

US 460

*Working With Experienced Leaders*



PRESIDENT'S  
LEADERSHIP  
PROGRAM

*Colorado State University - Pueblo*

## 1 PURPOSE

The US-460 Course, *Working With Experienced Leaders*, is a semester-long internship experience. By pursuing an internship, PLP scholars seek to hone their communication skills, take on project-oriented leadership tasks, shadow professionals, develop mentor relationships, and immerse themselves in an experience which is then supported by reflection, discussion, analysis, and evaluation. PLP scholars may participate in internships during the spring semester of their junior year, the summer semester between their junior and senior years, or the fall semester of their senior year.

Given the time requirements of the internship experience (a minimum of 60 hours over the course of the semester), the required weekly internship journal & time log, assigned reading, group discussion and final portfolio, paper and presentation, US-460 has been allotted three credit hours toward a minor in Leadership Studies.

## 2 INTERNSHIP OVERVIEW

The purpose of the internship is to provide PLP scholars with a practical hands-on experience, putting into practice the leadership skills they have developed over the previous three years in the President's Leadership Program. The internship is an intensive, semester-long, individual, experiential activity that is accompanied by group discussion. It is an internship experience in which students are placed into positions of responsible community membership and encouraged to be creative, productive, and helpful to that aspect of the community. They are challenged to take autonomous steps towards testing and applying academic theory within the realities of everyday experiences and beyond the comforts of the university setting.

PLP internships are designed to create an environment for self-education, to foster academic and career decisions that have lifelong ramifications, and to ultimately challenge the students to extend his/her capacities and talents as fully as possible. In the internship, scholars have the chance to design a learning opportunity that matches their PLP training with their personal interests. In this self-initiated project it is possible for scholars to participate in a wide range of activities with local businesses, educational, governmental and service organizations. The students are asked to negotiate a contract with the organization they select, *and* with PLP, that specifies the terms of the internship. The contract should clearly indicate that the purpose of the internship is primarily educational. Scholars should not to be used as additional clerical staff in positions that do not offer significant opportunities for learning.

In addition to the internship requirement, students are required to participate in a group discussion with PLP peers and the course advisor, once every two weeks, during the internship semester. In the group, they have the opportunity to talk about their experiences, listen to and support other interns, brainstorm ideas for tackling projects, tasks and workplace relationships, and share reflections on required topics and readings. Through an internship, students also learn the basics of finding a job, resume writing, and interviewing. Students maintain internship journals & time logs, create a portfolio, and develop a final paper and presentation on their chosen organization as a part of the course requirement.

## 3 INTERNSHIP OBJECTIVES

The internship is designed for students to gain practical "hands on" learning experience in a selected field of interest and enables PLP scholars to:

- Explore and gain experience in an area in which they are interested
- Apply skills learned in PLP to the day-to-day activities of their internship

- Learn more about themselves, mentally, physically and emotionally
- Develop their leadership skills and their fellowship skills
- Integrate classroom information and on-the-job work experience
- Enjoy working and achieving goals
- Develop a mentor relationship with professionals in a field of the student's desire

From PLP's perspective, the basic goals of the internship are:

- To give students detailed exposure to a specific institution and/or group
- To give students the opportunity to learn and appreciate the culture and group dynamics of a specific organization
- To provide a close-up look at leadership in action
- To stimulate careful reflection and assessment, based on what they have learned in PLP, of the leadership exhibited at the internship experience to other scholars through oral and written presentations

## 4 INTERNSHIP COURSE REQUIREMENTS

The primary requirements of this internship course are as follows:

- Requires attendance at PLP group discussion meetings
- Requires the composition and negotiation of a contract that is agreed upon by both the organization and PLP. The contract specifies the terms and conditions of the internship and poses fundamental questions the student hopes to answer through the internship experience
- Requires the development of a up-to-date resume
- Requires an average of 4-6 hours per week of time spent focusing on the internship
- Must last over the course of the semester (work is not required during school breaks)
- Requires contact with a senior, primary sponsor who can work with the student and evaluate his/her work

### INTERNSHIP CONTRACT INTERVIEW/REVIEW

Students are expected to write and submit a formal internship contract which outlines the purpose of his/her internship, the goals to be achieved, the methodology for achieving the stated goals, and the student's evaluation criteria for the internship experience.

Once a student has composed his/her contract, he/she submits it to the instructor for review and approval. In addition, the student's internship sponsor must also approve the contract and receive a copy of the student's professional resume. The contract will not be approved if it does not clearly outline the time requirements of the internship experience.

## 5 COURSE OUTLINE

Throughout the course of the semester, internship participants will be required to attend periodic PLP group meetings. These meetings will be scheduled with the students and course advisor/instructor.

### ASSIGNMENTS AND EVALUATION CRITERIA

Students will be evaluated on the following assignments:

- 15 % - Formal Internship Contract & Report Form
- 40 % - Internship (includes weekly journal entries, time logs, supervisor evaluation)
- 25 % - Final Portfolio, Paper & Presentation
- 20 % - Group Meeting Attendance & Participation

### Internship Final Portfolio, Paper & Presentation

Upon the completion of the internship experience, each scholar is expected to present his/her portfolio

for evaluation and give a fifteen-minute oral presentation on his/her internship experience to the rest of the group.

Part of the portfolio will be an 8-10 page paper, where scholars will review their individual performance, education and growth, as well as analyze the leadership and workplace culture at their chosen organization. The paper should be typed and double-spaced with one-inch margins. Font size should be no smaller than 10 point and no larger than 12 point. Papers should have correct spelling, grammar and usage, paragraphing, capitalization and punctuation. (Be sure you have carefully proofread and edited your final papers!) Papers should consist of the following components:

- Cover page
- Description of Workplace (includes, but not limited to: type of business or organization, structure, dress code/employee physical presentation, hours and use of time, workspace, communication, technology, social, ceremonial or ritualistic events, humor, cultural groups present in the workplace)
- Analysis of Workplace (includes, but not limited to: cultural influences, areas of conflict, behaviors, values and beliefs, co-worker relationships, professionalism, leadership styles, group dynamics, effects of change, recommendations for workplace improvement)
- Analysis of individual work performance, education and growth while serving as an intern at the business or organization

The portfolio should be a creative reflection of the Internship experience and include the following:

- Formal Internship Contract & Report Form
- An 8-10 page paper, detailing the Internship Work Experience
- Creative examples/displays of your internship experience (pictures, published work, etc.)
- Copies of your weekly journals & time logs
- Copy of the Internship Sponsor's Evaluation

## **6 COURSE ADVISOR/INSTRUCTOR**

Shelly Moreschini, Director  
President's Leadership Program  
CSU-Pueblo  
2200 Bonforte Boulevard  
Pueblo, CO 81001

Office Location: Library Wing, Room #221  
Office Phone: 719-549-2060  
Office Fax: 719-549-2972  
Email: [shelly.moreschini@colostate-pueblo.edu](mailto:shelly.moreschini@colostate-pueblo.edu)

## 7 APPENDIX

### USING CONTRACT LEARNING IN THE PRESIDENT'S LEADERSHIP PROGRAM

#### *Explanation of Contract Learning Narrative for Experiential Learning Proposals*

**Definition:** Contract learning involves the forging of an agreement between you as a scholar and the President's Leadership Program to design a project and/or seminar for you to complete.

You will set with program approval:

- 1) Your Internship/Leadership Quest description and goals
- 2) Your methodology or pedagogy that will govern the achievement of your goals
- 3) Your criteria or instruments of evaluation that will demonstrate whether the agreed upon goals have been met

**Purpose:**

1. Although there are several valid reasons for engaging in contract-based, experiential learning, probably the most important is the desire to respect your individuality. Contract learning recognizes and responds to the fact that all scholars are unique and have their own learning styles, purposes and potential.
2. Contract learning takes advantage of the fact that people learn most quickly and powerfully what they are immediately interested in and see a use for; i.e., your own questions are usually the most compelling.
3. The experiential focus of contract learning seeks to engage the full range of learning styles. It attempts to engage your capacity to learn from concrete experiences and active experimentation, as well as from reflection, observation and abstract conceptualization.
4. Contract learning relies on your initiative as a powerful way to develop learning and research skills; it encourages you not only to learn but how to become more resourceful.

#### **I. Purpose of Internship**

The first portion of your contract learning narrative should be a full description of the proposed internship along with the issues this experience will address or what you expect to learn. This can be more precisely stated with clearly defined goals.

#### **II. Setting Goals:**

Clearly there is something that you want to learn or find out about or you would not be concerned about negotiating a learning contract. Nevertheless, it may still be difficult to be precise about your goals and some precision is necessary so that you can have a clear sense of direction.

- 1) As obvious as it seems, make sure that you select something that you really want to explore, something that will be fun to dig into.
- 2) The goal should be something that is interesting and worthwhile. Why set out to do something that is of little value once you have done it?
- 3) Check to make sure that your goal is achievable. It should be distinctly possible here and now.

- 4) Possibly choose an experience that will be valuable in your present and future career plans. Often, you will want to do something that you can share with colleagues or friends. It is especially valuable to do something that you can formulate into a coherent and meaningful set of principles and ideas. This ability to hold a subject as a body of abstract concepts or general principles can be particularly valuable for understanding, memorization and teaching.
- 5) Ideally the goal would teach you more than just one thing or subject. It might enable you to learn something about how to learn and even how to teach!
- 6) Goals usually encourage people to develop the habit of reflection and observation so that they are able to consistently make perceptive observations and draw significant conclusions from those observations.

Your goal should focus on using resources available to you to do something you have always wanted to do. You might like to write an article for a specialized journal or learn a particular skill for your own development or to share with others. You might want to learn how to teach a certain subject, or you might set up your own fieldwork venture. Perhaps you would like to investigate a subject or area to see if it would be suitable as a career choice. Look for the things you have always been interested in and find a way to make them happen.

### **III. Methodology – Pedagogy**

Methodology Defined: A methodology is a plan of action on how you will achieve the goals of your internship.

Pedagogy Defined: The methods used to define how you teach and learn. Pedagogy deals with your learning goals in your internship experience. How will you ensure that you are actually learning?

Once you have set your goals and decided exactly what it is you want to do, you are then faced with the task of determining how best to achieve your objectives; you must select a methodology or pedagogy. You are most likely to achieve something significant if you have carefully considered how best to achieve what you desire. If you can specify evidence and criteria to measure your goals, it becomes easier to achieve them.

- 1) See if you can formulate your experience into meaningful ideas and principles. The ability to formulate abstract concepts that summarize an activity can be very valuable.
- 2) Tell us what you will be doing and how this will get you toward your goals of what you want to learn.
- 3) Include a timeline and how much time you intend to set aside per week for this project.

### **IV. Evaluation Criteria**

How will you demonstrate your learning? What evidence can you gather or what capability can you develop that can be demonstrated afterwards to prove that you have achieved your stated goals? It is your task to explain what is to be evaluated in terms of your goals, to establish criteria for evaluation, and to demonstrate that you have accomplished what you set out to do.

**Answer the question:**

**How can I create a record to demonstrate that what I have learned is useful and meaningful? (This criteria will be for yourself, your internship sponsor, and the PLP staff.)**

**Think about these things:**

- 1) Here it is important to demonstrate that you have internalized your experiences so thoroughly that you can apply what you learned successfully in new circumstances. Can you use your experiences to make decisions and to solve problems?
- 2) Often this internalization of an experience can best be demonstrated through active experimentation, i.e., you can devise an experiment or a project in which your learning can yield predictable results, plausible insights, solutions and prognostications.
- 3) If you have learned a particular task, do you have a work sample that you can offer or can you demonstrate important aspects of an actual job? Can you demonstrate how you would solve specific problems that are pertinent to a specific job and/or organizational role? Is there any significant form of behavior or change in behavior that you can demonstrate to objectify your experience?
- 4) Is your experience something that you can be examined orally on or by essay afterwards? What kinds of questions would be appropriate for this type of examination?
- 5) Is there a product or document you can create that was made possible by your experience?
- 6) What preparations can you make before your experience to enhance your chance of learning and to demonstrate what you have learned?
- 7) Is there something you can do during or after your experience that your advisor can observe and later report as evidence of your experience?
- 8) Is there reading or research you can do before or after the experience that will take on clearer or greater meaning by virtue of observations made during your experience?
- 9) Will keeping a journal on either how you carry out your experience or what you observe during it help to document the learning you may achieve?

\*\*Now tell us how you are going to be evaluated.

You are designing your contractual learning experience. Therefore, you will design your goals, methodology and evaluation criteria. Have fun and be creative.

***A signature is required from the sponsor of your project and yourself for all internships.***

**Sponsor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

# PRESIDENT'S LEADERSHIP PROGRAM INTERNSHIP REPORT FORM

## Student Information

Name \_\_\_\_\_

Major \_\_\_\_\_

## Internship Information

Internship Placement \_\_\_\_\_  
(Company/Organization)

Internship Position/Title \_\_\_\_\_

Internship Contact Person \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

Internship Address \_\_\_\_\_

Dates of Internship: Beginning \_\_\_\_\_ Ending \_\_\_\_\_

Average Number of Hours Focused on internship Per Week \_\_\_\_\_

Total Number of internship Hours \_\_\_\_\_

## **Internship Project**

(Provide a brief description)

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**Internship Duties:**

(Provide a brief description of your responsibilities.)

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**Extra Opportunities:**

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**Was your internship experience focused on your major?    Y            N**

**If not, then please explain:**

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**If your internship was not an existing position, i.e., if it was new to the PLP program, how did you decide where to begin and what to pursue?**

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**When did you begin the planning stage of your internship?**

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**What persons/organizations were helpful in the initial planning?**

(PLP Office, USC Career Center, etc.)

\_\_\_\_\_  
(Name/Organization) (phone) (e-mail)

\_\_\_\_\_  
(Name/Organization) (phone) (e-mail)

\_\_\_\_\_  
(Name/Organization) (phone) (e-mail)

**Please list three ways in which you benefited from this experience personally, professionally, or both.**

**1.** \_\_\_\_\_

\_\_\_\_\_

**2.** \_\_\_\_\_

\_\_\_\_\_

**3.** \_\_\_\_\_

\_\_\_\_\_

**Please list any concerns regarding your internship experience.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What skills or knowledge did you gain from your internship that you feel will assist you in the future?**

**1.** \_\_\_\_\_

**2.** \_\_\_\_\_

**3.** \_\_\_\_\_

**Additional Comments:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**How do you rate your internship experience?**

**(worst) 1 2 3 4 5 6 7 8 9 10 (best)**

## PRESIDENT'S LEADERSHIP PROGRAM INTERNSHIP EVALUATION

### Internship Sponsor Information

Name & Title \_\_\_\_\_

Company/Organization Name \_\_\_\_\_

Company/Organization Address \_\_\_\_\_

Company/Organization City/State/Zip \_\_\_\_\_

Phone Number \_\_\_\_\_ Email \_\_\_\_\_

Name of PLP Intern \_\_\_\_\_

### Internship Evaluation

Please provide a brief description of the responsibilities/projects for which the PLP Intern was responsible.

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Dates of Internship: Began \_\_\_\_\_ Ended \_\_\_\_\_

Average Number of Hours per Week \_\_\_\_\_

In general, were you pleased with the PLP intern and the work they did at your agency?

- \_\_\_\_\_ Very Pleased
- \_\_\_\_\_ Pleased
- \_\_\_\_\_ Somewhat displeased
- \_\_\_\_\_ Very displeased

Please comment:

What were the biggest advantages of having a PLP Intern at your agency?

**What were the disadvantages, if any, of having a PLP Intern at your agency?**

**Please rate the following statements using the scale listed below:**

- 1 = Failing**
- 2 = Below average**
- 3 = Average**
- 4 = Above Average**
- 5 = Superior**

- |   |          |          |          |          |          |           |
|---|----------|----------|----------|----------|----------|-----------|
| <b>1. Student reports regularly and punctually at time agreed upon.</b>                               | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>NA</b> |
| <b>2. Student attends to tasks assigned to him/her</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>NA</b> |
| <b>3. Student's attire and grooming are appropriate</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>NA</b> |
| <b>4. Student does assigned tasks with a positive and willing attitude</b>                            | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>NA</b> |
| <b>5. Student can function alone and does not need to be continually supervised</b>                   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>NA</b> |
| <b>6. Student responds positively to constructive criticism</b>                                       | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>NA</b> |
| <b>7. Student has an accurate sense of own abilities</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>NA</b> |
| <b>8. Student handles self well in problem-solving situations</b>                                     | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>NA</b> |
| <b>9. Student attempts to learn about the conditions under which the agency operates</b>              | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>NA</b> |
| <b>10. Student established good rapport with the people he/she worked with (clients, staff, etc.)</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>NA</b> |

**Do you feel that the PLP Intern was adequately prepared for the service project at your site?    \_\_\_ Yes    \_\_\_ No**

**Please comment:**

**How could our scholars be better prepared to volunteer at your institution?**

**How well did the PLP Intern work with your staff?**

- \_\_\_ Very Well**
- \_\_\_ As Well as Expected**
- \_\_\_ Not very well**

**Please comment:**

**Did the PLP Intern exhibit positive qualities of leadership?**

**Please explain in detail:**

**Did you provide any specialized training to help the intern take advantage of the learning that was possible at your institution?**

**Did you feel that you had effective communication with the intern during their tenure at your agency? If there were communication difficulties please explain:**

**Would your agency like to host a PLP Intern in the future?**

**Yes**

**No**

**Please comment:**

**Please add any additional comments about your experience hosting a PLP Intern. Your feedback, whether positive or negative, will help our scholars further their own growth and development.**

**\*\*I have discussed this evaluation with the student intern:  Yes  No**

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**Supervisor's Signature**

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**Date**

**Proposed Course Schedule – Fall 2007**  
**US 460 Working With Experienced Leaders**

<b>August 18<sup>th</sup></b>	Attend Scholar Retreat <i>Review Course Expectations and Requirements</i>
<b>September 11<sup>th</sup></b>	Group Meeting #1, 6 p.m., Conference Room, Art/Music Building
<b>September 21<sup>st</sup></b>	Group Meeting #2 4 p.m., PLP Office, Library Wing
<b>October 12<sup>th</sup></b>	Group Meeting #3 4 p.m., PLP Office, Library Wing
<b>October 26<sup>th</sup></b>	Group Meeting #4 4 p.m., PLP Office, Library Wing
<b>November 9<sup>th</sup></b>	Group Meeting #5 4 p.m., PLP Office, Library Wing
	<b><i>Thanksgiving Break</i></b>
<b>November 16<sup>th</sup></b>	Group Meeting #6 4 p.m., PLP Office, Library Wing
<b>December 7<sup>th</sup></b>	Group Meeting #7 4 p.m., PLP Office, Library Wing
<b>December 11<sup>th</sup></b>	Attend Junior Capstone Project Presentation 6 p.m., Auditorium, Hasan School of Business PLP Holiday Party
<b>December 14<sup>th</sup></b>	Final: Internship Presentation/ Portfolios Due 4 p.m., Location TBA

***Winter Break***

