



Executive Masters in Educational Management (EMEM)

Capstone-Leadership Project

The Mico University College

Capstone-Leadership Project

Date Recommended by Supervisor-----

1). -----

2). -----

Dean, The Graduate School of Education

Date: -----

Goals of the Leadership Project

With the emergent complexities facing learning institutions and shifting cultural dynamics, the Executive Masters in Educational Management provides an avenue for senior administrators to be suitably equipped with the leadership, managerial and communicative competencies to lead the transformation of the educational sector in alignment with new global imperatives. The general goal of this Leadership Project is to offer students the possibility to familiarize themselves with tasks typical for their field in course of their studies. In addition, the Leadership Project helps students to get a better idea of their future employment opportunities and to establish connections in the working life. A Leadership Project in an organization is a good way to get to know your field and to learn to work in an organization's culture, while enhancing your proficiency. Furthermore, the theory learned in the programme builds the capacity to put theory into practice.

Finding a Leadership Project

Student/intern shall find an organization to carry out the Leadership Project himself or herself. The Programme Coordinator through the Dean in the Graduate School of Education guides the student/intern in finding an appropriate Leadership Project. A contractual arrangement between the student/intern and the organization must be signed before the Leadership Project begins. The relevant documents are housed in the Graduate School of Education.

Rationale for Including a Leadership Project in the Degree

The rationale for including a Leadership Project in the degree was out of a recommendation from the University Council of Jamaica (UCJ), in a bid for leaders and managers to hone their skills and apply relevant theory into practice.

Tasks During the Leadership Project

When including the Leadership Project as part of the Master's degree, tasks of the intern must:

- Be related to the field of Education Leadership/Administration or Management.
- Familiarize the intern with working life and develop the ability to apply the theory of leadership and management to the working world.
- Further deepen the expertise and know-how gained in the degree programme.

Duration of the Leadership Project

The Leadership Project is a 45-hour², which awards 3 credits. Each student can earn a maximum of 3 credits for the Leadership Project and have those credits counted toward a Master's degree.

The requirement for the Capstone Leadership Project (CLP) 3 Credits is:

- 1 credit =45 Hours (Written Report)
- 2 credits – 90 Hours Fieldwork Experience and Implementation (Uninterrupted)

Total 3 credits - 135 Hours of Project

Assessment/Evaluation of Project is based on:

1. Fieldwork- 50%

2. Written Report- 50%

Total: 100%

The Leadership Project must be completed without interruption.

The Graduate School of Education must approve the Leadership Project. This is done through a committee, which includes the Dean and the Programme Coordinator. A supervisor must be assigned to the student. The responsibility of the Supervisor is to visit the student during the Leadership Project including observation, meeting with the student's supervisor, and completion of an Evaluation form at the end of the Leadership Project. The student is responsible for documenting their duties while on the Leadership Project along with producing a Reflective Observation and Leadership Project Report.

Supervisor's Role:

1. Supervision for the duration of Capstone Leadership Project: 135 Hours. Ninety (90) Hours uninterrupted Field Work and 45 Hours preparation of Written Report) to commence in Semester 2 of the Academic Year.
2. Number of Field Visits per Student: Four (4)
3. Duration of Each Field Visit per Student: 3 hours
4. Number of Consultations per Student: Four (4)
5. Duration of Each Consultation per Student: 2 hours

Reflective Observation and Leadership Project Report

The purpose of the reflective observation is for the intern to reflect on what they learned in the organization and how that enables them to achieve a higher level of self-efficacy (Kolb, 1984). This reflection allows the intern to recognize his/her personal weakness and

then address these downfalls so that they can focus on positive personal development. The Reflective Observation and Leadership Project Report will be guided by a rubric and include information reflecting activities over 135 hours.

Leadership Project Report

In order for the report to be accepted, it has to cover all the points mentioned below and reflects activities over 135 hours (Fieldwork and Written Report).

The Report should include a short description of:

1. The tasks during the Leadership Project including:
 - a. Rationale
 - b. Aim
 - c. Implementation/Task
 - d. Challenges
 - e. Outcomes of Implementation.
2. The field of business of the employer and the basic operations of the company/organization.
3. The relation of your tasks to the latter.

In the Report you are expected to:

4. Reflect on the matters learnt in the Leadership Project in the light of the courses you have taken (references to courses and literature).
5. Describe how the Leadership Project relates to your current studies.
6. Consider how the Leadership Project has supported the attainment of the learning goals of the degree programme.

7. Give a summary of these learning goals and go through them one by one in the light of the Leadership Project.
8. Make suggestions for improving the Leadership Project tasks in light of your studies.
9. Describe how the Leadership Project relates to your future career prospects.

Evaluation of Leadership Project

Leadership Project is evaluated on the basis of the Leadership Project Report and Leadership Project Field Component.



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Capstone Leadership Written Project Rubric

| Quality/Criteria | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 | Rating 1 2 3 4 5 |
|---|--|---|---|---|--|---------------------|
| 1. Focus and Originality | Focus is missing. Insight and originality. | Project may be obvious or unimaginative. | Project has some original insights. | Project develops fresh insight and is satisfactory in its originality. | Project commands attention and is insightful in development. | |
| 2. Rationale; Aim; Purpose; Implementation of Task. | Objectives missing, rationale, aim, purpose etc. | Project objectives are not clear. rationale, aim, implementation of task | Project objectives are somewhat clear in their intent.- rationale, aim and purpose. | Project is satisfactory stating objectives and intent.- rationale, aim and implementation | Project is clear in stating objectives and intent-rationale, aim, purpose and implementation. | |
| 3. Leadership Project: Reflect on the matters learnt in the Leadership Project in the light of the courses you have taken (references to courses and literature). | Reader cannot determine the issue and project has no relation to the programme or courses taken. | Issue is somewhat vague OR only loosely related to the programme or courses taken. | Issue is fairly clear and match the programme and courses taken. | Issue is satisfactory and closely match the programme and courses taken. | Presents a cogent analysis of the issue and relates to the programme , with well chosen examples and persuasive reasoning. | |
| 4. Organization plan of Report and Content: Describe how the Leadership Project relates to your current studies. | Unclear organization OR organizational plan does not relate to current studies. No transitions. | Some signs of logical organization or ineffective flow of ideas in relation to current studies. | Ideas supports focus of project and issue. Sequence of ideas could be improved. | Ideas and issue satisfactory. Sequence of ideas related to current studies is satisfactory. | Fully supports focus and issue. Sequence of ideas related to current studies is effective. | |

| | | | | | | |
|--|---|--|---|---|--|--|
| <p>5. Reasoning (a) Ideas/ Details: Consider how the Leadership Project has supported the attainment of the learning goals of the degree programme.</p> | <p>Offers simplistic, undeveloped support for the ideas. Off-topic generalizations, faulty assumptions, errors of fact.</p> | <p>Offers somewhat obvious support that may be too broad. Details are too general, not interpreted, irrelevant to project.</p> | <p>Offers original reasoning, but assumptions are not always recognized or made explicit.</p> | <p>Satisfactory development of ideas and assumptions. Contains some relevant details or examples.</p> | <p>Substantial, logical, & concrete development of ideas. Assumptions are made explicit. Details are germane, original, and convincingly interpreted.</p> | |
| <p>6. Use of sources/ Documentation (related to the field of educational leadership) Give a summary of these learning goals and go through them one by one in the light of the Leadership Project.</p> | <p>Neglects important sources. Overuse of quotations or paraphrase to substitute writer's own ideas. (Possibly uses source material without acknowledgement).</p> | <p>Uses relevant sources but lacks in variety of sources and/or the skilful combination of sources. Quotations & paraphrases may be too long and/or inconsistently referenced.</p> | <p>Uses sources to support, extend, and inform, but not substitute writer's own development of idea. Does not overuse quotes, but may not always conform to required style manual.</p> | <p>Sources are satisfactorily used to support, and inform, writer's own development of idea. Doesn't overuse quotes.</p> | <p>Sources used support field and extend and inform writer's own development of idea. Combines material from a variety of sources, including scientific data, and authoritative testimony. Doesn't overuse quotes.</p> | |
| <p>7. Make suggestions for improving the Leadership Project tasks in the light of your studies.</p> | <p>Report contains simplistic, undeveloped suggestions for the ideas to improve the leadership project.</p> | <p>Report contains somewhat obvious suggestions that may be too general and/or irrelevant to project.</p> | <p>Report contains solid but less original suggestions for the ideas to improve the leadership project that are not always made explicit. Contains some relevant details or examples.</p> | <p>Report contains satisfactorily development of ideas and suggestions for the ideas to improve the leadership project.</p> | <p>Report contains substantial, logical, & concrete development of ideas for the ideas to improve the leadership project. Suggestions made are explicit, germane, and original.</p> | |
| <p>8. Describe how the Leadership Project relates to your future career prospects.</p> | <p>Leadership Project/issue has no relation to future career prospects.</p> | <p>Leadership Project Issue is somewhat vague and has little relation to future career prospects.</p> | <p>Leadership and Issue is fairly clear and match future career prospects.</p> | <p>Leadership project and issue are satisfactory to the reader and related to future prospects.</p> | <p>Leadership project and issue are clear to the reader and closely related to future prospects.</p> | |
| <p>9. Responds to all aspects of the assignment.</p> | <p>Not all aspects of the project are captured.</p> | <p>Some aspects of the project are captured.</p> | <p>Aspects of the project are fairly clear.</p> | <p>Aspects of the project are satisfactorily evidenced and appropriate.</p> | <p>All aspects of the project are evidence appropriately and clear.</p> | |

| | | | | | | |
|---------------------------------|--|--|--|--------------------|--------------------------------|--|
| 10. APA 7 th Edition | Paper requires review; made numerous errors in the APA format. | Some aspects of APA format have been adhered to. | Most aspects of APA format have been adhered to. | Minor corrections. | All aspects of APA adhered to. | |
|---------------------------------|--|--|--|--------------------|--------------------------------|--|

Total Score: _____ / _____ % Grade: _____
50

Supervisor: _____

External Examiner: _____

Date: _____

Date: _____



Graduate School of Education Capstone Leadership Project (CLP) Fieldwork Rubric

Executive Masters in Educational Management (EMEM)

Candidate's Name: _____

Supervisor's Signature: _____ Date: _____

Fieldwork Area of Leadership/Title: _____

Purpose of Instrument: The purpose of this instrument is to assess the candidate's leadership skills.

Administration of Instrument: This rubric is implemented during Fieldwork and during student Leadership Capstone Project.

Criterion for Success: Candidates should score the equivalent to a B.

**Unsatisfactory [1]; Needs Improvement [2]; Meets Expectation [3];
Meets Expectations [4]; Exceeds Expectations [5]**

| Criteria | Low | High |
|---|-------|---------|
| | 1, 2, | 3, 4, 5 |
| 1. Identifies leadership opportunities that enhance the professional environment of the organization: | | |
| Identified a realistic leadership opportunity that has potential for positive impact on the professional environment of the organization. | | |
| 2. Develops a plan for engaging in leadership activities: | | |
| Creates a leadership work plan that describes the purpose, scope, participants, timeline of implementation, and an assessment plan of progress and outcome of implementation. | | |

| | |
|--|--|
| <p>3. Implements a plan for engaging in leadership activities.</p> <p>Implements a leadership work plan with detailed evidence of the plan’s execution (purpose, scope, participants, timeline of implementation, and assessment plan and outcome of implementation).</p> | |
| <p>4. Analyzes the relation of the leadership task to the field of business and the basic operations of the organization.</p> <p>Analyzes the relation of the task to the organization and evaluate the results of the executed leadership project. Implements a plan for sustainability of the leadership project.</p> | |
| <p>5. Holistic Assessment of Leadership</p> <p>Identifies, creates and implements realistic leadership opportunities that have potential for positive impact, are clearly described in scope, purpose, and impact; analyzes the project in relation to the organization and how the project has supported the attainment of the learning goals of the degree programme.</p> | |

NB. Score out of 25*2

Total Score: _____ / _____ % Grade: _____
50

Supervisor: _____ External Examiner: _____

Date: _____ Date: _____

Supervisors Comments:

The Grading Scheme for Graduate students is as follows:

| Scores | Grades | Quality Point | Class |
|----------|--------|---------------|-------------|
| 90 – 100 | A+ | 4.00 | Distinction |
| 80 – 89 | A | 3.50 | Distinction |
| 75 – 79 | A- | 3.25 | Pass |
| 70 – 74 | B+ | 3.00 | Pass |
| 65 – 69 | B | 2.75 | Pass |
| 60 – 64 | B- | 2.50 | Fail/Resit |
| 55 – 59 | C+ | 2.25 | Fail/Redo |
| 50 – 54 | C | 2.00 | Fail/Redo |
| 40 – 49 | D | 1.50 | Fail/Redo |
| 0 – 39 | F | 0.00 | Fail / Redo |



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Leadership Project

The Mico University College

Cooperating Agency Data Sheet

Name of Intern -----

Name of Agency-----

Address of Agency-----

Telephone-----

Job Description of Leadership Project Student-----

Supervisor/s -----

Special Assignments (specific hours, etc.)-----

Have discussions taken place with the intern? Is the intern familiar with his/her responsibilities? -----

Supervisor's Endorsement (The Mico)

Signature----- Date-----

Position or title-----

Dean's Endorsement

Signature----- Date-----



Leadership Project Co-Op Evaluation Report

The Graduate School of Education

The Mico

We are asking for your assistance in evaluating the performance of the intern who has been working at your organization.

Date: -----

Student's name-----

Supervisor's name-----

Organization -----

Address -----

Please describe the value of the Leadership Project to your organization

Please evaluate the intern's performance during Leadership Project

Performance Characteristics

(1- poor, 2- fair, 3- good, 4- very good, 5- excellent)

| | | | | | |
|---|---|---|---|---|---|
| A. Skills and knowledge necessary for job | 1 | 2 | 3 | 4 | 5 |
| B. Quality of work done | 1 | 2 | 3 | 4 | 5 |
| C. Reliability in meeting deadlines | 1 | 2 | 3 | 4 | 5 |
| D. Working relationship with members | 1 | 2 | 3 | 4 | 5 |
| E. Ability to communicate orally clearly | 1 | 2 | 3 | 4 | 5 |

Comments/ Recommendations -----

This report has been reviewed and discussed with the intern

Yes----- No-----

Supervisor Signature -----

Date -----