

INDIVIDUAL DEVELOPMENT PLAN - PART II: PLANNED EXPERIENCES

1. Each Leadership Graduate is an Effective Teacher/Mentor with Skills in

- a. Using, evaluating and adapting learning materials to accommodate individual variability.

Vision Statement:

To refine the ability to use varied instructional modalities to deliver key messages required for progressive organizational excellence.

First Elder Essential Responsibilities:*

The elder should be capable of conducting services of the church.

Seventh Day Adventist (S.D.A.) Church Manual p. 48

Development Plan	Portfolio Documentation
<ul style="list-style-type: none"> • Attend workshop and/or complete continuing education course specific to effective strategies for instructional delivery to diverse employees. 	<ul style="list-style-type: none"> • Instructional materials used for required employee.
<ul style="list-style-type: none"> • Read selected 4-5 books and online materials. 	<ul style="list-style-type: none"> • Evaluation tool which assesses the <u>value</u> of the content to support performance of job responsibilities at a satisfactory level.
<ul style="list-style-type: none"> • Develop associated annotated bibliography with such references as: 	<ul style="list-style-type: none"> • Reflective essay which critically applies theory to a review of this leadership competency. • Evaluation of portfolio documentation by peer, participant and/or mentor.
<p>Jarvis, P. (2002). <i>The theory & practice of teaching</i>. Sterling, VA: London Kogan Page.</p> <p>Joyce, B.R., Weil, M., Calhoun, E. (2004). <i>Models of teaching</i> (7th ed.). Boston: Allyn and Bacon.</p>	<p>Past</p> <ul style="list-style-type: none"> • Rush University – HLCED 501 Intro to Teaching & Teaching Strategies Course Development and Delivery to Nursing Students consistent with the following roles: <ul style="list-style-type: none"> • Assistant Professor/Harper College • Adjunct Faculty/Harper College • Assistant Professor/St. Louis Community College • Assistant Professor/Loma Linda University Instructor/Vanderbilt University

1. Each Leadership Graduate is an Effective Teacher/Mentor with Skills in

- b. learning strategies, including group processes.

Vision Statement:

To strengthen organizational development initiatives which reflect a sensitivity to age diversity.

Development Plan	Portfolio Documentation
<ul style="list-style-type: none"> • Interview at least three consultants on best practices for effective meetings. 	<ul style="list-style-type: none"> • Materials developed and designed for workshop on effective meetings.
<ul style="list-style-type: none"> • Read selected 4-5 books and online materials. 	<ul style="list-style-type: none"> • Reflective essay which critically applies theory to a review of this leadership competency.
<ul style="list-style-type: none"> • Develop associated annotated bibliography with such references as: 	<ul style="list-style-type: none"> • Conduct workshop on strategies for effective meetings which reflects a sensitivity to age diversity. • Evaluation of portfolio documentation by peer, participant and/or mentor.
<p>Kohn, A. (2001). <i>Beyond discipline: from compliance to community</i>. Upper Saddle River, NJ: Merrill Prentice-Hall.</p> <p>McEwan, E. K. (2002). <i>10 traits of highly effective teachers: how to hire, coach, and mentor successful teachers</i>. Thousand Oaks, CA: Corwin Press.</p>	<p>Past</p> <ul style="list-style-type: none"> • Attendance at Executive Leadership Series – Age Diversity (Fall 2002) • Presentation of Program Information Sessions for Nursing and Certified Nursing Assistant students. • Diversity Workshops for African American Students at Harper College • Presentation of the Harper College Core Values Initiative at the Illinois Community College Board. • CoChair of the search for the Vice President of Academic Affairs for Harper College. • Chair of the Harper College Human Resources Committee and CoChair of its Institutional Core Values Initiative. • Chair of Board and Church Council meetings for the Elgin Seventh Day Adventist Church

1. Each Leadership Graduate is an Effective Teacher/Mentor with Skills in

c. mentoring.

Vision Statement:

To effectively utilize the group process to deliver and discuss current strategies for effective mentoring programs for administrators and supervisors – special emphasis given to unique mentoring needs for employees of under represented groups.

Development Plan	Portfolio Documentation
<ul style="list-style-type: none"> Identify and Apply at least 3-5 adult learning strategies which would provide the foundation for an administrator/supervisor mentoring program - focusing on the needs of members of under represented groups. 	<ul style="list-style-type: none"> Proposal which delineates a mentoring program for administrators/supervisors that focuses on the needs of leaders from under represented groups.
<ul style="list-style-type: none"> Read 4-5 selected books and online materials. 	<ul style="list-style-type: none"> Mentee of graduate in the Andrews University Ph.D. Leadership program and/or mentee of College President preferably from an under represented group with reflective paper which contrasts the personal needs of a leadership mentee (mine) with primary needs as delineated in the literature.
<ul style="list-style-type: none"> Develop associated annotated bibliography with such references as: Rudney, G.L. & Guillaume, A.M. (2003). <i>Maximum mentoring: an action guide for teacher trainers and cooperating teachers</i>. Thousand Oaks, CA: Corwin Press. Sullivan, S., & Glanz, J. (2000). <i>Supervision that improves teaching: strategies and techniques</i>. Thousand Oaks, CA: Corwin Press. 	<ul style="list-style-type: none"> Reflective essay which critically applies theory to a review of this leadership competency Evaluation of portfolio documentation by peer, participant and/or mentor. <p>Past</p> <ul style="list-style-type: none"> Attendance at Executive Leadership Series – Age Diversity (Fall 2002) Effectively served as administrator mentor for the Associate Dean for Multicultural Learning (2002-2204) Effectively served as mentor for Dr. Stanford Simmons participant in Illinois program for future college presidents (2003-2004) Assumed administrative responsibilities for the development and implementation of mentoring program for new adjunct faculty for Harper’s Nursing Program

2. Each Leadership Graduate is a dynamic change agent with skills in

- a. planning and implementing change.

Vision Statement:

To develop and implement a systematic plan for effectively implementing change which focuses primarily on strengthening change competencies in Institutional leaders (i.e., administrators, supervisors and coordinators).

Job Description:

General Function – Responsible for the organizational development functions of human resources management including processes such as the core value initiative.

Development Plan	Portfolio Documentation
<ul style="list-style-type: none"> • Attend workshop on Change Management 	<ul style="list-style-type: none"> • Change management plan for major organizational initiative.
<ul style="list-style-type: none"> • Read 4-5 selected books and online materials. 	<ul style="list-style-type: none"> • Reflective essay which critically applies theory to a review of this leadership competency.
<ul style="list-style-type: none"> • Develop associated annotated bibliography with such references as: 	<ul style="list-style-type: none"> • Effectively serve as chair for major change management.
<p>Collins, J.C.(2001). <i>Good to great: why some companies make the leap-and others don't</i>. New York, NY: Harper Business.</p> <p>Kriegel, R. (1996). <i>Sacred cows make the best burgers</i>. New York, NY:Warner Books.</p>	<ul style="list-style-type: none"> • Evaluation of portfolio documentation by peer, participant and/or mentor. <p>Past</p> <ul style="list-style-type: none"> • Assumed primary responsibility for design and growth of new Institutional department – the Harper College Diversity and Organizational Development Department. • Effective coordination of transition of non-credit program to credit (the Harper College Certified Nursing Assistant Program). • Identification and implementation of articulation relationships for new clinical sites as needed for clinical instruction of nursing students (i.e., new mental health clinical agencies for the Harper College Nursing Program). • Development and implementation of pilot program for Customer Service – the Harper College program for the delivery of Exceptional Service.

2. Each Leadership Graduate is a dynamic change agent skills in

- b. developing human resources.

Vision Statement:

To design and implement a program which identifies and develops essential competencies required for potential leaders in higher education.

Job Description:

General Function – Responsible for the organizational development functions of human resources management, employee recruitment and hiring.

Directs and coordinates the evaluation and exit interview processes for all employee except faculty.

Responsible for and coordinates the development and implementation of a recruitment and selection procedure for all faculty, administrators and staff.

Plans, develops and implements the staff development and recognition programs.

Development Plan	Portfolio Documentation
<ul style="list-style-type: none"> • Meet with at least 3 human resources directors and/or consultants to identify essential traits for effective leadership in their respective organizations. 	<ul style="list-style-type: none"> • Proposal for plan for an organization’s program for the development of potential leaders.
<ul style="list-style-type: none"> • Read 4-5 selected books and online materials. 	<ul style="list-style-type: none"> • Reflective essay which critically applies theory to a review of this leadership competency.
<ul style="list-style-type: none"> • Develop associated annotated bibliography with such references as: 	<ul style="list-style-type: none"> • Plan for diversifying administrators and faculty for higher learning institutions. • Evaluation of portfolio documentation by peer, participant and/or mentor.
<p>Cannon, J., & Cannon, J. (2003). <i>Leadership lessons of the Navy Seals: battle-tested strategies for creating successful organizations and inspiring results</i>. New York, NY: McGraw-Hill.</p> <p>Kotter, J.P., & Cohen, D.S. (2002). <i>The heart of change: real-life stories of how people change their organizations</i>. Boston, MA: Harvard Business School Press.</p>	<p>Past</p> <ul style="list-style-type: none"> • Assumed primary responsibility for development and implementation of a workshop for potential leaders at Harper College. • Coordinated the development and implementation of a plan to recruit adjunct faculty needed for the efficient response to student demand for instruction at Harper College. • Assumed administrative responsibility for the development and delivery of workshops for supervisors of support areas (i.e., food service, physical plant, public safety and grounds). • Certificate/DePaul University – Human Resources

2. Each Leadership Graduate is a dynamic change-agent with skills in

c. public relations.

Vision Statement:

To design and actively facilitate the implementation of a plan for strengthened internal relationships between the president and executive team with members of all employee groups.

Job Description:

General Description – Responsible for the organizational development functions of human resources management including . . . ombuds functions.

Facilitates positive employer/employee relations; serves as ombudsperson.

Development Plan	Portfolio Documentation
<ul style="list-style-type: none"> Interview of 3-5 Marketing Vice President's and/or Public Relations Directors or comparable administrators to identify essential strategies for effective public relations as identified by current leaders in this area. 	<ul style="list-style-type: none"> Plan for internal public relations which has the primary focus of strengthened internal relationships.
<ul style="list-style-type: none"> Read 4-5 selected books and online materials. 	<ul style="list-style-type: none"> Presentation of this plan to members of an organization's leadership team.
<ul style="list-style-type: none"> Develop associated annotated bibliography with such references as: 	<ul style="list-style-type: none"> Reflective essay which applies theory to a review of this leadership competency. Evaluation of portfolio documentation by peer, participant and/or mentor.
<p>Herman, E. (1998). <i>Collective bargaining and labor unions</i>. Ithaca, NY: Upper Saddle River, NJ: Prentice Hall.</p> <p>Loughran, C. (2003). <i>Negotiating a labor contract</i>. Washington, D.C.: BNA Books.</p>	<p>Past</p> <ul style="list-style-type: none"> Co - facilitated workshop for President's Council of Harper College which focused on strategies for strengthened internal relationships between executive leadership and faculty leadership. Assumed primary responsibility for internal communication of institutional key messages for Harper College Effectively assumed administrator responsibilities for development and delivery of career programs for Harper College (i.e., Nursing).

3. Each Leadership Graduate is an Effective Organizer with Skills in

- a. organizational development, management and allocating resources.

Vision Statement:

To create a design for an Institute for Employee Learning which will provide the template for organizational initiatives in accordance with guidelines of the Higher Learning Commission and North Central Accreditation within the constraints of a three year budget model.

Job Description:

Develops and administers budget for office functions and employee development.

First Elder Essential Responsibilities:

Under the pastor and in the absence of the pastor the local elder is the spiritual leader of the church and is responsible for fostering all departments and activities of the work. **(S.D.A. Church Manual, p. 48)**

The elder should work very closely with the church treasurer and see that all conference/mission field funds are remitted promptly. **(S.D.A. Church Manual, p. 51)**

Development Plan	Portfolio Documentation
<ul style="list-style-type: none"> • Interview 3-5 administrators, which would include chief financial officers, to identify primary areas of emphasis for an institutional Employee Learning Institute. 	<ul style="list-style-type: none"> • Proposal for institutional Employee Learning Institute. • Model for three budget for support of Employee Learning Institute.
<ul style="list-style-type: none"> • Read 4-5 selected books and online materials. 	<ul style="list-style-type: none"> • Reflective essay which applies theory to a review of this leadership competency. • Evaluation of portfolio documentation by peer, participant and/or mentor.
<ul style="list-style-type: none"> • Develop associated annotated bibliography with such references as: Rach, R. (2001). <i>Higher ed.,inc. The rise of the for-profit university</i>. Baltimore, MD: The John Hopkins University Press. Argyris, C.& Schon, D.A. (1996). <i>Organizational learning II: theory, method and practice</i>. Reading, MA: Wokingham. 	<p>Past</p> <ul style="list-style-type: none"> • Wrote/received funding for Robert Wood Johnson Career Mobility Grant for LPN's to RN's for students who were members of under represented groups. • Effectively developed and implemented departmental and divisional budget for Nursing program and Life Science/Human Services Division for Harper College. • Primary administrative responsibility for design, implementation and board approval of "Request for Proposals" for Employee Assistance Program and Advertising agency with diversity recruitment expertise.

3. Each Leadership Graduate is an Effective Organizer with Skills in

b. interpreting laws, regulations and policies.

Vision Statement:

To design and implement a system to keep employees informed specific to federal and state laws which have human resources as the primary focus with emphasis given to the role of the administrator and/supervisor.

Job Description:

General Function – Responsible for the organizational development functions of human resources management including processes such as an Institution's core values initiative.

Serves as College Affirmative Action Officer; coordinates and monitors the College Affirmative Action Program and provides direction for staff diversity.

Collaborates with the Associated Dean of Multicultural Learning to develop mechanisms which ensure a diverse campus and a welcoming environment.

Serves as the Sexual Harassment, Workplace Violence and Non-Discrimination Complaint Officer. Investigates complaints of discrimination, violence and discrimination and responds to governmental agencies as appropriate.

Oversees the administration of the College's Employee Assistance Program.

Coordinates and directs the College employment function inclusive of record keeping and reporting.

Reviews, analyzes and evaluates pending legislation, legal mandates, regulations and guidelines which may affect the College organizational develop human resources programs, functions and activities.

Competency 3b, continued.

Development Plan	Portfolio Documentation
<ul style="list-style-type: none"> Attend annual workshop and/or complete continuing education workshop which provides an update on policies for higher learning institutions. 	<ul style="list-style-type: none"> Design for workshop which would be presented to current policies with their associated implications for employee/constituent interactions.
<ul style="list-style-type: none"> Read 4-5 selected books and online materials. 	<ul style="list-style-type: none"> Reflective essay which applies theory to a review of this leadership competency.
<ul style="list-style-type: none"> Develop associated annotated bibliography with such references as: 	<ul style="list-style-type: none"> Plan/program for consistent communication of organizational policies to its internal constituents. Evaluation of portfolio documentation by peer, participant and/or mentor.
<p>Gold, M. (1998). <i>An introduction to labor law. An introduction to labor law, revised.</i> Ithaca, NY: Cornell University Press.</p> <p>Brimley, V., & Garfield, R.R. (2002). <i>Financing education in a climate of change</i> (8th ed.). Boston: Allyn and Bacon.</p>	<p>Past</p> <ul style="list-style-type: none"> Effectively assumed primary responsibility for the accurate interpretation of state, federal and professional organization policies as required for operating nursing and certified nursing assistant programs and as defined by the Illinois Department of Professional Regulation, National League for Nursing Accreditation, and the North Central Accreditation Association. Assumed primary administrative responsibility for institutional compliance with state and federal policies, i.e., Affirmative Action, Health Insurance Portability and Accountability Act, American Disabilities Act. Assumed primary responsibility for development of CD and electronic format for delivery of Institution's policies for employee access for Harper College.

4. Each Leadership Graduate is a Effective Teacher/Mentor with Skills in

a. effective communication.

Vision Statement:

To identify and implement an effective system for consistent communication of and organization's key messages.

Job Description:

General Function – Responsible for the organizational development functions of human resources management including such processes as . . . internal communication.

Provides for the timely orientation of employees.

Organizes and establishes continuing internal communications with employees and retirees through the use of newsletters, electronic media, employee publications, voice mail, bulletin boards and committee meetings.

Development Plan	Portfolio Documentation
<ul style="list-style-type: none"> Identify 3-5 community colleges and/or churches with plans for internal communication. Interview the individuals responsible for these plans. Assess the associated strengths/concerns for each plan. 	<ul style="list-style-type: none"> Designed proposal for a communication plan for an institute of higher learning. Presentation of this plan for potential consideration to an organization's appropriate administrator.
<ul style="list-style-type: none"> Read 4-5 selected books and online materials. 	<ul style="list-style-type: none"> Plan for evaluation effectiveness of communication plan.
<ul style="list-style-type: none"> Develop associated annotated bibliography with such references as: 	<ul style="list-style-type: none"> Reflective essay which applies theory to a review of this leadership competency. Evaluation of portfolio documentation by peer, participant and/or mentor.
<p>Littlejohn, S.W. (2002). <i>Theories of human communication</i>.(7th ed.). Belmont, CA: Wadsworth/Thomson Learning.</p> <p>Wood, L. (2002). <i>Corporate storytelling</i>. Loveland, CO: Grendel Press.</p>	<p>Past</p> <ul style="list-style-type: none"> Responded to recommendation of Harper College Marketing Committee to create an employee newsletter. Coordinated with Office of Research on-going research specific to the effectiveness of newsletter to strengthen internal relationships. Developed/implemented system for consistent communication to applicants to nursing and certified nursing assistant students at Harper College specific to their status in the admission's process.

4. Each Leadership Graduate is a collaborative consultant in diverse cultures with Skills in

- b. evaluation and assessment.

Vision Statement:

In accordance with Higher Learning Commission guidelines coordinate and implement an Institutional climate survey with the associated identification and implementation of strategies to strengthen the institution's internal climate.

Job Description:

General Function – Responsible for the organizational development functions of human resource management including staff diversity.

Development Plan	Portfolio Documentation
<ul style="list-style-type: none"> • Successfully meet course requirements of 2-3 credits graduate level statistics course. 	<ul style="list-style-type: none"> • Customized internal climate assessment to reflect organization's unique concerns.
<ul style="list-style-type: none"> • Read 3-5 selected books and online materials. 	<ul style="list-style-type: none"> • Developed recommendations for findings from institutional climate survey. Conduct forum to present these findings and recommendations.
<ul style="list-style-type: none"> • Develop associated annotated bibliography with such references as: 	<ul style="list-style-type: none"> • Reflective essay which applies theory to a current review of this leadership competency. • Evaluation of portfolio documentation by peer, participant and/or mentor.
<p>Fletcher, S. (2000). <i>Competence-based assessment techniques</i> (2nd/Rev.ed.). London: Kogan Page.</p> <p>Dilenschneider, R. (2000). <i>The corporate communications Bible</i>. Beverly Hills, CA: New Millennium Press.</p>	<p>Past</p> <ul style="list-style-type: none"> • Consistent with the competencies and standards of the Higher Learning Commission designed and coordinated the implementation of a research project which evaluated inter-rater reliability for clinical evaluation tool of nursing students. • In collaboration with the Harper College Office of Research, evaluated the findings of an student survey which assessed climate specific to a "welcoming" environment for students of underrepresented groups. • Coordinated the design and implementation of plan for systematic evaluation of the Harper College Nursing program in accordance with the standards of the National League for Nursing Accreditation Commission .

4. Each Leadership Graduate is a collaborative consultant in diverse cultures with Skills in

c. problem solving and decision making.

Vision Statement:

To evaluate the effectiveness of the nursing process as a tool for cross cultural conflict resolution.

Job Description:

Collaborates with the Vice President of Administrative Services and the Director of Human Resources to ensure seamless delivery of human resource services.

Development Plan	Portfolio Documentation
<ul style="list-style-type: none"> Interview 3-5 administrators to identify current processes for problem solving and/or decision making – emphasis will be given to transcultural decision-making. 	<ul style="list-style-type: none"> Sessions for organizational leader(s) which compare current decision-making practices with the nursing process.
<ul style="list-style-type: none"> Read 3-5 selected books and online materials. 	<ul style="list-style-type: none"> Paper which contrasts the decision making tool of the nursing process with at least 3 other current decision making tools.
<ul style="list-style-type: none"> Develop associated annotated bibliography with such references as: 	<ul style="list-style-type: none"> Reflective essay which critically applies theory to a review of this leadership competency. Evaluation of portfolio documentation by peer, participant and/or mentor.
<p>Howard, G. (1999) <i>We can't teach what we don't know</i>. New York, NY: Teachers College Press.</p> <p>Blank, R. & Slipp, S. (1994). <i>Voices of diversity – real people talk about problems and solutions in a workplace where everyone is not alike</i>. New York: NY: American Management Association.</p>	<p>Past</p> <ul style="list-style-type: none"> Developed/implemented system for decision making as required for clinical supervision of nursing and certified nursing assistant students which resulted in the delivery of safe client care. Effectively fulfilled responsibilities of Ombuds Role for evaluation and resolution of 15-20 employee disputes from 2002-2004,

5. Each Leadership Graduate is a reflective researcher with skill in

- a. reading and evaluating research.

Vision Statement:

To refine competencies in reading and evaluating research and to apply these competencies in the analysis of a current leadership issue.

Development Plan	Portfolio Documentation
<ul style="list-style-type: none"> • Research course which addresses this competency. 	<ul style="list-style-type: none"> • Course projects and evidence of course completion.
<ul style="list-style-type: none"> • Read 3-5 selected books and online materials. 	<ul style="list-style-type: none"> • Identification of research problem as part of the completion of the dissertation.
<ul style="list-style-type: none"> • Develop associated annotated bibliography with such references as: 	<ul style="list-style-type: none"> • Reflective essay which applies theory to a review of this leadership competency. • Evaluation of portfolio documentation by peer, participant and/or mentor.
<p>Fitx-enz, J. (2002). <i>How to measure human resources management</i>, (3rd ed.). New York, NY: McGraw-Hill.</p> <p>Barzun, J. & Graff, H.F. (2004). <i>The modern researcher</i> (6th ed.). Belmont, CA: Thomson/Wadsworth.</p>	<p>Past</p> <ul style="list-style-type: none"> • Assumed primary responsibility for identification and implementation of system to assess reliability of teacher made test for the Harper Nursing program (ParScore and ParTest) • Reviewed and gave administrator approval for doctoral studies of two nursing faculty – Harper College. • Fulfilled administrator responsibilities in the Harper College Research: Community Assessment regarding 4 year Baccalaureate programs at this community college. • Rush University – HLCED584: Clinical Investigation

5. Each Leadership Graduate is an Effective Teacher/Mentor with Skills in

b. conducting research.

Vision Statement:

To identify a problem, formulate a potential solution to that problem, test the solution, report and defend the results of this critical inquiry.

Development Plan	Portfolio Documentation
<ul style="list-style-type: none"> • Research course which addresses this competency. 	<ul style="list-style-type: none"> • Course projects and evidence of completion of course requirements.
<ul style="list-style-type: none"> • Read 3-5 selected books and online materials. 	<ul style="list-style-type: none"> • Effectively conduct research (i.e., mixed methods study) consistent with doctoral requirements of the Ph.D. Leadership program of Andrews University for successful completion of the dissertation. • Notes and documents associated with the conducting of this research
<ul style="list-style-type: none"> • Develop associated annotated bibliography with such references as: 	<ul style="list-style-type: none"> • Reflective essay which critically applies theory to a review of this leadership competency. • Evaluation of portfolio documentation by peer, participant and/or mentor.
<p>Bernard, H.R. (2000). <i>Social research methods: qualitative and quantitative approaches</i>. Thousand Oaks, CA: Sage Publications.</p> <p>Casanave, C.P., & Vandrick, S. (2003). <i>Writing for scholarly publication: behind the scenes in language education</i>. Mahwah, NJ: London Lawrence Erlbaum.</p>	<p>Past</p> <ul style="list-style-type: none"> • Effectiveness of the Nurse Practitioner Role to instruct General Internal Medicine Residents (Robert Wood Johnson). • Rush University – NUCOM 571: Biostatistics • Rush University – HLCED583: Clinical Investigation • Sensory deprivation in critical care patients (Honors Project – Andrews University).

5. Each Leadership Graduate is a reflective with skills in

c. reporting research.

Vision Statement:

To document and present research findings in a manner which is comprehensive accurate and practical for educational administrators.

Development Plan	Portfolio Documentation
<ul style="list-style-type: none"> • LEAD 637 Issues in Research 	<ul style="list-style-type: none"> • Dissertation which reports research findings and recommendations.
<ul style="list-style-type: none"> • Read 4-5 selected books and online materials. 	<ul style="list-style-type: none"> • Article written and submitted for publication.
<ul style="list-style-type: none"> • Develop associated annotated bibliography with such references as: 	<ul style="list-style-type: none"> • Reflective essay which critically applies theory to a review of this leadership competency. • Evaluation of portfolio documentation by peer, participant and/or mentor.
<p>Brault, A. & Beckwith, C. (2003). Human resources adding value in higher education. Knoxville, TN: CUPA-HR Communications.</p> <p>Thomas, R.M. (2003). <i>Blending qualitative & quantitative research methods in thesis and dissertations</i>. Thousand Oaks: Corwin Press.</p>	<p>Past</p> <ul style="list-style-type: none"> • Assumed administrative responsibility for the writing and presentation of the self-study as required by the National League for Nursing Accreditation Commission which summarized findings and implications of research which validated the effectiveness of the Harper College nursing clinical evaluation tool to assess student learning. • Presentation of results of Honors Research study to Honors Committee of Andrews University.

6. Each Leadership Graduate is a scholar with a working knowledge in

- a. ethics and personal/professional development.

Vision Statement:

To develop and implement a tool for ethical decision making for use by supervisors and administrators. .

Development Plan	Portfolio Documentation
<ul style="list-style-type: none"> • Workshop and/or course on Ethical decision making. 	<ul style="list-style-type: none"> • Course projects/notes and evidence of participant completion.
<ul style="list-style-type: none"> • Read 3-5 selected books and online materials. 	<ul style="list-style-type: none"> • Paper which compares/contrast the decision making tool of the nursing process with the ethical making decision tool as delineated by the Institute for Global Ethics.
<ul style="list-style-type: none"> • Develop associated annotated bibliography with such references as: 	<ul style="list-style-type: none"> • Reflective essay which applies theory to a review of this leadership competency. • Evaluation of portfolio documentation by peer, participant and/or mentor.
<p>Beauchamp, T.L., & Bowie, N.E. (2004). <i>Ethical theory and business</i>. (7th ed). Upper Saddle River, NJ: Pearson Prentice Hall.</p> <p>Noddings, N. (2003). <i>Caring: a feminine approach to ethics & moral education</i>. (2nd ed). Berkeley, CA: University of California Press.</p>	<p>Past</p> <ul style="list-style-type: none"> • 2003 Presentation to President's Council of Harper College specific to ethical decision making. • 2002 Attendance at workshop for Ethical Decision Making as presented by the Institute for Global Ethics.

6. Each Leadership Graduate is a scholar with a working knowledge of

b. philosophical foundations.

Vision Statement:

To evaluate a minimum of three established philosophies of leadership and evaluate the current relevance for the 21st century leader.

Development Plan	Portfolio Documentation
<ul style="list-style-type: none"> • Successfully meet course requirements for LEAD 638 - Issues in Leadership Theory. 	<ul style="list-style-type: none"> • Paper which summarizes interviews with a minimum of 3 current leaders to identify the philosophy which under grids their leadership style – contrast with a minimum of 3 current philosophies of leadership with presentation of my own philosophy.
<ul style="list-style-type: none"> • Read 4-5 selected books and online materials. 	<ul style="list-style-type: none"> • Reflective essay which applies theory to current leadership issues.
<ul style="list-style-type: none"> • Develop associated annotated bibliography with such references as: 	<ul style="list-style-type: none"> • Paper which compares/contrast the decision making tool of the nursing process with the ethical making decision tool as delineated by the Institute for Global Ethics. • Evaluation of portfolio documentation by peer, participant and/or mentor.
<p>Nicholi, A. M. (2003). <i>The question of God: C.S. Lewis and Sigmund Freud debate God, love, sex, and the meaning of life</i> (1st Free Press trade pbk.ed). New York: Free Press.</p> <p>Sire, J. W. (2004). <i>The universe next door: a basic worldview catalog</i> (4th ed.).</p>	<p>Past</p> <ul style="list-style-type: none"> • Reviewed Sister C. Roy’s nursing theory for book which published review of nursing theorist. • Assumed primary responsibility for review and revision of nursing philosophy for the Harper College nursing program. • Rush University: NURCOM511 – Community Health Nursing/Nursing Concepts

6. Each Leadership Graduate is a scholar with a working knowledge of

- c. theories of learning and human development.

Vision Statement:

To evaluate the strengths and concerns of models of Institutional learning which are designed to create a culture of progressive resonance (i.e., primal leadership).

Development Plan	Portfolio Documentation
<ul style="list-style-type: none"> • LEAD 775 Advanced Studies: Leadership/Management 	<ul style="list-style-type: none"> • Projects/Notes which demonstrate successful completion of course requirements.
<ul style="list-style-type: none"> • Read 3-5 selected books and online materials. 	<ul style="list-style-type: none"> • Design and pilot a model for refinement of competencies in emotional intelligence for current and potential leaders.
<ul style="list-style-type: none"> • Develop associated annotated bibliography with such references as: 	<ul style="list-style-type: none"> • Reflective essay which critically applies theory to a review of this leadership competency. • Evaluation of portfolio documentation by peer, participant and/or mentor.
<p>Driscoll, M. P. (2000). <i>Psychology of learning for instruction</i> (2nd ed.). Boston: Allyn and Bacon.</p> <p>Schunk, D. H. (2004). <i>Learning theories: an educational perspective</i> (4th ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.</p>	<p>Past</p> <ul style="list-style-type: none"> • Rush University – NURSG 501: Concepts, Theories and Models • Rush University – NURCOM512 – Adult Health Concepts and Practicum. • Rush University – NURCOM514 – OB/GYN Health Concepts and Practicum

6. Each Leadership Graduate is a scholar with a working knowledge of

d. theories of leadership and management.

Vision Statement:

To evaluate pros and cons of current theories of management and their relevance to current leadership theories.

Job Description:

Serves as advisor to the President regarding organizational development, staff diversity, staff development and employer/employee relations.

Plans and provides directions for the human resources function of affirmative action, staff diversity, employee recruitment and hiring, the core values initiative and internal communication.

First Elder Essential Responsibilities:

The elder is the religious leader of the church and by precept and example must continually seek to lead the church into a deeper and fuller Christian experience.

(S.D.A. Church Manual, p. 48)

Development Plan	Portfolio Documentation
<ul style="list-style-type: none"> Attend Leadership/Management Workshop 	<ul style="list-style-type: none"> Projects and Notes which demonstrate successful completion of course requirements.
<ul style="list-style-type: none"> Read 3-5 selected books and online materials. 	<ul style="list-style-type: none"> Paper which summarizes interrelationship between leadership and management theories specifically as it relates to delivery of organizational transformation within the context of my own philosophy and its relevance to my work.
<ul style="list-style-type: none"> Develop associated annotated bibliography with such references as: 	<ul style="list-style-type: none"> Reflective essay which applies current theory to this leadership competency. Evaluation of portfolio documentation by peer, participant and/or mentor.
<p>Bennett, N., & Crawford, M. (2003). <i>Effective educational leadership</i>. London: Open University in association with P. Champman.</p> <p>Hanson, K. L.(2005). <i>Preparing for educational administration using case analysis</i> (2nd ed.). Upper Saddle, NJ: Prentice-Hall.</p>	<p>Past</p> <ul style="list-style-type: none"> Certificate DePaul University – Human Resources Management Attendance at three Leadership and Core Values Workshops as hosted by the Illinois Community College Board.

6. Each Leadership Graduate is a scholar with a working knowledge of

- e. social systems, including family dynamics, community structures and global development.

Vision Statement:

To identify and evaluate the relevance of effective strategies for a synergistic internal community with special emphasis placed on the dynamics of a collective bargaining environment.

First Elder Essential Responsibilities:

The local elder is an undershepherd and thus should exercise a constant vigilance over the flock. **(S.D.A. Church Manual, p. 50)**

Another important feature of the elder’s work is to foster world mission work. **(S.D.A. Church Manual, p. 51)**

Development Plan	Portfolio Documentation
<ul style="list-style-type: none"> • Interview combination of 3-5 Union Presidents and administrators to determine their beliefs on essential best practices for synergistic relationships between administration and union leaders. 	<ul style="list-style-type: none"> • Summary paper of interviews of administrators and union leaders which identifies preferred best practices.
<ul style="list-style-type: none"> • Read 3-5 selected books and online materials. 	<ul style="list-style-type: none"> • Design of interaction model for enhanced synergy between administrators and union leadership.
<ul style="list-style-type: none"> • Develop associated annotated bibliography with such references as: 	<ul style="list-style-type: none"> • Reflective essay which applies theory to this current leadership competency. • Evaluation of portfolio documentation by peer, participant and/or mentor.
<p>Cohen, A. & Brawer, F. (2003). <i>The American community college</i>. San Francisco, CA: John Wiley & Sons.</p> <p>Marcie, D. (1997). <i>Managing with wisdom & love</i>. San Francisco, CA: Josey-Bass, Inc.</p>	<p>Past</p> <ul style="list-style-type: none"> • University of Michigan – Grievance Resolution Workshop • Rush University – NUCOM 522 Community Assessment • Rush University – NUCOM 521 Community Health Services

6 Each Leadership Graduate is a scholar with a working knowledge of

f. technology and its application.

Vision Statement:

To effectively refine multimedia technology skills for delivery of workshops and presentations.

Development Plan	Portfolio Documentation
<ul style="list-style-type: none"> 2-3 Continuing Education computer courses 	<ul style="list-style-type: none"> Project summaries/Notes and evidence of course completion for these courses.
<ul style="list-style-type: none"> Read 3-5 selected books and online materials. 	<ul style="list-style-type: none"> Design/delivery of presentation which demonstrates mastery of required skills – sample video tape of this presentation will be provided.
<ul style="list-style-type: none"> Develop associated annotated bibliography with such references as: 	<ul style="list-style-type: none"> Reflective essay which applies theory to this current issue in technology from the leadership perspective. Evaluation of portfolio documentation by peer, participant and/or mentor.
<p>Salmon, G. (2004). <i>E-moderating: the key to teaching and learning online</i> (2nd ed). London: RoutledgeFalmer.</p> <p>Valdez, G. (2000). <i>Computer-based technology and learning: evolving uses and expectations</i> (Rev. ed.). Oak Brook, IL: North Central Regional Educational Laboratory.</p>	<p>Past</p> <ul style="list-style-type: none"> Design and delivery of on-line Pharmacology Course – NUR 120 for Harper College nursing and medical technology students. Implementation and on-going evaluation of on-line recruitment system – PeopleAdmin for Harper College. Participation in required organizational training for employees specific to desktop programs: i.e., WindowsXP Reviewer for preferred vendor as required for new Enterprise Resource Planning System at Harper College.

Note: Job descriptions as delineated in this plan reflect positions as of July 2004 – descriptions will be updated consistent with any changes in this participant’s roles and/or responsibilities. Courses as identified in the development plan may be substituted with comparable courses dependent on preferred course availability.