# PORTFOLIO ASSESSMENT GUIDE for

# BUS 311: Foundations of Management Theory

**What is a Portfolio**:

A Portfolio is a formal means of requesting assessment of your prior work/life experience from which you have developed sufficient college-level learning to earn credit for a specific class.

**Purpose of this Guide**:

This document is intended for student self-assessment purposes only. Review it carefully to determine if you are ready to write and submit a Portfolio for the course indicated above. Your self-assessment is not a guarantee that you will be awarded credit for the course. Faculty with expertise in the subject matter will evaluate whether your Portfolio provides sufficient evidence that you have demonstrated appropriate college-level mastery of the course content through experiential learning.

# General Guidelines:

* All work must be word-processed, except for documentation provided.
* Written portions should demonstrate college-level writing skills, including appropriate citations for any quoted or paraphrased material from other sources.
* Use the provided template, located on **page 3** of the guide, to format the portfolio appropriately.
* Your Portfolio will not be returned. Make copies of the contents before you submit. You may include clear copies of documentation and keep the originals.
* Submit your completed Portfolio, along with the approved Course Portfolio Assessment Form, to the Adult Learning Coordinator.

# Determination of Portfolio Assessment Outcome:

You will need to do the following to be awarded credit through Portfolio Assessment for this course:

* Provide all required documentation as listed within the template to support the Learning Outcomes.
* Possibly participate in an interview with the Portfolio evaluator.
* When evaluated, students must demonstrate experience or proficiency in >=70% to earn credit in the course.

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| **BUS 311: Portfolio Assessment** | |
| Skill/Outcome |  |
| ***Skills/roles***  Explains the key skills and roles of effective managers.   * Demonstrates knowledge of conceptual, human, and technical skills; and interpersonal, informational, and decisional roles of managers | 10 |
| ***Environmental scan***  Competently performs an environmental scan of an organization’s internal and external forces.   * Demonstrates the ability to identify and describe internal forces (company culture) of a company of choice. * Demonstrates the ability to identify and describe external forces of both the task and general environments: (customers, competitors, suppliers, labor market, international, technological, socio-cultural, economic, natural, and legal-political) of a company of choice. | 10 |
| ***Planning***  Displays competence in strategic planning components and methods.   * Develops a mini-SWOT Analysis * Develops a goal and objective statement for each of: strategic level, operational level, and tactical level goals for a company of choice. | 10 |
| ***Decision making***  Engages in sound decision making practices.   * Explains the difference between programmed and non-programmed decisions * Explains the 4 decision-making styles (analytical, behavioral, conceptual, and directive) * Explains several decision-making biases and methods to prevent them | 10 |
| ***Organizational structure***  Explains differences in organizational structures and identifies professions that may be best suited to each.   * Describes tall vs. flat structures and pros/cons of each * Demonstrates ability to identify structures that are organized by: function, product/service, team-based, and matrix. | 10 |
| ***Managing Human Resources/Diversity***  Practices sound human resource management skills.   * Demonstrates knowledge of the HRM cycle: planning, recruiting, selecting, and training/developing * Demonstrates knowledge of basic/common employment laws * Describes the value of diversity of perspective/thought | 10 |
| ***Manager as Leader***  Displays leadership responsibilities, qualities and skills through position of management.   * Describes the key differences between managers & leaders, and managing & leading * Identifies and describes “5 big personality traits” * Explains factors contributing to job satisfaction and organizational commitment/loyalty * Demonstrates knowledge of the 4 elements of emotional intelligence and the importance of high EQ leaders | 10 |
| ***Managing Communications***  Displays competence in managing communications for an organization.   * Explains scenarios that would be appropriate for upward, downward, and horizontal communication * Demonstrates ability to write a one-page memorandum, properly formatted | 10 |
| ***Motivation***  Effectively uses motivation techniques to lead employees/team members.   * Demonstrates knowledge of common motivation theories in the workplace * Describes intrinsic and extrinsic motivation * Displays ability to understand individual behavior and methods of motivation that may be tailored to each employee | 10 |
| ***Managing Quality & Performance***  Explains the Control function of management, including a philosophy and practice of managing/controlling quality of products/services and performance of employees/company.   * Describe the three primary stages of control and give examples (input, conversion, output – of either products/services and/or employees) * List/explain the 4-step Control Process Model using an example * Demonstrate knowledge and application of the Balanced Scorecard * Demonstrate knowledge of any of the following quality control techniques:   + Benchmarking, quality circles, six sigma, quality partnering, cycle time, continuous improvement (TQM), | 10 |
|  |  |
| Total Score | /100 |
| Credits earned | 3 Credits |



CREDIT FOR PRIOR LEARNING PORTFOLIO

FOUNDATIONS OF MANAGEMENT THEORY

(DATE)

BY

(YOUR NAME)

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Statement of Academic Honesty

The material contained in this Portfolio honestly and accurately reflects my life, learning, and work experience. I understand that the penalty for falsifying any information or documentation will result in an award of no credit for the Portfolio with no resubmission allowed and may result in other sanctions as described in the Student Code of Conduct.

Print Name LCSC ID Number

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Signature Date

Course Description

BUS 311: Foundations of Management Theory

Explores the historical foundations of management thought, analyzes the functions of management, and provides a detailed examination of leadership, communication, motivation, and organizational behavior.

Learning Outcomes

1. Trace and explain the development of management rationale through various schools of thought and examine current management thinking;
2. Apply relevant vocabulary, concepts, theories, and practices correctly in context when discussing management issues individually and in groups;
3. List and discuss various leadership styles used in business and their underlying assumptions;
4. Define the various motives of humans and discuss applications of this knowledge in providing a motivated workplace environment;
5. Explain the 4 functions of management;
6. Identify the challenges facing today’s managers;
7. Develop an appreciation for the complex nature of managing human resources.

Educational Goals

**Goals, Motivation, and Time Frame**

What are your goals? What are the reasons (professional and personal) you are pursuing your goals? What is a realistic time frame for completing your education?

**Prior Learning to Goals**

How will the prior learning credit you are requesting fit into their future educational and career goals?

Chronological Resume

Include a chronological resume that will support your request for prior learning. List all jobs held, including volunteer, as they relate to the course that you are trying to receive credit. List duties, skills and expertise used in performing job tasks. When possible, use language similar to that used in the outcomes for the courses.

Examples of Experience:

* Employment, Work Experience
* Workshops, Webinars, Training, Seminars, Professional Development
* Volunteer Activities, Community Service, Committees, Groups
* Military Experience, Occupations, Training
* Licenses, Certificates, Industry Credentials
* Non-credit Courses
* Publications

Learning and Experience Autobiography

The autobiography will serve as an introduction to the evaluator and help them understand the context of your learning for the particular course you are requesting. It is a complete picture of you and your experiences as it relates to the course for which you are creating this portfolio. Relate the relevant experiences to the course in a general explanation (Specifics will be included in the Acquired Learning and Knowledge Narrative). Demonstrate why you have selected this particular course and detail your work and life experiences using your resume as a guide.

This should be two+ pages and summarize the significant learning experiences in your life and describe how your experiences will validate your knowledge of the course content and meet the course outcomes being petitioned for credit.

Acquired Learning and Knowledge Narrative

The narrative is a detailed explanation of how your activities and the resulting competencies were achieved. This is to complement your resume and autobiography. Be sure to link your accomplishments to the course learning outcomes. This will be similar to your autobiography, but will detail your chronological work and life experience history while focusing on the things you have already learned through training and experiences, as it relates to your target course.

Note that a key goal of this section is the learning process itself as you reflect on how your experience relates to key concepts within the learning outcomes in the target course. Clearly focus on the learning objectives (what you know and can do) rather than the experience.

For each experience indicated within the Portfolio, the student must:

* Label each heading, Learning Outcome 1, Learning Outcome 2, etc.
* Include the experience; time spent in activity; description of duties and activities.
* Describe the learning and how it relates to the Learning Outcomes for the course.
* Describe how the learning was acquired.
* Provide documentation as evidence of the experience in relation to the course learning outcomes, and as an indication of the level and appropriateness of content.
* Describe how this experience has influenced and impacted other areas of your life.

This will be 2+ pages in length. Make sure it is clear, concise, and free of errors in sentence structure, grammar, and spelling. It needs to demonstrate college-level writing and critical thinking.

Bibliography

**This is not required.** The bibliography will include any reading done on the course subject. If you have studied manuals or used other texts to gain your prior learning, include them here. References should be cited in American Psychological Association (APA) style, but your instructor may suggest another format.

Documentation

Each of your experiences and competencies will require verification (evidence). This evidence can take several forms:

* Completion of training programs, workshops, seminars, etc., may be verified through:
  + Certificates
  + Personnel records
* Performance reviews showing competencies
* Job descriptions
* Transcripts
* Samples of work
* A videotape of your speech, theatre work, or music recital
* Licenses
* Honors or award
* Samples of your painting, drawing, photography, or ceramics for a studio art course
* Certificates of attendance
* Letters of verification listing proven competencies from instructors or employers
* Products designed or created by you
* Military records

Each piece of documentation for a workshop or training program must be accompanied by a description page of content for each workshop, training program, or seminar and must show how the evidence relates to the course learning outcomes.