# PORTFOLIO ASSESSMENT GUIDE for

# BUS-360 Leadership

**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 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 Programs Office.

# 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 360: Portfolio Assessment Rubric** | |
| Skill/Outcome | Documented |
| **Describe leadership, the leadership process, and the leader’s role.**   Demonstrate your understanding of leadership by describing the key  elements of the leadership process. Articulate the role that leaders play  within an organization or group. | 10 |
| **List traits and behaviors associated with effective leadership.**  Demonstrate your knowledge of effective leadership by providing a  comprehensive list of traits and behaviors commonly associated with  successful leaders. Provide examples to illustrate your points. | 10 |
| **Describe the difference between leadership and management.**   Demonstrate your understanding of the distinctions between leadership   and management. Provide specific examples that highlight the unique  characteristics of each role. | 10 |
| **What is servant leadership?**  Demonstrate your knowledge of servant leadership by explaining its core principles and characteristics. Provide examples of how servant leadership can be applied in various contexts. | 10 |
| **Explain what it takes to be a leader and the dynamics of emergent leaders.**  Demonstrate your understanding of leadership prerequisites and the   dynamics of emergent leaders. Discuss the qualities and actions that   contribute to one's ability to lead effectively. | 10 |
| **Articulate the bases of power and forms of influence that leaders use in order to move followers.**  Demonstrate your understanding of power and influence in leadership.  Articulate the different bases of power and forms of influence that leaders  utilize to motivate and guide their followers. | 10 |
| **Describe situational leadership and its impact on a leader’s style and on followers.** Demonstrate your understanding of situational leadership by describing  its key concepts and the impact it has on a leader's style and followers.  Provide examples to illustrate your points. | 10 |
| **Discuss the use of participative/authoritative leadership and the concept of shared leadership.** Demonstrate your understanding of participative/authoritative leadership  and shared leadership. Discuss how these approaches can be effective in  different situations and their impact on team dynamics. | 10 |
| **Explain leadership “substitutes” and potentially dysfunctional leadership aspects.** Demonstrate your knowledge of leadership substitutes and potential   dysfunctional aspects. Discuss situations where certain factors may act as   substitutes for leadership and identify aspects that can be   counterproductive to effective leadership. | 10 |
| **Share your personal reflection on one’s own leadership capacity (leading to growth and development).** Demonstrate self-awareness and insight by sharing a detailed personal  reflection on your own leadership capacity. Provide specific examples of  experiences or challenges that have contributed to your growth and   development as a leader. Highlight the lessons learned and the strategies  you employ for continuous improvement. | 10 |
| Total Score | /100 |
| Credits earned | 3 Credits |



CREDIT FOR PRIOR LEARNING PORTFOLIO

[COURSE NUMBER AND TITLE]

[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-360 LEADERSHIP 3 Credits

Explores the concept of leadership from an interdisciplinary perspective: psychological determinants of leaders and followers, political factors of governance, sociological issues connecting individuals and small groups, anthropological factors in tracking societal transformations, and management skills in the practice of leadership.

Pre-requisite: [BUS-311](http://catalog.lcsc.edu/search/?P=BUS-311).

Learning Outcomes

* Identify the key elements of leadership and its role in relationships, organizations, and society
* Differentiate between the various leadership theories and styles
* Consider and analyze the style and effectiveness of leadership through exposure to and study of real leaders
* Practice regular, self-assessment, insight, and reflection (leading to growth and development)
* Apply and enhance critical thinking and communication skills
* Interpret and utilize leadership and management terminology and concepts

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 your 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 work, 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 Learning Outcomes for the course.

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
* Letters of Recommendation or Referral. Scans or photographs of signed letters written on corporate letterhead are acceptable
* Performance reviews showing competencies
* Job descriptions
* Transcripts
* Samples of work
* A videotape of your speech, theatre work, or music recital
* Licenses
* Honors or Awards
* 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.