



LEAD-1559 Assessment: Applied Leadership

The **Assessment: Applied Leadership** is an electronic assessment to be emailed in to leadership@jibc.ca. Enrol in this assessment when you have completed all required courses and your portfolio is ready to submit for marking; it is recommended that you begin work on your portfolio in LEAD-1100.

You must be enrolled in the Associate Certificate program before submitting this assessment. To enrol, visit our website: <https://www.jibc.ca/areas-of-study/leadership/program/applied-leadership>

Required courses include LEAD-1100, LEAD-1101, LEAD-1102, LEAD-1103, LEAD-1504, and CRES-1100 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

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 LEAD-1559 Assessment by calling registration at 604.528.5590.

When you have successfully registered in LEAD-1559, email your portfolio to: 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 LEAD-1559 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 the \$75 payment
- Complete ALL course requirements
- Complete your portfolio
- Register and pay for LEAD-1559 Assessment
- Submit your portfolio to leadership@jibc.ca

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

For questions regarding content, please contact: Christina Bahr, Program Manager 604.619.5368 or 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 link 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 showcase your abilities and growth as you have journeyed through the program and how this learning has informed and transformed your leadership practice. You will reflect on your development over the course of the program to demonstrate capacity, confidence and competency as a leader in both workplace and personal settings.

Learning Outcomes

Through successful completion of this portfolio, you will:

- Assess your development over the course of the program and create a practice for ongoing self-reflection
- Provide evidence of integration and application of the leadership competencies introduced throughout the program
- Demonstrate your progression as a leader over the duration of the program
- Construct a presentation that can be used in a professional setting to showcase your development as leader
- Build a personal leadership development plan for future learning and growth as a leader
- Articulate your personal commitment to continued growth

Building your Portfolio

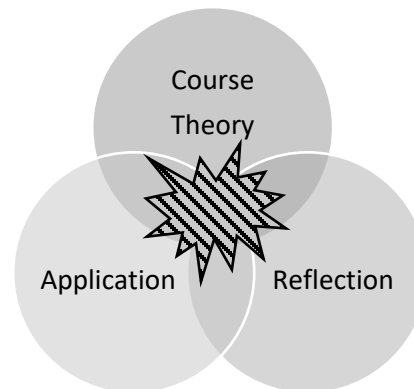
Your leadership portfolio will be comprised of four components:

- I. **Personal Mission Statement** - Your personal mission statement identifies your purpose and clarifies who you are and what you stand for.
- II. **Reflections** - This section describes your reflections on your journey as a leader.
- III. **Appendix of Supporting Materials** - The materials in the appendix offer tangible evidence of the application of leadership skills, knowledge and values into your personal and professional life. These resources provide documentation, illustration, or explanation to support the statements you have made in your reflection.
- IV. **Personal and Professional Development Plan** - Your personal development plan details your strategy for continued growth as a leader.



Your portfolio will focus on the connection between your own reflection, theory and concepts covered throughout the program and application of this learning in 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.

As you create your portfolio, you will need to determine what to include and what not to. The components you select will most likely be a small subset of your learning (as represented by the hatched area in the centre of the diagram) throughout the program and will serve as the foundation for what your leadership portfolio can and will be.



[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 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
3. Value and engage diversity to maximize organizational effectiveness
4. Set personal, team and organization goals and align processes and strategies to achieve results
5. Foster creative thinking and critical self-reflection to enhance problem-solving and decision-making skills
6. Create and manage collaborative relationships to engage, influence and motivate individuals, teams and external partners within and across organizational boundaries
7. Engage wellness strategies that enhance resiliency in yourself and others
8. Develop communication skills that establish clarity of intent and create shared meaning and understanding

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.

#8: Develop communication skills that establish clarity of intent and create shared meaning and understanding.

II. Reflections

Reflect on your development as a leader throughout the program; in this section, describe your journey as it relates to each of the three levels addressed throughout this Certificate: Self, Relationships, and Organization.

- Self – your understanding and awareness of your own authentic leadership style, the values, skills and passion that you offer as a leader
- Relationships – your exploration of your capacity, confidence and capability in engaging with others and leading a team
- Organization – your understanding of what it means to foster a healthy, productive workplace and how you contribute to positive change

Connect your reflections in this section to the program outcomes; we have included a question for each program outcome to spark your thought process in each area. Please take your reflection in a direction that inspires you and links to your supporting materials. You do not need to cover all program outcomes in your reflection.

In 1000 words or less, describe your reflections on your leadership practice.



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 useful for you in this regard?*

#7: Engage wellness strategies that enhance resiliency in yourself and others. *What has your experience of resiliency been like? What are your challenges and successes in this area? In what ways have you been more aware of your colleagues' capacity for resiliency?*

#6: Create and manage collaborative relationships to engage, influence and motivate individuals, teams and external partners within and across organizational boundaries. *What opportunities have you had to lead others through change and conflict? How has your approach changed as a result of this program?*

III. Appendix of Supporting Materials

Collect materials for your appendices that support your reflections with documentation, illustration, and/or explanation. Be sure to connect each of these materials with your reflections presented in the previous section. Please limit supporting materials to no more than 10 pages.

Some examples of possible supporting materials may include (but are not limited to):

- Observations and evaluations of mentors, supervisors, peers (Workplace, Teams, Community Groups) and connect those with course content or program outcomes.
- Analyze your leadership using tools such as the Wheel of Life (Lead-1100), Kraybill Style Matters (CRES-1100/1101), DISC (LEAD-1100), Decision Making Styles (LEAD-1103), etc.
- Collect feedback from team members (professional or personal teams that you play a leadership role in).
- Analyze your team using Patrick Lencioni's description of 5 dysfunctions of a team (LEAD-1101)
- Create a team development strategy using the T/GROW-based team development plan (LEAD-1100, LEAD-1101)
- Apply the situational leadership model (LEAD-1101)
- Outline a coaching conversation with a team member using the T-GROW model (LEAD-1101)
- Plan and execute a difficult conversation using the Elements of the Collaborative Approach (CRES-1100/1101), Difficult Conversation Checklist (Lead-1101), Awareness Wheel (CRES-1100/1101)

- Gather photos, videos, other imagery illustrating an aspect of your development as a leader (Professional or personal) and connect those with course content or program outcomes.
- Create a process for managing a real life change using the ADKAR model (LEAD-1103)
- Develop an action plan for yourself and your organization using influence mapping (LEAD-1102), SCARF analysis (LEAD-1102), and/or an influence plan (LEAD-1102)
- Create a strategy for an important decision you need to make using tools such as ORID (LEAD-1103), Cynefin Decision Making Framework for Leaders (LEAD-1103), Tools #1 through #6 including the Decision Making Worksheet (LEAD-1103)
- 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 self-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, teams and external partners within and across organizational boundaries.

#8: Develop communication skills that establish clarity of intent and create shared meaning and understanding.

IV. Professional Development Plan

Your professional development plan outlines your leadership development objectives allowing you to track your growth as a leader, identify key milestones along the way and reinforce your commitment to that path. Use the GROW model presented first in *LEAD-1100: Lead Yourself First*, (goal, reality, options/obstacles, will/way forward) to create your plan.

In your plan, consider short term as well as longer term goals. For the purposes of this assignment, please focus on 3-5 leadership goals indicating *goal, reality, options/obstacles*, and *will* for each goal.

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 self-reflection to enhance problem-solving and decision-making skills.

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



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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:

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

Please submit your completed leadership portfolio to 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 Bahr, 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 materials 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 \(jibc.ca\)](#)

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>

Centre for Leadership

For questions regarding submission, please contact:

leadership@jibc.ca

For questions regarding content, please contact:

Christina Bahr, Program Manager

604.619.5368

cbahr@jibc.ca

Evaluation

All portfolios are assessed by a faculty member of the Applied Leadership program instructional team.

Points will be assigned for each category (see “Evaluation Criteria” table for further details). To pass the assignment, you must achieve 60 points overall (C letter grade: minimum 60%). If your mark is lower than 60% you will have an opportunity to revise (see ‘Revisions’ below).

For more detailed information on JIBC Grading Scheme, please visit the website at:

<http://www.jibc.ca/policy/3304>

Evaluation Criteria

Evaluation criteria has been designed to communicate the specific requirements for the portfolio. Please review the **evaluation criteria table** included at the end of this package carefully as you work through the assignment.

You will be evaluated in the table as follows and then be given a letter grade:

- E: Exceptional (80 points or above)
- M: Meets Expectations (60 -79 points)
- I: Needs Improvement (59 or below)

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-grade-appeals>



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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 with "LEAD 1559 Assessment" in the subject line and your full name, and contact information in the body of the email.

Evaluation Criteria LEAD-1559 Final Assessment

Student Name: _____

Total Points: ____/100

Final Grade: A+(90-100) A(85-89) A-(80-84)...B+(76-79) 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
Mission Statement 15 marks <i>Content</i>	The mission statement does not establish direction for the learner and will not be actionable. 0-3 points	The mission statement establishes direction for the learner; it is not clear that the statement will be actionable for the learner. 4-5 points	The mission statement establishes clear direction for the learner about how they want to live their life; the statement will be actionable for the learner. 6 points	
<i>Components</i>	Learner's purpose is not clearly stated. The mission statement does not reflect core values. 0-3 points	The learner's purpose is stated. The mission statement reflects core values. 4-5 points	The learners' purpose is clearly and concisely stated. The mission statement reflects core values and the connection between the values and the purpose is clear. 6 points	
<i>Organization and Clarity</i>	The personal mission statement is difficult to understand, or exceeds the 150 word max. 0-1 points	The personal mission statement is somewhat easy to understand and keeps within the 150 word maximum. 2 points	The personal mission statement is easy to understand and keeps within the 150 word maximum. 3 points	
Reflections 30 marks <i>Content</i>	Reflection shows little thought by the learner in their leadership ability, growth and development. Reflection does not link to the program outcomes. 0-7 points	Reflection shows thought by the learner in their leadership ability, growth and development over the course of the program. Reflection links to at least 2 program outcomes. 8-13 points	Reflection shows significant thought and depth by the learner in their leadership ability, growth and development over the course of the program. Reflection links to at least 4 program outcomes. 14-15 points	
<i>Components</i>	Reflection does not cover all three levels.	Reflection covers all three levels: self, relationship and (continued...) organizational.	Reflection comprehensively covers all three levels: self, (continued...) relationship and organizational.	



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	
Organization and Clarity	Reflection is unorganized and difficult to understand. 0-1 points	Reflection is organized and understandable. 2 points	Reflection is well articulated and affectively communicates the information. The presentation has a logical flow. 3 points	
Supporting Materials <i>30 marks</i> Content	Insufficient evidence provided. 0-5 points	Clear evidence that indicates learner was thoughtful in compiling materials. 6-9 points	Clear, convincing and consistent evidence indicates learner was thoughtful and comprehensive in compiling materials. 10 points	
Components	The supporting materials do not link back to course content and materials provided throughout the program. 0-1 points	The supporting materials loosely link back to course content and materials provided throughout the program. The learner draws from at least 2 courses. 3-5 points	The supporting materials draw from course content and materials provided throughout the program and the learners draw from at least 4 of the courses. 6 points	
	The materials do not link to program outcomes. 0-1 points	The materials loosely link back to at least 2 program outcomes. 2-4 points	The materials clearly link back to at least 4 program outcomes. 5 points	
	The materials are not consistent with the reflections. 0-2 points	Some of the materials are consistent with the reflections. 3-5 points	All of the materials presented are consistent with the reflections. 6 points	
Organization and Clarity	The supporting materials are not clearly labelled. 0-1 points	The supporting materials are somewhat organized and clearly labelled. 2 points	The supporting materials are well organized and clearly labelled. 3 points	

Category	Needs Improvement	Meets Expectations	Exceeds	Score/Comments
Professional Development Plan <i>20 marks</i> Content	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	
Components	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	
Organization and Clarity	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. 1 points	Each component of the professional development plan is clearly labelled and the plan is well organized and easy to understand. 2 points	
Overall Portfolio Organization and Clarity <i>5 marks</i>	The 4 components of the portfolio are not identified and the portfolio is unorganized and confusing to the reader. 0-2 points	The 4 components of the portfolio are identified to some extent and the portfolio is organized in a way that is understandable to the reader. 3-5 points	All 4 components of the portfolio are clearly identified. Overall, the portfolio is well organized and the ideas flow smoothly. 5 points	