COMMITMENT**

LSU’s general policy states that for each credit hour, you (the student) should plan to spend at least two hours working on course related activities outside of class. Since this course is online and offered for three credit hours, you should expect to spend a minimum of nine hours a week completing the readings, watching the course videos, and working on assignments for this course. For more information see: [http://catalog.lsu.edu/content.php?catoid=12&navoid=822](http://catalog.lsu.edu/content.php?catoid=12&navoid=822).

**REQUIRED TEXT AND MATERIALS**

No textbooks or other materials are required for this course.

**EXAMS**

There are no exams in this course.

**EVALUATION**

The grading scale for this course is:

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<td>100-97.00%</td>
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<tr>
<td>B+</td>
<td>89.99-97.00%</td>
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<tr>
<td>D+</td>
<td>69.99-77.00%</td>
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THE HOUR REQUIREMENT

The internship requires a minimum of **144 clock hours** of work time over the course of the semester.

Students must keep a Time Log that documents the hours they have spent working on the internship. Time should be kept weekly in the log. The Site Supervisor must sign all entries. The completed Time Log is submitted at the end of the semester with the Product Portfolio. The Time Log template that must be used is available on the Moodle site.

ASSIGNMENTS

The assignments for this course are designed to ensure that you conduct a successful internship. All assignments are designed to help you develop your leadership skills and assist you in designing and developing an effective internship portfolio. All assignments are submitted via drop boxes on Moodle.

Graded Components

1– Internship Proposal and Contract (25%)  

Prior to undertaking an internship, students must develop and submit an internship proposal that describes the internship setting and clearly states professional development initiative, tasks or job in which the student will be involved, the associated goals/objectives, and the anticipated developmental outcomes. The proposal must be between 5-7 pages, double-spaced, and follow APA 6th ed (2009) format. The proposal and contract must be uploaded to Moodle by **January 22, 2016 at 4:30PM**. More specifically, the proposal is a document prepared by the student that includes all of the following elements:

a. A description of the setting or organization in which the internship will take place. Sufficient detail should be included so that the description makes clear the professional development setting in which the student will be working including the nature of the project/work/initiative, the student’s professional responsibilities, resources available (e.g., human, financial, or technical resources), time frame (e.g., start and end dates), number of hours to be worked on a weekly basis in the internship, and personnel with whom the student will be working (names, position/job titles, summary of responsibilities, and any other relevant details) including the name of the student’s immediate site Supervisor and his/her working relationship with her/him.

b. A detailed description of one or more specific initiatives (e.g., projects, programs, etc.) the student will be undertaking as a part of the internship experience. This should include a description of the types of activities or tasks and/or preliminary plans the student may have to implement or carry out these initiatives or tasks.

c. Identification of a set of achievable outcomes or goals the student will pursue in his/her leadership role in this setting. These should be tangible or measurable outcomes that can be used to assess the effectiveness of the professional development activities and efforts.

   i. A plan for monitoring and assessing the extent to which these outcomes are attained.

d. A description of the critical leadership development challenges the student anticipates encountering as she/he pursues the initiatives and outcomes previously defined, and a
description of how the student thinks her/his present skills and abilities will help meet these challenges. In other words, given the nature of the setting, the goals and outcomes you wish to pursue, and your present skills, provide a narrative describing why you think you will be effective in this professional development setting.

e. A description of the personal leadership development goals/objectives the student will try to attain as a result of this experience. Here the student should think deeply about how the internship experience can help him/her strengthen areas seen as weaknesses. In other words, describe the keys areas of knowledge and skill development you see as critical for your professional development. Why do you see these as critical for your development and how will this internship help you build these competencies?

f. Complete the HRE Student Internship Agreement sheet (see p. 11). The Internship Agreement is a contract that must be signed and approved by the student’s Supervisor at the internship site. Taken together the internship proposal and the agreement serve as a written contract between the student, his/her site supervisor, and the instructor of the course.

g. Submit a written draft proposal and the HRE Student Internship Agreement to the appropriate drop box on Moodle by **January 22, 2016 at 4:30PM**. The student is expected to develop the draft proposal in collaboration with his or her site Supervisor. You will be allowed one revision to your proposal based on the feedback given by your GTA or the instructor. All students will be required to submit a revised proposal as well. **Failure to submit a proposal that meets ALL guidelines, e.g. length requirement, by the January 22, 2016 at 4:30PM deadline, etc. will result in a 0 being earned for the proposal portion of the student’s grade regardless of the allowed revision. Failure to submit a revised proposal by February 1, 2016 at 4:30PM will also result in a 0 being earned for the proposal portion of a student’s grade.**

**2- Forum Posts (20%)**

The completion of weekly forum posts is a requirement for this course. The Instructor will post the discussion questions on Moodle and students will be expected to post a thorough and complete response, no less than one paragraph per question, to the appropriate forum by Fridays at 4:30PM of each week specified on Moodle. The forums will become available at 12:00AM on Wednesday of each week and will be due the Friday of the week the forum becomes available at 4:30PM. The forum posts are graded on a pass/fail basis and are evaluated on the quality and thoughtfulness of the response. No late posts are accepted. No post may be edited once a student clicks submit. The dates for each forum post are listed on Moodle under each week.

A student who is not satisfied with a grade on an individual forum assignment will have two weeks from the due date of the assignment to contact his/her graduate teaching assistant asking for clarification and/or to appeal the grade. No grade modifications will be considered after this time. The instructor will not consider a grade appeal for an individual assignment until a student has contacted his/her graduate teaching assistant for clarification and/or to appeal the grade.

If a student is not satisfied with the response from his/her graduate teaching assistant, the student must contact the instructor within five days from the date the response from the graduate teaching assistant is received to appeal his/her grade to the instructor. No grade modifications will be considered after this time.

It is the student’s responsibility to ensure that a post successfully uploaded. Technical errors are not accepted as a valid excuse for a late or make up assignment in this course.
3- Product Portfolio (55%)

A product portfolio is a purposeful collection of work completed during the Leadership Development Internship that demonstrates the use and development of student leadership skills and competencies. The portfolio is a focused collection of materials through which students define their developmental and learning goals, demonstrate progress toward those goals, and describe, evaluate and reflect on their development and learning. The product portfolio is the capstone project for this course. The product portfolio is due April 29, 2016 at 4:30PM. The individual elements of the portfolio are described in this section.

Development of the Product Portfolio involves four steps:

1. Describing in writing the internship experience (e.g., what you did, with whom, for how long, etc.).
2. Identifying the leadership development and learning goals or objectives for the internship.
3. Collecting and assembling evidence (e.g., documents, videos, work products, performance evaluations, or other artifacts) that demonstrate what was accomplished and learned as a result of the internship experience.
4. Written evaluations and reflections by the student on her/his portfolio materials and his/her learning.

CREATING THE PRODUCT PORTFOLIO

The Product Portfolio is the main deliverable for students participating in HRE 4808 Leadership Development Internship. The Product Portfolio is a purposeful collection of work completed during the internship experience that demonstrates achievement of the goals or outcomes of the leadership project/initiative AND demonstrates the use and development of student leadership skills. It should be a focused collection of materials through which students:

1. Demonstrate the extent to which their internship was successful in achieving the goals or outcomes it set out to achieve; and
2. Define their developmental and learning goals, demonstrate progress toward those goals, and describe, evaluate and reflect on their development and learning.

The Product Portfolio contains six parts that must be prepared by the student:

A. A description of the internship experience (e.g., what you did, with whom, for how long, etc.).
B. A description of the internship goals/outcomes and personal leadership development and learning goals.
C. A collection of evidence (e.g., documents, videos, work products, performance evaluations, or other material) that demonstrate what was accomplished and learned as a result of the internship experience.
D. Written evaluations and reflections by the student on her/his portfolio materials and his/her learning experiences.
E. Written signed evaluation from the student’s site supervisor
F. Written evaluations from the members of the group the student led

These Six parts of the portfolio are described in more detail below.

A. Description of the Internship Experience

The first part of the Product Portfolio should be a section describing in relatively specific terms the nature of the internship experience. Sufficient detail should be included so that the description makes clear the leadership setting in which you worked including the nature of the project/work/initiative, your leadership responsibilities, resources available (e.g., human, financial, or technical resources), time frame if appropriate
(e.g., start and end dates), and personnel with whom you worked (names, position/job titles, summary of responsibilities, and any other relevant details of the people you were leading) including the name of your direct supervisor.

B. Internship Goals/Outcomes and Personal Leadership Development Goals/Objectives

The second part of the Product Portfolio should be a section describing the following elements:

1. A description of one or more specific initiatives you pursued as a part of your internship experience.
2. Identification of the achievable outcomes you pursued as a leader in this setting.
3. A description of the critical leadership challenges you encountered as you pursued these goals/outcomes AND a description of how you were able to use your leadership strengths or were able to overcome your weaknesses to meet these challenges.
4. A description of the extent to which you were successful in achieving your personal leadership development goals/objectives. Here you should reflect on how the internship experience helped you strengthen areas you felt were weaknesses in terms of your leadership capabilities. In other words, describe the keys areas of leadership knowledge and skill development you felt were critical for your development as a leader and specify how your internship experience helped you build these competencies.

Please note that much of the information for the first two bullet points can be taken from the Internship proposal prepared at the beginning of the semester. However, if your internship changes over the course of the semester this should be reflected in these sections of your Product Portfolio.

C. Material Demonstrating/Documenting Your Achievement and Development

The third part of the Product Portfolio should contain materials or evidence in the form of outputs, products, or accomplishments that provide evidence of the extent to which the:

1. Specific program/project/initiative(s) in which the student was involved were successful.
2. Achievable outcomes defined in the internship proposal were attained through the student’s leadership initiative.
3. Personal leadership development goals pursued by the student were attained.

In this section of the Product Portfolio, students are to include a number of “entries” that address the issues listed above. An “entry” is a piece of evidence or material that shows success or achievement in the internship. “Entries” can be anything that the student thinks best shows that the leadership initiative was successful, the outcomes were achieved, or personal development goals were reached. An “entry” could be an audio or videotape; graphs, charts, or diagrams; information/documents from others people or sources that help demonstrate the achievement of outcomes or use and development of leadership skills (e.g., a letter from a customer or client); project or work plans or proposals; written reports prepared as a part of the project; or pictures, photos, posters, or other materials created during the course of the internship.

For example, one “entry” in a Product Portfolio might be an audio-enhanced videotape of a meeting led by the student intern in which important project goals are defined. Or it could be a copy of the notes from that meeting. Another example might be a business plan that was developed as part of the internship project. Or an entry might be a copy of the meeting agenda and a set of photos of people participating in a fund-raising meeting organized by the student intern. The materials used in your portfolio are limited only by your creativity. Additional examples are provided in the sample portfolios available on the Moodle site.

Product Portfolios should contain multiple pieces of evidence (multiple entries) that demonstrate student success or achievement in the internship. However, it is important that the materials included in the
portfolio are carefully selected. Students should NOT include everything they did or produced during the course of the internship. Only materials that best reflect the achievement of defined outcomes or the use/development of leadership skills and capabilities should be included.

D. Evaluations/Explanations/Reflections

Following each entry in the Product Portfolio should be a written narrative that describes the entry, how you think the entry provides evidence the internship was successful, the outcomes were achieved, or personal development goals were attained, and why you see the entry as important. In other words, following each entry in the Product Portfolio students must include a 1-2 page written narrative describing what the “entry” is and why it is important. The portfolio should contain no less than one entry for each week of the internship.

The narratives should address all of the following issues:

1. Description of the individual entry and date undertaken and completed.
2. Identification of the specific achievement or developmental objective (for the intern) the entry addresses.
3. Analysis of how the entry reflects or documents outcome achievement or the attainment of personal leadership development goals/objectives and an explanation describing why it is valuable evidence of that achievement or development.
4. Reflection on your leadership performance with regard to that portfolio entry. For example, what did you do particularly well? What could you have done better? How might you do this better in the future?

These are the most important elements of your portfolio and it is expected you will put a good deal of thought and effort into this part of your portfolio. These narratives should actively engage you in reflecting on, examining, and evaluating your leadership efforts and, in this way, maximize your learning from the experience.

Finally, in addition to the narratives for each portfolio entry, students must also include a SEVEN FULL PAGE TO TEN PAGE SUMMARY NARRATIVE that reflects on and encapsulates your assessment of the overall internship experience. It must include:

1. Any disappointments or surprises you had with regard to the experience (e.g., big oh no’s or aha’s).
2. Any speculations you may have about how you could have done things differently to better meet your achievement and developmental goals.
3. A discussion of areas in which you feel you need to continue the development of your leadership skills and how that development might be accomplished.
4. A description of how well you were able to achieve the goals or outcomes of the internship.

E. Site Supervisor Assessment

The second component used in assessing the internship experience is a written narrative provided by the Site Supervisor assessing the student’s performance as a leader. The Site Supervisor must prepare a brief written narrative that addresses the following questions:

1. Overall, how well was the student intern able to achieve the goals or outcomes of the program, project or initiatives in which he/she was involved?
2. In what areas could the student intern have been more effective or done things differently to better meet goals and objectives of the program, project, or initiative in which he/she was involved?
3. In what areas do you think the student intern needs to continue the development of his or her leadership skills?

The Site Supervisor Assessment should be scanned and submitted with the portfolio at the end of the semester. The site supervisor assessment MUST be signed. Failure to submit a SIGNED site supervisor evaluation will result in a deduction of no less than 30% to the student’s portfolio grade.

F. Group/Team Assessment

The third component used in assessing the internship experience is a written narrative provided by the group or team that worked with the student intern. The group or team must collectively provide a single written narrative that gives their views on the student intern’s performance as a leader. The group/team assessment must address the following questions:

1. Overall, how well was the group or team able to achieve the goals or outcomes of the project, program or initiatives in which they were involved?
2. In what ways was the leadership provided by the student intern particularly effective in helping the group/team achieve its goals?
3. In what ways could leadership provided by the student intern have been more effective or what could have been done differently to better help the group/team meet its goals and objectives?

The Group/Team Assessment should be included in the Product Portfolio.

Assembling the Portfolio

Portfolio materials must be arranged in a professional manner and constructed so that the reader can progress through them easily. Also, constructing your portfolio does not need to be a solo activity. You are encouraged to collaborate with your colleagues at work, your site supervisor or others about what best reflects your learning and how it does so.

4. TIME LOG

Time Log

Students must also keep a time log that documents the hours they have spent working on the internship. The log must be signed daily by the Site Supervisor and submitted at the end of the semester with the Product Portfolio. A Time Log document is available on the Moodle site. A deduction to the portfolio grade will apply for every hour that a student is short of the minimum required semester hours based on the percentage of hours not completed (E.g. if 142/144 hours are completed, a 1.39% deduction will apply). Failure to submit a signed time log will result in a 0 being earned for the student’s portfolio grade.

WRITING GUIDELINES FOR THIS COURSE

All written assignments should be double-spaced, use Times New Roman 12-point font, and have 1-inch margins on all sides. All papers should adhere to APA 6th ed (2009) format. All assignments must be submitted in Microsoft Word or PDF format. No other file type will be accepted. Title pages and reference pages will not count towards the length requirements for any assignment.
The Instructor Reserves the Right to Modify This Syllabus to Meet the Needs of the Course

All email communication from the instructor or GTAs as well as post in the News Forum are considered to be addendums/amendments to this syllabus and are binding on all students.

Please note all deadlines are in CST/CDT
Leadership Development Student Internship Agreement

The following parties voluntarily enter into this agreement:

**Student Name:**
LSU ID Number: 
Address: 
City, State, Zip Code: 
Telephone Number: 
Email Address: 

Site Supervisor: 
Organization: 
Address: 
City, State, Zip Code: 
Telephone Number: 
Email Address: 

By signing this agreement it is mutually agreed that

1. The Student will perform the internship at the following location:

   Address: 
   City, State, Zip Code: 
   Telephone Number: 
   Email Address: 

   Commence the internship on __________ and end on __________. (start/end dates)

Student Signature: 
Date: 

Site Supervisor’s Signature: 
Date: 

By signing the Leadership Development Student Internship Agreement, the student provides consent for the instructor and/or the graduate teaching assistant to contact the site supervisor identified on this form with any questions or concerns regarding the student’s performance during his/her internship. By signing the Leadership Development Student Internship Agreement, the student also provides consent for the instructor and/or graduate teaching assistant to provide a copy of work submitted in this course to the site supervisor for performance verification purposes.