



Experiential Learning Portfolio for 10196190 Leadership Development

Student Contact Information:

Name: _____ Student ID#: _____

Email: _____ Phone: _____

Directions

Consider your prior work, military, volunteer, education, training and/or other life experiences as they relate to each competency and its learning objectives. Courses with competencies that include speeches, oral presentations, or skill demonstrations may require scheduling face-to-face sessions. You can complete all of your work within this document using the same font, following the template format.

1. Complete the Student Contact Information at the top of this page.
2. Write an Introduction to the portfolio. Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.
3. Complete each "Describe your learning and experience with this competency" section in the space below each competency and its criteria and learning objectives. Focus on the following:
 - What did you learn?
 - How did you learn through your experience?
 - How has that learning impacted your work and/or life?
4. Compile all required and any suggested artifacts (documents and other products that demonstrate learning).
 - Label artifacts as noted in the competency
 - Scan paper artifacts
 - Provide links to video artifacts
 - Attach all artifacts to the end of the portfolio
5. Write a conclusion for your portfolio. Briefly summarize how you have met the competencies.
6. Proofread. Overall appearance, organization, spelling, and grammar will be considered in the review of the portfolio.
7. Complete the Learning Source Table. Provide additional information on the business and industry, military, and/or volunteer experiences, training, and/or education or other prior learning you mentioned in your narrative for each competency on the Learning Source Table at the end of the portfolio. Complete this table as completely and accurately as possible.

The portfolio review process will begin when your completed portfolio and Credit for Prior Learning Form are submitted and nonrefundable processing fees are paid to your local Credit for Prior Learning contact. Contact Student Services for additional information.

Your portfolio will usually be evaluated within two weeks during the academic year; summer months may be an exception. You will receive an e-mail notification regarding the outcome of

the portfolio review from the Credit for Prior Learning contact. NOTE: Submission of a portfolio does not guarantee that credit will be awarded.

You have 6 weeks to appeal any academic decision. See your student handbook for the complete process to appeal.

To receive credit for this course, you must receive “Met” on 10 of the 12 competencies.

10196190 Leadership Development, 3 Associate Degree Credits

Course Description: In Leadership Development, the learner applies the skills and tools necessary to fulfill his/her role as a modern leader. Each learner will demonstrate the application of evaluating leadership effectiveness and organization requirements, individual and group motivation strategies, implementing mission and goals, ethical behavior, personal leadership style and adaptation, impacts of power, facilitating employee development, coaching, managing change, and effective conflict resolution.

Introduction: Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.

Competency 1: Evaluate leadership effectiveness

Criteria: Performance will be satisfactory when:

- analysis identifies the behavior(s) leader was attempting to influence
- analysis identifies followers and how they were influenced
- analysis includes identification of effective leadership traits with examples
- analysis includes identification of leader needs and self-concept
- learner assesses own traits and behaviors for leadership effectiveness
- analysis includes examples of ethical behavior

Learning Objectives:

- a. Explain leadership as an influence process between a leader and follower(s)
- b. Distinguish between leadership and management functions
- c. Analyze traits and behaviors associated with effective and ineffective leadership
- d. Assess the needs, attitudes, and self-concept present in effective leaders

Required Artifacts: None

Suggested Artifacts: Training document showcasing different leadership styles, strengths, and opportunities

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 2: Demonstrate ethical leadership behavior

Criteria: Performance will be satisfactory when:

- learner correctly identifies the ethical dilemma
- learner correctly identifies possible responses as ethical or unethical
- learner determines impacts of ethical and unethical behavior on current and future leadership attempts
- learner proposes an ethical solution

Learning Objectives:

- a. Identify typical ethical dilemmas for supervisors
- b. Discuss the impact of ethical and unethical behavior on leadership attempts
- c. List the questions to ask to help determine appropriate steps to take in an ethical dilemma
- d. Recommend ethical solutions

Required Artifacts: None

Suggested Artifacts: Document or presentation focusing on ethical leadership behavior

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 3: Apply motivation strategies that improve individual and group performance

Criteria: Performance will be satisfactory when:

- learner explains the link between understanding motivational needs and influencing behavior of employees/teams
- learner distinguishes between process and content theories of motivation
- learner analyzes employee/team motivations based on behaviors
- learner identifies appropriate strategies to try to improve employee/team performance

Learning Objectives:

- a. Explain the relationship between motivation and effective leadership
- b. Examine a variety of content and process motivational theories in relation to employee performance
- c. Examine motivational needs of individual employees and teams
- d. Explore effective strategies to meet motivational needs of individual employees and teams

Required Artifacts: None

Suggested Artifacts: Document or presentation focusing on motivational strategies

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 4: Assess personal leadership style and skills

Criteria: Performance will be satisfactory when:

- learner uses self-assessment activities to identify personal traits, behaviors, motivations, styles, flexibility, power, and skills that will positively or negatively impact leadership attempts
- learner identifies changes in behavior, attitudes, styles, power, and skills that will lead to becoming a more effective leader
- learner develops plans to make needed changes

Learning Objectives:

- a. Explore various models of effective leadership traits, behaviors, motivations, styles, flexibility, use of power, and skills
- b. Assess personal leadership characteristics in relationship to each aspect of effective leadership
- c. Analyze strengths and weaknesses of personal leadership characteristics in relationship to each aspect of effective leadership
- d. Develop plans to improve personal leadership effectiveness

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 5: Adapt leadership style to various situations

Criteria: Performance will be satisfactory when:

- learner explains a particular situational leadership model correctly in terms of employee development and appropriate leadership style to use
- learner correctly analyzes employee/follower needs
- learner correctly identifies leadership style needed by follower
- learner correctly delivers leadership behaviors to carry out needed style
- learner evaluates effectiveness of leadership behavior changes on follower behavior over time
- learner analyzes own preferred situational leadership style

Learning Objectives:

- a. Examine at least one situational leadership model
- b. Explain directive and supportive leadership behaviors for each style in chosen model
- c. Determine the needs of followers in various situations
- d. Apply the correct leadership style (behaviors) to influence follower behavior in varying situations

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 6: Design effective employee and team development plans

Criteria: Performance will be satisfactory when:

- learner explains the importance of goals and action plans in employee development
- learner writes a correctly worded goal statement to match a specific set of circumstances
- learner writes an effective action plan to accomplish goal
- learner analyzes the effectiveness of the development plan over time

Learning Objectives:

- a. Identify employee/team developmental needs for specific tasks based on chosen situational leadership model
- b. Design effective leadership strategies to match employee development needs
- c. Implement leadership strategies and assess effectiveness

Required Artifacts: None

Suggested Artifacts: Document or presentation focusing on team development

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 7: Use effective employee coaching techniques

Criteria: Performance will be satisfactory when:

- learner identifies the behaviors that need improvement
- learner delivers effectively stated praises and reprimands
- learner diagnoses the correct coaching strategy using a decision tree or flow chart
- learner uses behavioral work-related examples to help employee acknowledge problem
- learner uses active listening, paraphrasing, and questioning techniques to mutually explore problem situation and solutions with employee
- learner develops corrective action plan and follow-up strategy with employee
- learner summarizes agreements and follow-up plan and ends meeting on a positive note

Learning Objectives:

- a. Define performance in behavioral terms
- b. Use a flowchart to analyze causes of poor employee performance and possible actions
- c. Outline a process/model for effective employee coaching
- d. Demonstrate communication skills necessary for effective coaching including giving praises and reprimands
- e. Deliver an effective coaching session
- f. Use goal setting to develop an effective developmental or corrective action plan with an employee and report on progress

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 8: Use win-win methods for negotiations and conflict resolution

Criteria: Performance will be satisfactory when:

- learner identifies the issues or conflict involved
- learner uses active listening, paraphrasing, and questioning techniques to understand the other party's position
- learner uses assertive communication techniques to state own side of issue
- learner engages in a mutual search for a synergistic (third alternative) solution
- learner comes to consensus on a solution

Learning Objectives:

- a. Explain four strategies for negotiations/conflict resolution in terms of win/lose
- b. Determine when each strategy is effective/ineffective
- c. Describe the steps of the win-win negotiating/problem-solving model
- d. Use communication strategies necessary to implement win-win model
- e. Practice win-win negotiations/conflict resolution

Required Artifacts: None

Suggested Artifacts: Document or presentation focusing on negotiations and conflict resolution

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 9: Analyze the impact of power on leadership attempts

Criteria: Performance will be satisfactory when:

- learner correctly identifies types of influence and power being used in particular situations
- learner identifies types of power needed to influence followers in a specific situation
- learner describes strategies needed to implement more effective power strategies to influence behavior
- learner evaluates the impact of changed power strategies on employee/follower behavior over time
- learner assesses personal use of influence, power, and politics

Learning Objectives:

- a. Explain various influence strategies and give examples from organizational leaders
- b. Explain the impact of power on leadership attempts
- c. Describe the seven types of power, when each is appropriate
- d. Explore personal power bases and how to go about increasing them
- e. Describe the types of power needed to influence employees/followers at different performance levels
- f. Describe the types of power being used in a specific situation and the effectiveness of each
- g. Describe the types of power that would be more effective in a specific situation, then implement and report on progress

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 10: Examine leadership in an organization

Criteria: Performance will be satisfactory when:

- analysis gives examples of leadership roles demonstrated within organization
- analysis gives examples of predominate leadership style organization uses based on theories presented
- analysis discusses impact of vision, mission, and goals on organizational effectiveness
- analysis identifies trust-building/trust-breaking activities in organization
- learner identifies own organizational leadership styles

Learning Objectives:

- a. Identify roles that leaders perform at various levels in an organization
- b. Explore organizational leadership theories
- c. Give examples of the various organizational leadership styles based on experience and the impact of each on employee motivation and productivity
- d. Summarize the importance of vision, mission, and goals in organizational leadership
- e. Apply trust-building strategies in an organization

Required Artifacts: None
Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 11: Express department mission and goals

Criteria: Performance will be satisfactory when:

- vision is clearly stated
- mission is clearly stated
- core competencies are identified
- goal statements are clearly stated
- mission and goals are aligned with organizational vision and core competencies

Learning Objectives:

- a. Review a departmental mission statement aligned with company vision and core competencies
- b. Review departmental goals aligned with mission and vision

Required Artifacts: None

Suggested Artifacts: Document or presentation focusing on mission and goals

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 12: Examine the leader's role in managing change

Criteria: Performance will be satisfactory when:

- learner identifies causes for resistance to change
- learner identifies management strategies to overcome resistance
- learner proposes an effective action plan for change to meet the situation

Learning Objectives:

- a. Outline the change cycle
- b. Identify typical causes of resistance to change
- c. Discuss the manager's role in communicating and implementing change
- d. Describe a change management plan

Required Artifacts: None

Suggested Artifacts: Document or presentation focusing on managing change

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

