**Course Match for Prior Learning Assessment – Sample Submission**

**Student First Name**

FirstNameStudent

**Student Last Name**

LastNameStudent

**DePaul ID Number**

0000000

**Student Email**

[studentemailaddress@depaul.edu](mailto:studentemailaddress@depaul.edu)

**Information about Course Syllabus to which you will match your ILP:**

**Institution Name (Example: Harper College, School for New Learning)**

School for New Learning

**Course Number (Example: BIO115, ART214)**

DCM 301

**Course Title (Example: Intro to Biology)**

Effective Leadership in a Changing Professional Environment

**Please Identify the Course Number and Title in your SNL program where you want the ILP applied if approved. (Example: DCM 302 Project Management Design & Assessment or Open Elective)**

DCM 301 Effective Leadership in a Changing Professional Environment

**Instructions for Explanation:**

**List each course outcome included in the syllabus. Explain how your prior learning demonstrates all course learning outcomes, including specific details justifying your explanation. Address each of the course outcomes specifically. Upload relevant documentation to substantiate your explanation (see below).**

* Outcome 1: Can identify and articulate two or more theories or models explaining at least four basic leader behavior styles.

As the team lead for my company, I am responsible for managing several staff members and developing learning outcomes on the job. In my experience I have noticed that some of my work relationships are stronger with certain employees than with others. Some employees are very eager to be involved and go the extra mile while others are content with just completing their assignments and returning home. According to Northouse (2016), the leader-member exchange theory of leadership suggests that leaders create varying relationships with subordinates. As a result, an in-group and an out-group is formed relating to the employees (Northouse, 2016). With this understanding, I have strived to treat each employee equally and fairly to improve job satisfaction and commitment. Although this can be difficult to achieve when the values of each employee differs, keeping everyone involved lets everyone know that they matter and their input is welcomed. I believe it’s important that each employee believes that they have equal opportunities to achieve. Accordingly, I conduct weekly team meetings and meet one-on-one with employees throughout the week to discuss work tasks, goals, and updates to our team agendas. This has created more inclusion and stronger relationships with my team.

According to Northouse (2016), the path-goal leadership theory focuses on how leaders motivate employees to accomplish objectives based on the characteristics of the employees. The theory distinguishes four leadership styles, including directive, supportive, participative, and achievement-oriented (Northouse, 2016). The directive style provides guidance and psychological structure, the supportive style provides nurturance, the participative style provides involvement, and the achievement-oriented style provides challenges (Northouse, 2016). In my experience as team lead, I find that many of my team members possess a need for clarity and a need to excel. Therefore, I have taken on a hybrid of the participative and achievement-oriented leader behavior styles. Both styles allow me to support team members based on their characteristics. Additionally, these styles limit ambiguity while providing many challenges and opportunities to achieve. Consequently, employees are more motivated and satisfied with their roles within the team.

* Outcome 2: Can describe and assess anticipated change in the environment and plan change to address the problem associated with leadership and leadership skills.

In my role as a team lead, I was tasked with creating a leadership development plan to address the high turnover rate of employees. The leadership plan included incorporating experience-based learning, situational leadership inventory questionnaires, competence-based training, and quarterly individual performance appraisal interventions into the company’s hiring and training practices. Moreover, this leadership development plan was designed to provide new leaders with the tools for boosting employee morale and supporting strong two-way channels of communication. Leaders were encouraged to participate in competence-based training that utilized an adult learning approach centered on experiencing typical and unexpected workplace challenges. Since most adult learning approaches are centered on utilizing experiences and highlighting the practicality and relevance of goals, this experience-based approach ensured that the training was catering to the appropriate demographic of our leaders. Using a situational leadership approach, this leadership development plan ensured that new leaders were the best fit for the organization’s needs. Lastly, quarterly performance appraisal interventions helped to maintain expectations and provide necessary feedback for improvement.

* Outcome 3: Can apply principles of cultural rules of engagement and communication in order to identify, analyze, plan, and implement personal and professional goals in changing environments.

My current company requires employees to complete several assessments each year to build awareness and encourage development due to internal and external changes in the professional environment. Such assessments include ECSI, MLQ, and emotional intelligence. These assessments provide ways to identify, analyze, plan, and implement personal and professional goals in changing environments. As the team lead, I am tasked with analyzing the results of the ECSI assessment for each employee. The employees are given the results and then meet to discuss their perceptions of their ideal self, real self, learning agenda, experimentation and practice, and trusting relationships. Reflecting on each of these aspects enables the employees to identify strengths and opportunities. It is important that employees are acknowledged for their cultural differences and this is often reflected throughout the discussions. Sharing these perceptions as a group allows employees to understand their differences and build more effective engagement and communication practices. Once the discussion has taken place, an action plan is created for each employee. New goals are mutually agreed upon and I ensure that they have the necessary resources to adhere to the developmental action plan. These assessments have been a great tool for enhancing adaptability and commitment to development.

**Supporting Documents to Upload as an Attachment**

* Course Syllabus
* Leadership Development Plan

**The Course Syllabus**

**Course Name:**

DCM 301 Effective Leadership in a Changing Environment

**Credit Hours:**

DCM (4 credits)

**Day/Time:**

Tuesday, 5:45 pm - 9 pm – Loop Campus

**DCM Contact Information:**

[snldcm@depaul.edu](mailto:snldcm@depaul.edu)

**Course Description:**

In this leadership course, students will use the text, behavior/trait surveys, and case studies to understand leadership theories and models. Participants will learn to create, establish, and reinforce cultural rules of engagement designed to increase communication effectiveness and get the most out the current human dynamic in their respective environments. Understanding these various leadership models allows students to reflect on their own style in today's culturally changing environments.

**Learning Experience:**

**Learning Strategy includes:**

* Lectures: Mini-lectures will be provided at each session.
* Readings: The students are expected to complete each reading assignment and briefly summarize or chart problems/issues brought up in the chapter and complete all exercises as assigned. (Summarizing/charting will be reviewed in the first class meeting.)
* Discussion and debate: Students will discuss their reading summaries and issues in both small and large group settings.
* Collaborative learning: The students will participate in small group exercises with others. Students will apply collaborative learning skills, such as communication skills, skills of group dynamics, etc. They will also reflect on their own ability to contribute to the collaborative learning process.
* Personal Learning Project/Concept Map: Students will reflect on their own values and beliefs to answer who he/she is as a leader, identify what their personal commitments are embedded in his/her practice, and think about how one would like to become in terms of effective leadership.

**Course Outcomes:**

The intended outcome of this course is that the students will understand leadership styles and theory and be able to apply them to their own leadership choices and practice.

**Upon successful completion of this course, the students:**

* Can identify and articulate two or more theories or models explaining at least four basic leader behavior styles.
* Can describe and assess anticipated change in the environment and plan change to address the problem associated with leadership and leadership skills.
* Can apply principles of cultural rules of engagement and communication in order to identify, analyze, plan, and implement personal and professional goals in changing environments.

**Competences Offered:**

FX, H3D (Can be taken for one or two competences. Each competence is 2 credit hours)

H3D: Can employ the skills of negotiation, mediation, or interpersonal communication in the resolution of a problem.

1. Can explain the skills of negotiation, mediation or interpersonal communication
2. Can apply those skills in the resolution of a problem

FX: Can articulate leadership styles and theories and be able to apply them to their own leadership choices and practice.

1. Explains theories and leadership styles
2. Applies those theories to one’s own leadership choices and practice

**Course Resources:**

**Required Textbook:**

The following required textbook can be obtained from www.amazon.com; www.barns&noble.com; MBS Direct, or available from the DePaul’s bookstore:

Northouse, Peter G. (2012. Leadership: Theory and Practice. (6th ed.). Thousand Oaks, CA: Sage Publications ***(Please be sure you order the 6th edition!)***

**Supplemental Required Reading Materials** will be disseminated throughout the course:

Lee, R. J., & King, S. N. (2001). *Discovering the Leader in You: A Guide to Realizing*

*Your Personal Leadership Potential*. San Francisco, CA: Jossey-Bass Inc. (p. 55-70).

Thomas, D. C. (2002). *Essentials of international management: A cross-cultural*

*perspective*. Thousand Oaks, CA: Sage Publications. (p.47-79).

Goleman, Daniel. 1998. *What Makes a Leader?* Harvard Business Review 76 (6): 93-103.

The Encyclopedia of Leadership: A Practical Guide to Popular Leadership Theories and Techniques by Murray Hiebert and Bruce Klatt. McGraw-Hill (c) 2001 ISBN0-07-136308-4 UPC: 9780071363082 Found on the DePaul Library site under e-books>> Books 24x7 site

**Course Grading Scale**

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| --- | --- | --- |
| A = 95 to 100 | A- = 91 to 94 | B+ = 88 to 90 |
| B = 85 to 87 | B- = 81 to 84 | C+ = 77 to 80 |
| C = 73 to 76 | C = 69 to 72 | D+ = 65 to 68 |
| D = 61 to 64 | F = 60 or below | INC |

**Course Structure:**

The framework of this course is composed of four modules. They are accompanied by numerous thought-provoking, highly practical exercises with specific personal questions to help students focus their essential needs and desires. The modules will support the course objectives.

**Leadership Development Plan**

This report details the leadership development plan for Bagels Are Us. Bagels Are Us is a leading mid-size company specializing in gourmet bagels and eclectic cream cheeses. The company is known for being at the forefront of innovation and catering to its vast customer demographic. However, the company has recently seen twenty-five percent of their leadership depart from the company. This unhealthy turnover rate has led to a decline in organizational morale. As the company works to fill these leadership positions it will be imperative to create a cohesive middle management team. Accordingly, senior leadership would like to endorse an open door policy and encourage new leaders to lead by example while maintaining a strong two-way channel of communication with their respective teams. Consequently, this leadership plan includes experience-based learning, a situational leadership inventory questionnaire, competence-based training, and quarterly individual performance appraisal interventions. Each of these components will serve to help ensure that leaders are prepared to succeed in a fast-paced environment.

According to Morgan W. McCall Jr. and George P. Hollenbeck, authors of *Getting Leader Development Right, Competence Not Competencies*, it is more important that leadership development focuses on identifying challenges rather than competencies (McCall Jr. & Hollenbeck, 2007). This highlights the true responsibilities of leaders, which is to ensure that employees are given the proper tools to effectively contribute to the organization’s strategy. Therefore it will be important to understand the challenges that are faced at Bagels Are Us by surveying current leaders and employees in regard to these challenges. In addition, information obtained from the exit interviews of leaders that departed from the company will be used to form the survey. This insight will help to determine the true challenges in the organization and assist in developing training to resolve these challenges. Moreover, this strategy will be more effective than focusing on competencies because every situation is different and there is no one standard group of knowledge, skills, and abilities suited to be most effective.

In addition to the survey, new leadership candidates will be asked to complete a situational leadership inventory survey. According to Peter G. Northouse, author of *Leadership: Theory and Practice*, situational leadership is one of the most commonly used approaches in leadership development (Northouse, 2015). Furthermore, the approach focuses on developing behaviors to influence others (Northouse, 2015). This fits well within the design of this leadership development plan because it ensures leaders at Bagels Are Us are conditioned to bring out the most in their employees. The situational leadership inventory survey will include several scenarios of common workplace challenges along with multiple choice answers for how the leader would choose to resolve the issue. These answers will be used to determine the leader’s potential leadership style based on four categories: directing, coaching, supporting, and delegating. Considering senior management’s desires for new leadership to endorse an open-door policy and to lead by example, it will be ideal for new leaders to have more of a coaching and supportive style. A coaching and supporting leadership style ensures a balance of a high directive and high supportive approach. Accordingly, such leaders would focus on communicating goals and methods for achieving them, while considering the employees needs and developing necessary behaviors for them to be successful (Northouse, 2015).

Moreover, the leadership development plan will include competence-based training that incorporates experiential learning. The competence component of this training will be directed towards the strategic goals of the organization. Leaders will need to identify their roles and responsibilities for contributing to the organization’s mission and vision. By doing so, leaders can more accurately focus their training on developing competence of these duties. Furthermore, the competence-based training will include scenarios that are aligned with these duties to provide proper experiences for these new leaders. Since most adult learning approaches are centered on utilizing experiences and highlighting the practicality and relevance of goals, this experience-based approach ensures that the training is catering to the appropriate demographic of our leaders.

Lastly, the leadership development plan will include quarterly interventions with all leaders. These interventions will serve as a performance appraisal to ensure appropriate feedback for leaders and to provide a platform for leaders to voice their concerns to senior management. During these interventions, senior leadership will review the performance of the leader’s competence of their position responsibilities, the morale of the team members they lead, the performance reviews conducted of their team members, the progress of the leader’s training, and the overall performance towards the leader’s goals. Consequently, to review each of these metrics, individual performance appraisals of team members and accompanied surveys of their team leaders must be conducted prior. Moreover, each of these metrics align with the goals of the leadership development plan. The design is geared towards building competence of the organization’s strategy and ensuring employees are prepared to meet challenges. Additionally, providing support and accessibility will be key to boosting morale to reach these demands. The self-directed experience-based training will help to properly monitor the leader’s progress in developing their skills and competence. Furthermore, the combination of these metrics will provide proper assessment of the success of the leadership development plan.

In conclusion, Bagels Are Us is looking to retain high potential leaders that are competent of the organization’s strategy and adept at influencing appropriate behaviors of their employees to meet the organization’s goals. Accordingly, this leadership development plan is designed to provide new leaders with the tools for boosting employee morale and supporting strong two-way channels of communication. Leaders will be encouraged to participate in competence-based training that utilizes an adult learning approach centered on experiencing typical and unexpected workplace challenges. Using a situational leadership approach, this leadership development plan will ensure that new leaders are the best fit for the organization’s needs. Moreover, quarterly performance appraisal interventions will maintain expectations and provide necessary feedback for improvement.

**References**

McCall, M. W., & Hollenbeck, G. P.  (2007). Getting leader development right.  In J. A.

Conger and R. E. Riggio (Eds.). *The Practice of Leadership* (pp. 87-106). San Francisco: Jossey-Bass.

Northouse, P. (2015). *Leadership theory and practice*, (7th Ed.). Thousand Oaks, CA:

Sage Publications.