

## LEAD1559 Assessment: Applied Leadership

The Assessment: Applied Leadership is an electronic assessment to be emailed in to [leadership@jibc.ca](mailto:leadership@jibc.ca)

Required courses include LEAD100, LEAD101, LEAD102, LEAD103, LEAD104, and CRE100 plus 2 elective credits prior to enrollment in this assessment.

To review your student record and to see a list of your completed courses visit [www.myjibc.ca](http://www.myjibc.ca)

Enroll in this assessment when you have completed all required courses and your portfolio is ready to submit for marking. Please register and pay for LEAD1559 Assessment by calling registration at 604.528.5590.

When you have successfully registered in LEAD1559, email your portfolio to [leadership@jibc.ca](mailto:leadership@jibc.ca) with "LEAD 1559 Final Assessment" in the subject line and your full name, and contact information in the body of the email.

### Overview of steps to complete your LEAD1559 Assessment

Begin working on your leadership portfolio as soon as possible; continue to build your portfolio as you work through the program. See complete details attached.  
Enrol in the program by completing your application and paying \$75 payment  
Complete ALL course requirements  
Complete your portfolio  
Register and pay for LEAD1559 Assessment  
Submit your portfolio to [leadership@jibc.ca](mailto:leadership@jibc.ca)

For questions regarding submission, please contact: Centre for Leadership Program Assistant 604.528.5611 or [leadership@jibc.ca](mailto:leadership@jibc.ca)

For questions regarding content, please contact: Christina Bahr, Program Manager 604.619.5368 or [cbahr@jibc.ca](mailto:cbahr@jibc.ca)

## Your Leadership Portfolio

### Description

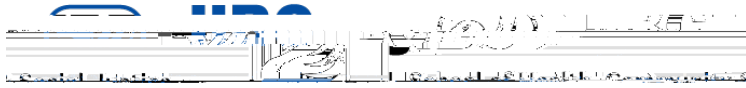
A portfolio is a collection of evidence and reflections gathered together to show a journey over time and to demonstrate abilities. It is designed to foster reflection, and is a way to demonstrate leadership theory skills.

and knowledge to your personal and professional practice. In this portfolio, you will demonstrate your capacity, confidence and competency as a leader.

Once completed, you may want to use this portfolio in a professional capacity to showcase your achievements as a leader.

### Assessment Goals

The goal of this portfolio is to



Your portfolio will focus on the connection between your own reflection, theory and concepts covered throughout the program and application of this learning to your personal and professional life. When building your portfolio, you will need to choose content significant for you in this moment; this will mean that there is much learning that you will have gained throughout your participation in the program that will not become part of this portfolio. Although this assignment represents your development as a leader at this point in time; it is hoped that you continue to develop your portfolio to help you recognize your continued growth and as a professional tool for career advancement.

### [Links to the Applied Leadership Program Outcomes](#)

Your portfolio, specifically the reflection and supporting materials will be used to demonstrate your ability to incorporate the Applied Leadership Program's key learning into your leadership practice. Use the program outcomes as your guide as you reflect on what you've learned and how you've applied that learning.

Here is a reminder of the program outcomes

1. Develop enhanced self-awareness in order to effectively lead others.

Use these program outcomes to guide you in choosing what to include in your portfolio. As you will notice in the description of the components, each section specifically links to several of these key learnings.

## The Four Components of Your Leadership Portfolio

### I. Personal Mission Statement

Your personal mission statement identifies your purpose. The process of reflecting on your values and what is important to you in your life is valuable in clarifying who you are, what you stand for and why. This personal mission statement is meant to be a tool to help you live your best life (LEAD 1100).

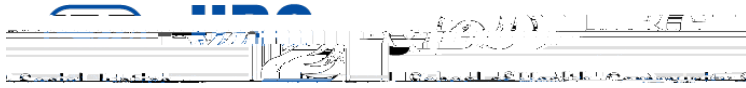
There is no right way to write a personal mission statement. This is a process that you began in LEAD 1100: Lead Yourself First; you may have continued to develop your mission statement or this may be the first time you have considered it since you took your first class. Please refer back to the course manual for LEAD 1100 for additional guidance in creating your mission statement.

In 150 words or less, write your personal mission statement.

*This activity links to the following program outcomes:*

#1: Develop enhanced self-awareness in order to effectively self-manage and lead others within the context of constant organizational change.

#2 Align personal and organizational values and ethics in order to lead with accountability, integrity and respect.



*This activity links to the following program outcomes:*

**#1: Develop enhanced self-awareness in order to effectively self-manage and lead others within the context of constant organizational change.**  
*What are some of the ways you are more self-aware as a result of this program? How has that awareness impacted the way you lead and interact with others?*

**#2 Align personal and organizational values and ethics in order to lead with accountability, integrity and respect.**  
*What has been your experience in leading with accountability, integrity and respect? How did that impact you and those around you?*

**#3 Value and engage diversity to maximize organizational effectiveness.**  
*What aspects of the program have contributed to how you value diversity?*

**#5: Foster creative thinking and critical self-reflection to enhance problem-solving and decision-making skills.**  
*In what ways does your ability to lead reflect your skills in fostering an environment of innovation and creative thinking? What aspects of the program have been most effective in this regard?*

- x Gather photos, videos, other images illustrating an aspect of your development as a leader (Professional or personal) and connect those with course content or program outcomes.
- x Create a process for managing personal life change using the DKAR model (LEAD1103)
- x Develop an action plan for yourself and your organization using influence mapping (LEAD1102), SCARF analysis (LEAD1102), and/or an influence plan (LEAD1102)
- x Create a strategy for an important decision you need to make using tools such as OR (LEAD1103), Cynefin Decision Making Framework for Leaders (LEAD1103), Tools #1 through #6 including the Decision Making Worksheet (LEAD1103)
- x Showcase awards, promotions, etc. received that speak to your leadership competencies (in a personal and/or professional capacity) and connect those with course content or program outcomes.

Use the key learnings for the Associate Certificate to help guide your choice of materials and inspire you to dig deeper into what you have achieved throughout the course of this program.

*This activity links to the following program outcomes:*

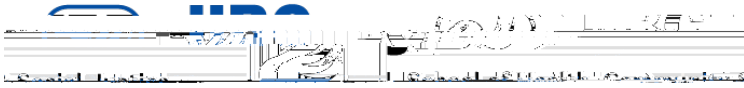
#4: Set personal, team and organization goals and align processes and strategies to achieve results.

#5: Foster creative thinking and critical reflection to enhance problem solving and decision making skills.

#7: Engage wellness strategies that enhance resiliency in yourself and others.

#6: Create and manage collaborative relationships to engage, influence and motivate individuals, and external partners within and across organizational boundaries.

#8: De 22.559( an)2.3 (d).48 14.4 re f EMC BT / (s)12.6 -0.001 Tcg822.559( an521 repe r)14 0.502 g 66.12 3f



## Format for Portfolio

As your portfolio will be an individualized representation of your leadership journey, you will have some latitude in how you choose to present that information to us. You need to communicate the four components in a way that is clear, comprehensive and organized in a way that fits for you. How you choose to present your portfolio should make this process easier for you; if you find that it is a barrier, please connect with staff at the Centre for Leadership for additional support.

Your portfolio may be submitted in the following formats:

- x Document format (word, pdf)
- x Presentation (e.g. video, powerpoint, prezi)
- x Web based portfolio (e.g. Word Press, Mahara, etc.)

Please submit your completed leadership portfolio to [leadership@jibc.ca](mailto:leadership@jibc.ca) with "LEAD 1559 Assessment" in the subject line and your full name, and contact information in the body of the email.

If you feel that your portfolio would best be presented in a format that is not listed here, please contact the Program Manager, Christina Bahrt, to discuss other options.

## Resources

Course content and handouts from each course within the Applied Leadership program are the only content resources you will need. Your course notes and notes will have all the information required to complete this project. If you choose to include additional references, please clearly indicate the source of that information. References should include title of book/article/website, author, date of publication, URL (if website), and any additional information that you think would be important in finding that reference.

There are a number of JIBC resources available to support you in creating this portfolio.

### *JIBC Writing Centre*

The Writing Centre in the JIBC Learning Commons is an online service providing help guides on writing skills. [The Writing Centre | Justice Institute of British Columbia \(jibc.ca\)](https://www.jibc.ca/writing-centre)

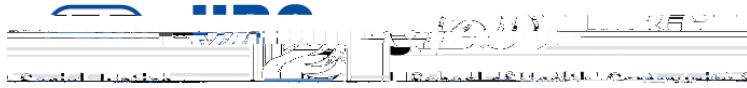
### *JIBC Library*

JIBC Library offers research assistance and resources that you won't be able to find anywhere else. Librarians are available to help you find information on subjects taught at JIBC and can assist with making sure you cite your sources correctly.

<http://www.jibc.ca/library>







## Revisions

If your assignment needs improvement it will be returned to you with the assessor's feedback and details of the revisions required. Students are given one opportunity to revise without any additional cost. If further revisions are needed, the standard assessment fee is charged.

## Assessment Appeals

If you disagree with the assessment, you may ask for a second opinion. Before you do this, we encourage you to carefully review the assessor's comments. Please contact the Centre for Leadership for further information. The second opinion forms the informal process stage of the JIBC Appeals Policy at: <https://www.jibc.ca/policy/final-gradeappeals>

## A Quick Note

Pulling together years of learning and creating a document that represents your journey is not an easy task and can be daunting. Begin with the component that you feel most comfortable with and work from there. This is a creative process and will deepen your learning as you move through this assignment. Hang in there, keep going and ask for help if you need it!

Please submit your completed leadership portfolio to [leadership@jibc.ca](mailto:leadership@jibc.ca) with "LEAD 1559 Assessment" in the subject line and your full name, and contact information in the body of the email.

# Evaluation Criteria LEAD 559 Final Assessment

Student Name: \_\_\_\_\_

Total Points: \_\_\_\_/100

Final Grade A+(90-100) A(85-89) A(80-84)...B+(77-79) B(72-75) B(68-71) C+(64-67) C(60-63) Revisions Req'd (62 or below)

Category	Needs Improvement	Meets Expectations	Exceeds	Score/Comments
<b>Mission Statement</b> 15 marks <i>Content</i>	The mission statement does not establish direction for the learner and will not be			



Category	Needs Improvement	Meets Expectations	Exceeds	Score/Comments
	0-7 points	The reflection may be thin in one or two of the levels. 8-10 points	11-12 points	

Category	Needs Improvement	Meets Expectations	Exceeds	Score/Comments
<b>Professional Development Plan</b> 20 marks <i>Content</i>	There is no clear commitment to personal growth and no strategy has been identified for moving forward. 0-3 points	There is commitment to personal growth and the strategy for moving forward is well-defined. 4-5 points	There is a clear commitment to personal growth and the strategy for moving forward is well thought out and comprehensive. 6 points	
<i>Components</i>	The <i>goals</i> are not clearly identified or stated. 0-1 points	3-5 <i>goals</i> are identified but are vague and follow some of the SMART guidelines. 2 points	3-5 appropriate <i>goals</i> are stated and are specific, measurable, attainable, realistic and timely. 3 points	
	The current <i>reality</i> for the learner is not identified. 0-1 points	The current <i>reality</i> for the learner is expressed. 2 points	The current <i>reality</i> for the learner is clearly stated. 3 points	
	The <i>options/obstacles</i> for the learner in achieving this goal is not stated. 0-1 points	The <i>options/obstacles</i> for the learner in achieving this goal is stated. 2 points	The <i>options/obstacles</i> for the learner in achieving this goal is well thought out and clearly stated. 3 points	
	The <i>will</i> for each goal is not identified. 0-1 points	The <i>will</i> for each goal is identified. 2 points	The <i>will</i> for each goal is clearly identified and connects sensibly to the stated goal. 3 points	
<b>Organization and Clarity</b>	The sections of the professional development plan are not clearly labelled and the plan is not organized. 0 points	Most of the sections of the professional development plan are clearly labelled and the plan is organized.		