**Explanation Of Symbols**

- (*) = Less Than "C" Average, Original College Credit
- (+) = Exceeds Junior College Limit Of 60 Semester Hours
- (J) = Total Junior College Hours: 60.00
- (P) = Professional Course Hours: 0.00
- (R) = Repeated Course

**[**] = Prior Learning

**[**, w UA inst] = Prior Learning UA

**Course Description**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Course Description</th>
<th>Cr.</th>
<th>Hrs.</th>
<th>Q. Prs.</th>
<th>Areas</th>
</tr>
</thead>
</table>

**Credits Not Applied**

- Bus Math (GEC 197) (+)
- General Business Elective
- Coop Educ I (GEC 197) (+)

**Sub Total From Worksheet 2**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hrs.</th>
<th>Q. Prs.</th>
<th>Institution</th>
</tr>
</thead>
</table>

**Work in Progress**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hours</th>
<th>Semester</th>
</tr>
</thead>
</table>

**Academic Area**

- Communication Skills
- Humanities
- Natural Sciences
- Social Sciences
- Mathematical Skills (Finite or above)
- Senior Project
- Research Writing

**Summary of Semester Credits**

- Total Hours: 111
- Total Quality Points: 393.36
- Gpa: 3.54

**Registrar's Signature**

The University of Alabama

Name: [Redacted] C8237

Adm./Date: F 07

Adviser: [Redacted]

The University of Alabama

New College LifeTrack Program Worksheet (Unofficial)

Symbol

<table>
<thead>
<tr>
<th>Institution</th>
<th>Course Description</th>
<th>Cr.</th>
<th>Hrs.</th>
<th>Q. Prs.</th>
<th>Areas</th>
</tr>
</thead>
</table>

**BACHELOR OF SCIENCE DEGREE**

REQUIRES MATH 125 OR ABOVE

**BACHELOR OF ARTS DEGREE**

REQUIRES MATH 110 (FINITE) OR ABOVE
**SIGNIFICANT LEARNINGS OUTLINE**

Build a Significant Learnings Outline of your life, starting with some point you would call "adult" and ending with the present. The point at which you begin is your first job, or when you were first “on your own”. Wherever you start, build an outline that lists, in order, the experiences you were involved in at certain time periods. Some may have been very brief; some probably occurred during the same time as others. FOR EXAMPLE: You may have completed a short-term course in grammar for adult learning while you worked on a five-year job experience. List as many examples as you wish. The idea is to get as many experiences as possible down on paper. Be generous with yourself. You may use additional paper if needed.

**Directions:** First complete only columns 1, 2 and 3. Now complete column 4. Finally complete column 5.

<table>
<thead>
<tr>
<th>1. EXPERIENCE</th>
<th>2. TIME SPENT IN ACTIVITY</th>
<th>3. DUTIES &amp; ACTIVITIES</th>
<th>4. ANALYSIS OF LEARNING</th>
<th>5. DOCUMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EMPLOYMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bechtel</td>
<td>11 years</td>
<td>Expense Auditing</td>
<td>knowledge of policies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Customer Billing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Labor/Agency Supervisor</td>
<td>system development</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Six Sigma</td>
<td>leadership</td>
<td>online classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>application</td>
<td>PBL training</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>apply skills</td>
<td>training materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Leadership of program</td>
</tr>
<tr>
<td>Real Estate</td>
<td>3-4 years</td>
<td>receptionist</td>
<td>clerical skills</td>
<td>Online classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ad/newsletter design</td>
<td>design/marketing examples</td>
<td>E-mail</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Online classes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. EDUCATION (NON CREDIT)</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor</td>
<td>5-6 years</td>
<td>leadership</td>
<td>online classes</td>
</tr>
<tr>
<td>Six Sigma</td>
<td>7+ years</td>
<td>application</td>
<td>training materials</td>
</tr>
<tr>
<td>Project mgmt</td>
<td>1 week training</td>
<td>apply skills</td>
<td>training material</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. VOLUNTEER EXPERIENCE</th>
<th>4.</th>
<th>5.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundraiser organizer</td>
<td>1 years</td>
<td>organization</td>
</tr>
<tr>
<td>1. EXPERIENCE</td>
<td>2. TIME SPENT IN ACTIVITY</td>
<td>3. DUTIES &amp; ACTIVITIES</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td><strong>RECREATION &amp; HOBBIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td>20 yrs +</td>
<td>Jazz, Tap, Hip Hop</td>
</tr>
<tr>
<td>Cheer</td>
<td>2 - 3 yrs</td>
<td></td>
</tr>
<tr>
<td>Softball</td>
<td>20 yrs +</td>
<td>pitcher, 3rd base</td>
</tr>
<tr>
<td>Marine Life</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MILITARY EXPERIENCES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LICENSES, AWARDS, PUBLICATIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TRAVEL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puget Sound</td>
<td>weekend</td>
<td>whale watching</td>
</tr>
<tr>
<td>Cape Cod/Boston</td>
<td>weekend</td>
<td>lighthouse/colonial</td>
</tr>
<tr>
<td>Florida</td>
<td>visit each yr</td>
<td>historical St Augustine</td>
</tr>
<tr>
<td><strong>OTHER</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NAME: [Redacted]  
DATE: August, 07

POSITION TITLE  
Sec. Supervisor II

ORGANIZATION  
Controller

LOCATION  
Oak Ridge

EDUCATION AND PERSONAL DEVELOPMENT PROGRAMS

<table>
<thead>
<tr>
<th>Degree, Certificate, etc.</th>
<th>School</th>
<th>Major (or Subject)</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Associate Degree in</td>
<td>Roane State Community College</td>
<td>Accounting</td>
<td>5/1995 Graduated Cum Laude Honors</td>
</tr>
<tr>
<td>Applied Science –</td>
<td>Oak Ridge, TN</td>
<td></td>
<td></td>
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<tr>
<td>Accounting</td>
<td>New Horizon Computer Learning Ctr.</td>
<td>Microsoft, Access – Beginning &amp; Intermediate</td>
<td>11/00</td>
</tr>
<tr>
<td></td>
<td>Six Sigma Yellow Belt Training</td>
<td>Six Sigma concepts</td>
<td>2/01</td>
</tr>
<tr>
<td></td>
<td>Project Management Training</td>
<td></td>
<td>3/04</td>
</tr>
<tr>
<td></td>
<td>Multitude of in-house training</td>
<td>Ethics, ES&amp;H, Compliance, Finance training, etc.</td>
<td>Continuous</td>
</tr>
</tbody>
</table>

In process  
University of Alabama  
Interdisciplinary Studies – Leadership Depth  
7/18/07 – in process

OTHER SIGNIFICANT INFORMATION
(examples of relevant information that might be included here)

CAPABILITY:
- Organizational skills. Well organized and able to manage time sufficiently.
- Creativity. Used to help streamline processes and increase productivity.
- Teamwork. Ability to work with co-workers well and help when needed.
- Self-motivation. Able to stay focused on work and find other projects to work on.
<table>
<thead>
<tr>
<th>DATES FROM</th>
<th>TO</th>
<th>COMPANY, DIVISION OR DEPARTMENT, LOCATION AND SUPERVISOR</th>
<th>POSITION HELD, SUMMARY OF RESPONSIBILITIES AND SIGNIFICANT ACCOMPLISHMENTS</th>
</tr>
</thead>
</table>
| 6/07      | Present  | Bechtel Systems & Infrastructure, Inc., Controller – Gov’t Billing, Labor/Agency Labor, Oak Ridge, TN, Robin Orewiler | Gov’t Billing Supervisor  
Supervisor for several Gov’t billings, Work closely with projects & mgmt billing/accounting issues: WCOC, receivables, invoice scheduling. Participation in the Six Sigma  
Labor/Agency Labor Supervisor  
Performed supervisory functions for all BSII Labor Desk functions. |
Supervisor for all BINTRA billings, include several Quasi & Joint Venture contracts. Work closely with projects & mgmt billing/accounting issues: WCOC, receivables, invoice scheduling. Learning Gov’t billing concepts. Participation in the Six Sigma  
Labor/Agency Labor Supervisor  
Performed supervisory functions for all BSII Labor Desk functions. Work with HR to develop new agency labor process. Also work in implementation of HRMS system. Work with Procurement for revision of agency contracts including new formatting |
Performed supervisory functions for all BSII Labor Desk functions. Work with HR/Procurement for update on agency contracts. Work with Govt Ser for updates on labor process & procedures.  
Labor/ Agency Labor Processor (1998-2001)  
Performed all BSII Labor Desk. Worked in implementing gbetr agency process & document scanning for labor corrections. Participated in new CARDS system implementation  
Commercial Biller  
Processed client invoice to BINTRA clients – 9 billings |
Audited/Processed travel expense reports. Reviewed TERs for natural class, allowability and completion. Maintain 131 receivable accounts & distributed employee statements accordingly. |
| 3/95      | 8/96     | Lockheed Martin/ORNL/ Y-12 Plant – Temp Systems Inc., Travel Department, Oak Ridge, TN, Sharon Eason | Travel Assistant/agent  
Worked in travel department performing initially travel clerk activities. Duties increased to include travel agency reservations; making reservation for corporate travelers, worked with travel authorizations, etc. |
| 8/94      | 3/95     | Diversified Scientific Services, Inc. – Finance Department, Kingston, TN, Kim England | Accounting clerk  
Worked in accounting office assisting account manager with finance activities. |
NOTE: A student must submit this form for each subject area of prior learning he or she wishes to have evaluated. Submission of prior learning evidence does not guarantee credit. The fee paid for each submission of prior learning is an evaluation fee, not a tuition fee. Credit is earned on the basis of whether or not the evidence proves the learning is college-level, is current, does not duplicate credit already learned and makes a positive contribution to the student’s degree plan.

NAME: ___________________________ STUDENT CWID/SSN: ___________________________

ADDRESS: ______________________ DEPTH STUDY: __ Inter Disciplinary _____________

____________________ EMAIL: ____________________________

TELEPHONE: (home) ___________________ (work) ___________________ (cell) ____________

SUBJECT AREA TITLE (FIELD OF STUDY): Leadership ____ (3-6 credits) _____________

(In general, subject area titles correspond to departmental headings in The University of Alabama catalog. Please discuss the appropriate title with your advisor before submitting this application.)

AREA OF DEGREE PLAN: I intend that any credit earned from this evaluation will be applied to the following area(s) of my curriculum worksheet:

___ Humanities ___ Natural Sciences ___ Mathematics ___ Social Science

___ Electives ___ X Depth Study ___ Communication

If more than one of the above areas is checked, please explain:

________________________________________

________________________________________

TYPE OF PRESENTATION: (Specify portfolio, competency exam, oral/visual presentation, electronic, other.)
I will demonstrate the prior learning experience over the past 12 years through a portfolio of leadership training and on the job performance activities.

________________________________________

________________________________________

ATTACHED ARE: ___ A. Brief Chronological Description of Experience (when)

___ B. Brief Description of Learning Applications (how it relates to degree)

___ C. Brief Analysis of Learning Outcomes (guiding principles)

___ D. Tentative List of Possible Documentation

___ E. Tentative List of Applicable U of A courses (UA or other institution)

The actual presentation should be submitted within Six (6) months of the date

DATE: 5-2014 STUDENT SIGNATURE __________________________
Brief Chronological Description of Experience

2002 - Current  Section Supervisor

Participated in following leadership training:

- Sept 2003  Performance Based Leadership
- Feb 2005  Bechtel Safety Leadership Workshop
- June 2008  Employee Engagement / Performance Based Leadership
- Sept 2008  Bechtel's Supervisory Development Program
- Mar 2009  Employee Engagement
- Sept 2009  Bechtel Safety Leadership Workshop
- Mar 2013  Six Sigma LEAN / Performance Based Leadership

Brief Description of Learning Applications

I began at Bechtel in 1996 in the Controller department as an expense processor and have grown within this department over the last 17 years. I began supervising with 1 employee in 2002 and currently supervisor 4 employees. Bechtel has always been focused on leadership. The leadership programs we have learned over the years have varied in design and concept but have always focused on performance based leadership. This basis for this program is that employees respond to feedback whether negative or positive. The way the respond also affects their performance. By listening to your employees and understand their concerns you can affect how they respond to change and also how they perform. Each of these programs above has influenced my management style of the past 11 years. As I am able to pursue additional opportunities once I obtain my Bachelor's degree, understanding all aspects of leadership and being a good leader will continue have a great impact.
Brief Analysis of Learning Outcomes (guiding principles)

Each of the programs has varying ideas focusing on a similar aspect of leadership which is performance. The design of the program drives its focus to determine the factors it demonstrates as a major impact. These can range from performance to feedback to people. The leadership model we use is based on the following: Character, Action, Knowledge centered around our Covenants, Visions/Values & Performance Based Leadership.

Tentative List of Possible Documentation

Core learning concepts from the courses I have participated in:

- Bechtel's Supervisory Development Program
- Employee Engagement
- Bechtel Safety Leadership Workshop
- Performance Based Leadership

Tentative List of Applicable U of A courses (UA or other institution)

UA course: MGT 320/MGT 420/MGT 422/MGT 432

Note: Student asked for credit in 4 courses.
Regular ASK

NOTE: A student must submit this form for each subject area of prior learning he or she wishes to have evaluated. Submission of prior learning evidence does not guarantee credit. The fee paid for each submission of prior learning is an evaluation fee, not a tuition fee. Credit is earned on the basis of whether or not the evidence proves the learning is college-level, is current, does not duplicate credit already learned and makes a positive contribution to the student's degree plan.

NAME: __________________________  STUDENT CWID/SSN: _______________________

ADDRESS: ________________________  DEPTH STUDY: __Inter Disciplinary__

EMAIL: ___________________________

TELEPHONE: (home) __________________ (work) __________________ (cell) ____________

SUBJECT AREA TITLE (FIELD OF STUDY): Leadership (3-6 credits)

(In general, subject area titles correspond to departmental headings in The University of Alabama catalog. Please discuss the appropriate title with your advisor before submitting this application.)

AREA OF DEGREE PLAN: I intend that any credit earned from this evaluation will be applied to the following area(s) of my curriculum worksheet:

- __Humanities__  - __Natural Sciences__  - __Mathematics__  - __Social Science__
- __Electives__  - __X Depth Study__  - __Communication__

If more than one of the above areas is checked, please explain:

__________________________________________________________________________

TYPE OF PRESENTATION: (Specify portfolio, competency exam, oral/visual presentation, electronic, other.)

I will demonstrate the prior learning experience over the past 12 years through a portfolio of leadership training and on the job performance activities.

__________________________________________________________________________

ATACHED ARE:  

A. Brief Chronological Description of Experience (when)
B. Brief Description of Learning Applications (how it relates to degree)
C. Brief Analysis of Learning Outcomes (guiding principles)
D. Tentative List of Possible Documentation
E. Tentative List of Applicable U of A courses (UA or other institution)

The actual presentation should be submitted within Six months of the approval of this application.

DATE: ___________________________  STUDENT SIGNATURE: __________________________
Brief Chronological Description of Experience

2002 - Current  Section Supervisor

Participated in following leadership training:

- Sept 2003  Performance Based Leadership
- Feb 2005  Bechtel Safety Leadership Workshop
- June 2008  Employee Engagement / Performance Based Leadership
- Sept 2008  Bechtel’s Supervisory Development Program
- Mar 2009  Employee Engagement
- Sept 2009  Bechtel Safety Leadership Workshop
- Oct 2010  Change Management
- Mar 2013  Six Sigma LEAN / Performance Based Leadership
- Dec 2013  Performance Mgmt – Goal setting, Coaching & Feedback
- Apr 2014  Supervisor Essentials

Brief Description of Learning Applications

I began at Bechtel in 1996 in the Controller department as an expense processor and have grown within this department over the last 17 years. I began supervising with 1 employee in 2002 and currently supervise 4 employees. Bechtel has always been focused on leadership. The leadership programs we have learned over the years have varied in design and concept but have always focused on performance based leadership. This basis for this program is that employees respond to feedback whether negative or positive. The way they respond also affects their performance. By listening to your employees and understand their concerns you can affect how they respond to change and also how they perform. Each of these programs above has influenced my management style of the past 11 years. As I am able to pursue additional opportunities once I obtain my Bachelor’s degree, understanding all aspects of leadership and being a good leader will continue have a great impact.
Brief Analysis of Learning Outcomes (guiding principles)

Each of the programs has varying ideas focusing on a similar aspect of leadership which is performance. The design of the program drives its focus to determine the factors it demonstrates as a major impact. These can range from performance to feedback to people. The leadership model we use is based on the following: Character, Action, Knowledge centered around our Covenants, Visions/Values & Performance Based Leadership.

Tentative List of Possible Documentation

Core learning concepts from the courses I have participated in:

- Bechtel's Supervisory Development Program
- Employee Engagement
- Bechtel Safety Leadership Workshop
- Performance Based Leadership

Tentative List of Applicable U of A courses (UA or other institution)

UA course: MGT 320/ MGT 420/MGT 422/MGT 432
MGT 320 LEADERSHIP
Spring, 2004

Instructor: Jason Brashier
Office: 337 Bidgood (mailbox in 105 Alston)
Phone/email: 348-0166 Email: jbrashie@cba.ua.edu
Web: www.cba.ua.edu/~jbrashie
Office Hours: Tuesday 1:30 – 2:30, or by appointment
Classes: T/R 8:00 & 9:30


Occasionally, outside readings will be required. When assigned, they will be placed on reserve at the Bruno Library, distributed in class, or a web address will be provided. You will be given ample notice before they are due.

Course Objective: This course is designed to provide you with the necessary basic information for developing leadership skills and styles. This class assumes that everyone has leadership potential. As university students, you are undertaking an education that will put you in positions of leadership at some capacity, upon graduation. Thus, this course is crucial to help you understand issues from both the leader and follower perspectives. You will have the opportunity to engage in activities that will help you to develop your leadership styles. Moreover, we will combine the theoretical concepts from class with applications, so you can understand why and how things work in the leadership context.

Because this is a leadership course, you will be expected to conduct yourselves in a professional, “leadership” manner at all times. Begin by taking responsibility for your actions. Behave in a leadership way. This means you should plan to be ON TIME to each class; you should also plan to ATTEND ALL CLASSES; assignments should be completed by the due dates specified; materials should be read BEFORE the class in which they will be discussed; you should PARTICIPATE in class; you should treat yourself, your colleagues, and your professor in a professional, courteous, manner. NO EXCUSES. Never say it can't be done; think about how it CAN be accomplished!!! Leaders take charge and are responsible for their behaviors. You will be expected to do the same. This is an opportunity for you to see how you will be expected to behave in a business environment. Before you act, think whether or not a good leader would behave in this fashion. Always ask yourself if this is good leadership behavior.

Hard work, effort, setting a good example, willing to do what you expect of others, getting the job done to your highest standard (not just settling for average); doing your very best. These are the behaviors that will be rewarded in this class. Everyone can get an A, but you have to work for it. Remember, this is a leadership class, so act in a way that shows good leadership.

Just because you have a lot of responsibilities, doesn't mean you can't have fun. You can take things seriously and still enjoy yourself. Make MGT 320 a fun, learning experience that you can take with you into the “real” world!!!

Performance Evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Exams</td>
<td>300 (100 points each)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>75</td>
</tr>
<tr>
<td>1 Case Analysis</td>
<td>75</td>
</tr>
<tr>
<td>1 Movie Review</td>
<td>75</td>
</tr>
<tr>
<td>Participation</td>
<td>75</td>
</tr>
<tr>
<td>Leadership Project</td>
<td>300</td>
</tr>
<tr>
<td>Attendance</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000</td>
</tr>
</tbody>
</table>

Extra Credit: You will have the opportunity to earn extra credit points throughout the semester. See below, under EXTRA CREDIT, for more details.

A GENERAL NOTE ABOUT ALL ASSIGNMENTS: All assignments must be typed, using no smaller than 10-point type. Assignments that do not meet this requirement will be assigned a ZERO. All papers with more
than one page must be either stapled, or paper clipped. Papers which are folded over or corners torn to keep pages together are NOT acceptable and will receive an automatic 5% reduction in grade. All assignments are collected at the beginning of the class in which they are due. Assignments that are handed in after they’ve been collected will be considered late. Late assignments will be deducted 10% for each 24 hour period after collected until no points remain.

Case analysis: The case analysis provides you the opportunity to apply the concepts learned in class to a “real world” situation. You will be the expert. You will analyze the problems in the case and present solutions based upon the theories discussed in class as well as your own personal experiences. This is not a team-based project and should be done on your own.

Movie review: You will be required to find a movie or part of a movie that discusses issues relevant to one of several topics we’ve discussed in class. You will be asked to summarize and analyze the movie and point out the links between the movie and the points we talked about in class. Again, this is not a team project and should be done on your own.

Leadership Project: Interview three leaders from three different types of leadership positions and their followers. Specifically, you will need to find a leader and his or her follower from two of the following three sectors: “for profit” business sector (large or small business leader), a leader and his or her follower from the non-profit sector (e.g. University official, United Way, Salvation Army, YMCA, Boy Scouts, church, etc.), or a leader and his or her follower from the public sector (e.g. government or military). You will ask each of these leaders and followers a series of questions and then analyze and discuss how and why their answers are similar or different. Your questions will relate to concepts learned in the course. Your team will make a presentation to the class regarding these findings and any interesting information. (Note: during presentations, each team member will be required to participate in the presentation). Part of your team project grade will be based on performance evaluations that you prepare regarding your own performance as well as that of each of your teammates. More information regarding the project and grading will be distributed early on in the semester.

Attendance: In the work environment, you are expected to attend your job every day, unless extenuating circumstances arise. Similarly, you will be expected to attend all classes. Not only will exam materials be covered in class but also exercises will occur. If you have to be absent (illness, injury, etc.), be considerate and notify your instructor as soon as possible. You will be allowed up to 2 absences during the semester (excused or unexcused), and then 10 points will be deducted for each unexcused absence thereafter.

You should not come to class late. This is inappropriate and unprofessional leadership behavior. However, if you have a legitimate reason for being late or have to leave a class early, you should notify your instructor in advance of the event. You will be allowed up to 2 late arrivals (excused or unexcused) during the semester, and then 3 points will be deducted from your attendance score for each unexcused late arrival, thereafter (no deductions for legitimate excuses).

Participation: You also should plan to participate in class. The best leadership skills are developed from being active not passive. If you have difficulty speaking in groups/class, please notify me early on in the semester so that we can develop some strategies to facilitate your participation. This is an important component of being a good leader. Use this class as your opportunity to learn how to speak up in front of people. Participation does NOT mean hearing your voice in class; it means contributing something to the class. I keep track of students who ask good questions or provide good responses or willingly participate in an in-class exercise or who make attempts to discuss issues related to the lecture or other class concepts. If you contribute during a class session, you will receive 1 point for that class. Depending upon how many classes I keep track of participation, I divide that number by two. To calculate your participation grade, I take your total point count for the semester, divided by the previously calculated number and you get that percentage of participation points. So, for example, if I keep track of 18 classes, I divide that by 2. If you have a semester total of 6 points, I’d take 6/9 = .67, so you’d get 67% of the 75 participation points.
Extra-credit:
You may occasionally be given a “pop" quiz. The times and amount of extra credit per quiz will be determined by your instructor. Point counts will vary per quiz but they will allow you the opportunity to gain additional extra-credit points. If you are late, you will be allowed to take any pop quizzes that students are currently taking, but you will not be allowed any extra time.

Article Summaries: We will discuss several articles throughout the semester that are particularly relevant to topics in the class. You will be responsible for acquiring these articles, as well as providing a two to three page summary of the article. The summary should include a brief introduction, the premise of the article. Further, your summary should relate the article to class discussions and the text. Finally, you should provide your own opinions about the article.

Other opportunities may be presented throughout the semester for extra-credit, at the instructor’s discretion.

Exams: Three exams will be given throughout the semester that test your knowledge of the chapters covered prior to the exam as well as information from any articles read prior to the exam and information presented by any guest speakers. Although not specifically cumulative, you will obviously need to know concepts from previous chapters in order to answer questions in successive chapters. All exams are closed book/closed notes. You should not miss an exam; however, if extenuating circumstances arise that keep you from a scheduled exam, notify your instructor immediately or, in the case of serious illness, as soon as possible. A doctor’s note will be required within 48 hours of the missed exam. Students with a legitimate reason (illness, injury, etc.) for a missed exam will be given a make-up exam at the end of the semester (date and time will be determined later). Students without a legitimate reason (job interview, picking up friend at airport, doing something for another class, etc.) or those who do not notify their professor within 48 hours will receive a zero for the missed exam and no make-up will be allowed. NO EXCEPTIONS!!!

Final exam: You must attend the final exam. A “no-show” will not only result in a loss of the 75 points for the exam, but also in a 100 point reduction of your total class points and a removal of any extra-credit points you have accumulated during the semester.

Special considerations:
Students with disabilities are encouraged to register with the Office of Disability Services, 348-4285. Thereafter, please schedule an appointment to see me to discuss accommodations and other special needs. In particular, it is important that you talk to me about any special considerations in advance of any exams or in-class exercises so that I have ample opportunity to make arrangements to accommodate you.

Make your goal an “A” in this class. I challenge each and every one of you to achieve this goal. I’m willing to give everyone an “A” that works hard for it. All you need to do is try. Take the challenge; you’ll be surprised at what you can do!! Practice responsibility, honesty, putting forth effort, and setting a good example.
Tentative Course Schedule*

January

8  Introduction and discussion about rights and responsibilities.
13 Introduction to major leadership theories and concepts
15 Distribution of research project information; team formation; What is leadership? Interaction between leader, followers, and situation.
   Chapters 1 & 2.
22 Measuring Leadership – Chapter 4; team formation
27 Power and Influence – Chapter 5
29 Article Day

February

3 Review for exam 1; team time
5 1st Exam (chapters 1-5, articles)
10 Leadership Ethics and Values – Chapter 6 [distribute movie review information]
12 Leadership Ethics and Values – Chapter 6; Leadership Traits (personality and intelligence) – Chapter 7
17 Leadership Traits – Chapter 7 continued
19 Guest Speaker: Marilyn A. Hewson
24 Leadership Behavior – Chapter 8
26 Motivation, Satisfaction, and Performance – Chapter 9;

March

2 Motivation, Satisfaction, and Performance – Chapter 9 continued
4 Article Day movie review due [distribute case analysis information]
9 Review for exam 2; team time
11 2nd Exam (chapters 6, 7, 8, 9, articles)
16 Groups, Teams, and Their Leadership – Chapter 10
18 Characteristics of the Situation – Chapter 11
23 Contingency Theories of Leadership – Chapter 12
25 Contingency Theories of Leadership – Chapter 12 continued

April

6 Leadership and Change; Transformational and Charismatic Leadership – Chapter 13
8 Basic Leadership Skills
13 Article Day; Review for exam 3; team time
15 3rd Exam (chapters 10, 11, 12, 13, Basic Leadership Skills, articles)
20 Team Presentations
22 Team Presentations
27 Team Presentations
29 Team Presentations

Final Exam Schedule
Section 001 (TR 9:30 – 10:45): Friday, May 7, 2004 @ 8:00 am to 10:30 am
Section 003 (TR 8:00 – 9:15): Tuesday, May 4, 2004 @ 11:30 am to 2:00 pm

*This is a tentative schedule. Changes may be made at the instructor’s discretion as needed. Any changes affecting the class (test dates, assignment due dates, etc.) will be announced in class and posted on the web.
Leadership ASK Portfolio

April 17, 2014

I began in 1996 in the Controller department as an expense processor and have grown within this department over the last 17 years. As a processor, I learned the processes and procedures for auditing and paying travel expense reports. I also became familiar with the FTR, Federal Travel Regulations and the GSA website, Government Services Administration. Both documents cover government travel policies and allowances throughout the U.S. and International destinations. I worked in this department for two years before move to a new department to learn about labor and temporary staffing responsibilities. In this department, I learned the policies and procedures relating to hiring of temporary staffing employees and processing their labor hours to the staffing vendors. These responsibilities incorporate knowledge from both Finance and Human Resources. In addition to these responsibilities I also learned the background for processing payroll adjustments. This process required close work with employee, management and our functional departments. As I grew in this position, I begin to start my supervisory responsibilities as a lead with one employee who took over a portion of the labor and temporary staffing task. As a lead I was responsible for teaching the employee the job tasks and overseeing her activities. In this lead position I began to learn about supervision. With one employee I was able to get to know that person and understand their traits both personal and professional. Although you would think as a supervisor you would only be responsible for understanding their professional traits this is not the case. With the amount of time most Americans spend at the work place, your personal life many times flows over to your
professional life. Most individuals try to keep this to a minimum but it does happen and more frequently then we think. It may not necessarily be a specific situation but usually if something is going on outside of work it affects you at the work place. During this time of supervision, I had to deal with this very thing. My employee had some personal challenges and it did in some aspects roll over to the job. We had to work through these personal issues and be flexible regarding time off and getting the work done. Although it was a challenge, together we were able to come up with a plan and successfully manage this situation. We had support from my manager and this in turn made our team work even stronger.

In 2002, I started my supervision tasks and have continued supervising for the past 11 years. The number of employees I have supervised has fluctuated from one to six and currently I have four employees. Currently my team of four varies in experience and years at Bechtel. They work well together as a team and respond to the teams needs with positive attitudes. One of the biggest challenges with this team has been the differences in work style and expectations of growth. One of the best courses I have taken was called Communicating Effectively Across Generations. This course really provides a perspective look into how each age group looks at their work and the expectations they have. This course has proven to be very true and has been a great tool when working with my team members. I have diversity in my employees, their styles and expectations do reflect the generation group they fall in. The generation groups have a different thought process of their careers and what drives them. The “boomer” generation group doesn’t like change in comparison to the “gen x or y” generation which prefer changes so they do not get bored with what they are doing. One of my biggest challenges has been with the boomer generation employees because they are strictly focused on the job and they look at the career level as a measure for their performance. In today’s work structure, the advancement
opportunities aren’t as readily available therefore I have seen some frustrations. This frustration has to be discussed and worked out so the employees understand that their performance is not directly related to position advancement. This “boomer” generation also feels like you should do you “time” and as new qualified employees are hired they may start out in a high position based on their qualifications or what positions they were hired for. This has been challenging but through communication we have been able to overcome these frustrations.

As a team, my group works very well together and continually helps each other out. We have yearly feedback sessions where the employees participate with HR to discuss their supervisor and/or manager. Overall this program has been the best addition to our leadership program. These sessions allow for open discussions regarding a supervisor’s positive characteristics in addition to construction feedback on areas for improvement. This feedback allows me to see what my team likes and dislikes about my management style. Through this feedback, I am able to see the areas my employee really do appreciate and would like me to continue. On the other side, I get to see what areas I can improvement on to be a better supervisor. In feedback sessions, my team has identified me as a supervisor who genuinely cares and understands that sometimes life happens. I work hard to help them at work when things happen and they need to be out. I also work hard to know each employee and their families so my caring is genuine. I have a family too so work/life balance has always been dear to my heart. I have always had these traits built into my supervisor’s style but it has not always been appreciated at a higher level. As an employee, I have seen this change over time. When I first started at Bechtel I never felt like it was frowned upon if you used your personal time and missed work as long as the work got done. My supervisors have always been flexible and allowed for this. It seemed like the mentality from upper management changed where we needed to be
aware of our personal time and how much we had. Even though we always got the work done, it seemed during a 5 year period we were expected to be here and keep a balance of personal time in the bank for emergencies. Although I did understand the basis for this mentality as it related to budget and structure, it made me and others feel like we couldn’t take a day off without feeling guilty for being out or being concerned about who was going to questions our time off. With this mentality, it made work/life balance for the employees much harder. Quickly dissatisfaction from the employees was seen in company surveys. These negative results led the way for a revived leadership model. Now my company has adapted a new supervisory style as a whole to be more personal. Know your employees, their families and create a work environment where employees want to spend the time they have to be away from their families. No one truly wants to spend three fourths of the day from their families but it is a reality and we need to make our employees feel like a family away from home. I am glad my employees recognize this quality. Additional positive feedback was received as it related to ethics, knowledge of my job and multi-tasking. The constructive feedback related to delegation and the opportunity to provide more learning and developmental experiences. The constructive feedback was very valuable because many times I take care of things because I know my team is busy. It is not that I don’t want to create those learning opportunities but that I am concerned about stressing my employees out by adding additional tasks to already overflowing schedule. I have now taken this feedback and use it to enhance these learning opportunities.

My company has always been focused on leadership. The leadership programs we have learned over the years have varied in design and concept but have always focused on performance based leadership. This basis for this program is that employees respond to feedback whether negative or positive. My response as a supervisor to situations drives the attitude of my
employees. If I take on a situation as positive, the team’s attitude is more positive. This doesn’t mean they have to love or even like the situation but they look at the ideas I am bring to the forefront. The way they respond also affects their performance. By listening to your employees and understand their concerns you can affect how they respond to change and also how they perform. Each of these programs above has influenced my management style of the past 11 years. As I am able to pursue additional opportunities once I obtain my Bachelor’s degree, understanding all aspects of leadership and being a good leader will continue have a great impact.
I. Leadership Development & Measuring Leadership (model, perceptions & attributions)

II. Power and Influence

III. Leadership Ethics and Values

IV. Leadership Traits & Behaviors

V. Leadership and Change
I. Leadership Development & Measuring Leadership (model, perceptions & attributions)

Quality leadership is important to the success of a business. Without quality leadership, a company would see many problems retaining knowledgeable individuals to failures in the business operations. The leadership model itself provides a perception and this is also an important factor. It lets the employee see what you expect of them and your leaders. Everyone in our company is seen as a leader and this perceptions helps empower our employees to be accountable for their work and proud of their accomplishments. Our leadership model consists of a continuous loop of character, knowledge & action which also represents be, do and know. This leadership model is built around our covenants, visions & values, and PBL – Performance Based Leadership. The course syllabus references the Action-Observation-Reflection model which is similar to our model. Each piece of the model has its own attributes and practices.

Character represents knowing and doing what is right. In this piece of the model, we are focusing on the person and their values. Do they line up with those of the company? Attributes for being a leader include honesty, ethical, open minded, inspiring and motivating. All of these attributes contribute to how you lead and what type of leader you are seen as. Honest & ethical, I feel, are two of the most important. By demonstrating these qualities, those you work with trust what you are asking them to do and are confident in following your lead. Being open minded allows you as a leader to see all aspects of a situation and/or change. You are able to provide your team with positives responses and attitudes when challenges arise. This open mindedness also contributes to your approachability and objectivity. Employees would much rather discuss issues and or challenges with a leader who listens and takes in all the information before reacting. Inspiration and motivation are huge part of leading a team. These attributes allow you
as a leader to create a passion or reason for your team to want to perform their best. I work hard to keep a positive attitude and give reasons for my team to do their best. I provide a lot of positive feedback because to me this is an important way of inspiring and motivating individuals. Very few people dislike being complimented or praise for their actions. In a team atmosphere I think it is critical for the member to know they are contributing in a positive way and that their efforts are noticed. I have been on teams where I have gone above and beyond to be committed but it seemed like no one recognized that commitment. Although I continued my efforts, others may not respond in the same way. Many people are driven by the fact that what they do matters and by recognizing these accomplishment regardless of their size provide that boost that some individuals need to understand their importance to a team or process.

Knowledge includes not only what you know but also your mentoring to others. To be a leader you must understand and buy into what you company stands for. The values and visions of a company are very important and to lead those within that organization as a leader you need to believe and be committed to following those. Knowledge is not just knowing accounting or budgeting but it is knowing all parts are what are important in leadership. It is important for a leader to know their job and all aspects of it. This informational knowledge allows you to do your job and lead others in the everyday operations. But in our leadership model knowledge goes way beyond just knowing the work processes and procedure. It is knowing your work, your team, your customers and yourself. Knowing your work is the informational understanding. You have to understand your work goals and required work processes in order to give clear direction to your team. By knowing your team, you are able to create an environment where all members can build on their abilities and contribute to the goals of the company. As a leader, you should get to know your teams individually and as a unit. The individual knowing helps a leader
understand what motivates them and drives their performance. It also helps you to see what causes them to withdraw or become frustrated. By obtaining this team knowledge your ability to get the maximum results is easy because you can balance the pros and cons to meet the goals and overcome the challenges. Knowing your customers allow you as a leader to ensure your team deliverables meet the needs and wants of the customer. We have both internal and external customers so this is where you really have to understand both sides because sometime these conflict with each other. An example of this from my experience is we work with Procurement, our internal customer, and their responsibility is to create and execute purchases with vendors to meet the needs of the projects both construction and design. They are focused on the price and meeting schedules. We process the invoices for these orders based on the terms of the order. But sometimes there are issues with the order like the price or payment terms and we have to go back to have these issues resolved. Procurement, our internal customer, would like to just take care of these over the phone and get resolution from the vendor without going through the formal paper work. This is not sufficient on our side because we have to answer to our external customers like auditors who use the terms in those orders to ensure proper controls. So in this case it requires a lot of explanation and compromise to help our internal customers understand all the requirements. This is where knowing your customers and being able to helps your team resolves issues contributes to being a successfully leader. Knowing yourself is an important part of being an effective leader. By knowing your leadership style and understanding its components you are able to see areas where you may need to improve and grow. We have an employee feedback program where the employees discuss both positive and constructive feedback for their supervisor. It provides an interaction between leader and team members which facilitates a great discussion allowing for the leaders effectiveness to be improved. From
my experiences, this knowledge piece of the model has proven to help me become a more effective leader.

Action is knowing what needs to be done and setting priorities to ensure the work is done accurately and decisively. Action consists of several components: listening, communicating, learning, empower and balance. Listening consists of two parts: active and empathetic. Active listening is hearing what others have to say about the process or goal. Actively listening requires you as a leader to hear what others are saying without interrupting or interjecting your opinions. By listening in this fashion you are allowing the team member to see that you hear what they are saying and you are also thinking about the idea. You then ask questions about what they have said. This reassures that you did hear what was said and that you are interested in more details of their idea. This doesn’t mean as a leader you are going to use all ideas that you hear but it gives you as a leader possible ideas that you might not have thought of. Empathetic listening is understand the position and look from their perspective. This listening would be extremely important in a situation where an employee is unhappy or having issue with meeting goals. This type of listening is combined with the active listening to get to the root of the issue or performance problem. Communicating is an extremely important part of leadership as a whole but related to action is very meaningful as well. It is hard to act if you are not communicating. Communicating during the action phases may be related to new goals being set forth, obstacles to be removed, expectations. The key to communication is that is has to be two way between the leader and the team and even other teams and/or leaders. Communicating the plan and the expectations clearly is critical to the success of the goal or mission. Empower and support is important in the action phase. As a leader you are giving your team what they need to succeed both with the current assignment and in growth opportunities. Delegate tasks to be handled by a
team member; allowing them the opportunity to lead or direct an activity. Also by delegating you are giving opportunities that can both stretch and challenge the individual or team. These stretch and/or challenging tasks assist in their growth and feeling of accomplishment. As a leader you should always follow and support these items you have delegated to ensure the team member or members have what they need to be successful. After the team member has completed the tasks successful be sure to reward and if there were difficult address those factors as well. Finally balance is the last piece of action for a leader. Seek out the feedback needed to make you a better leader. This feedback doesn’t have to be just in the yearly sessions but ask on a daily or weekly basis to get input from those you work with. This input is a valuable tool in growing as a leader.

Overall the focus for a leader is to always be the best that you can be. This doesn’t always mean everyone is going to like you or be happy with what you have asked of them but as a good leader you need to have clearly and sufficiently provided the team with what they needed to succeed. This includes not only skills and tools but also the empowerment. Having a strong leadership model is important. The model provides a perception which is an important factor and it lets the employee see what you expect of them and your leaders. Quality leadership is an important asset to a company and it takes the efforts of everyone in the company to make it successful.
II. Power and Influence

Power and Influence is all about the perception by your team. I have seen those who force their power or influence are less likely to actually get the collaboration and/or respect from the team. To properly lead you have to have the right balance of power to get the following of a group but you also have to be able to positively influence to get the proper results. Through my experiences, I have grown in this area allowing me to both lead and influence a team in a positive and productive way. The discipline and reward have to have consequences in order to get the results necessary to be successful. In Performance Based Leadership, there are three models we use to influence and get results. These three models are: ABC Analysis, NORMS and the DCOM. Each of these models is used together to drive a positive result.

ABC Analysis is related to the behavior side of influence. It stands for Antecedents, Behavior and Consequences. In this model, we see that all actions have a leading factor and consequence. These are true regardless of whether the behavior is positive or negative. The ABC analysis is used to confirm the correct behaviors are targeted and a balance of antecedents to consequences are established which reinforce the desired change. Once of the big goals in the ABC analysis is that the effectiveness of this tool is 20% antecedent and 80% consequences but if you look at the application of this tool it is 80% antecedents and 20% consequences. In order for this tool to be successfully we have to get to the 20% antecedent and 80% consequences to get a desired behavior and/or result. We can do this by analyzing the behaviors that we are getting both positive and negative to see what influences the outcome the most. By doing so we are able to pinpoint the proper antecedents and consequence to change or maintain the behaviors you are getting. I find that the leading indicators or factors have helped me to get desired results
without having to forcefully use my power to make things happen. One of the biggest
antecedents that I have found is for your team to know that you are in it together and they can
count on me, as their supervisor, to help out needed. I have had to grow in this area because in
the past I have helped too much and then they result of this is the team didn’t feel like I was
giving them enough responsibility. They understood that my help was sincere and only to
benefit them but they felt like they could learn additional concepts from completing the tasks on
their own. My manager has also comments on this too. He felt like in some areas I helped too
much hindering the person from tasks which they could expand. After several discussions, he
has begun to understand that my assistance to the person and or team does assist in meeting the
target goal in a positive and sometime needed way. My team feels like they can discuss issues
and get feedback that will allow them to expend their current knowledge. As a team they also
appreciate that I am willing to get in and do the work when that is needed. Some leaders may
not feel that doing the work is important but to me, understanding all the pieces regardless of the
size or task help me be a more successful leader. This isn’t always how you start out knowing all
the roles of a job or task but by getting in there and doing the work you are able to influence your
team in a more successfully and positive way. The team knows that you understand what they
are doing and why. By this, the influence I am able to project is one of competency and
understands of task at hand. I can’t tell you have many times I have heard and even said, I can’t
believe they are making that change, they don’t even know what we do. This is true of numerous
personnel because many leaders are brought in from outside or come from strictly management
positions. A leader’s role is to manage based on the “big” picture but sometimes to get the
proper response and results, the leader also has to be seen as knowledgably and capable in the
worker be area too.
NORMS is used in combination with ABC & DCOM to ensure a clear and objective communication is being established. This clear and objective communication helps to influence the behavior and or change needed. NORMS describes the behavior specifically so that it is seen as objective. NORMS stands for Not an interpretation, Observable, Reliable, Measurable and Specific. With NORMS, you can specifically identify the behavior with examples. This method of communications allows the leader to know the behavior and provide the employee with examples of the behavior. NORMS can be used to communicate all behavior both good and bad. This clear communication will let the team know what is expected and/or what they are doing good as it relates to the completion of a task or a direct behavior driving the task.

DCOM is also used in combination with ABC analysis and NORMS. DCOM stands for Direction, Competence, Opportunity and Motivation. The DCOM model gives four keys to achieving high performance from individuals and teams. Direction is communicating to the individual or teams the expectations of the task, the job and/or the change. When providing directions it is important as a leader we do not just tell our employees or team what you expect to do but also include why it is important. By using this second step of understanding the expectation, the results will be more meaningful and connect the team to the whole picture rather than just their individual piece. The key areas to focus on with direction are vision, values, measures, priorities, and clarity. The vision understands the expectation and how it relates to the completion of the task, team success and even the future of company. The values are the principles for what the team believes in. Measure provides the goals for both performance and behaviors. Priorities need to be clearly defined so that team can focus on what is truly important. Clarity is last but definitely not last. The clarity of the communication and directions allow the team to understand the purpose. Leadership is about giving directions and having the ability to
communicate precisely is an important tool. In my experiences I have seen both sides of communication that is both clearly defined and vague. You can perform a task that is vague but you may not always be able to provide the results that are being warranted. If a manager ask you to provide a report and they don’t give you any direct information about what they are looking for, you could provide the report but is it what they are trying to see. By understanding the purpose of the report, we are able to see that the report is providing the proper information for the manager to obtain accurate information. As a leader I work hard to ensure my team understands what I am asking and why. By providing the complete picture, the team is able to understand what you are asking and they see how it fits. This helps them not only understand but also feel a part of the results and/or solutions. Competence is ensuring your team and/or individuals can perform the task. In order to get the desired results and performance the individual(s) must have the knowledge and skills to perform the tasks you are asking them to do. The essentials to competency include technical knowledge and work management. Technical Knowledge is the group of skills needed to perform the task. Is your team and/or individual technically capable to perform the job. If the job requires Excel, ensure your team or someone on the team has the knowledge to properly perform the task successfully? As the leader, it’s your responsibility to ensure your team has the proper skills to be successful at the task. Work management is the ability to stay on track and prioritize when tasks are on a schedule and need to be performed by a deadline. As the leader, this is an area you can guide the team and allow them to control the output by the deadline. Leadership is sometimes tough in this area especially if there is a deadline. Micromanaging is not a successful management style therefore you have to trust your team and mange from the proper level. If you see there is a possible challenge that could jeopardize the deadline then at that point it is necessary to intervene and help clear those
obstacles. I am a hands on leader and I enjoy getting in there and helping but I have to be careful that my team sees this from the proper perspective. As long as they understand my intent I will continue to get the desire performance and results, if they see it has me taking over because I don’t think they are capable then I am hindering the success of the team. Our supervisor program requires yearly feedback session with your employees so from them sessions I know my team recognizes the help is sincere and welcomes it. Opportunity is ensuring your team has the proper resources and authority. A leader wants their team to be successful so it is important to ensure they have the resources to accomplish the goal and the proper authority to get the information and answers they need. For example, if they goal is to prepare a report for management using data from multiple departments then a member of the team must have the authority to obtain the data. This is not like the authority for approval or makes purchases but the freedom to act. They need to understand they do have the authority to go and get this information. The final part of DCOM is motivation. Motivation is a tough area because there has to be a balance to get the desired results. Three factors of motivation are behaviors, feedback and consequences. Behaviors are the drivers for the whether the team is successful. The team needs to function together in order to meet the tasks necessary to reach the goal. Feedback is a response to the behavior both positive and negative. Feedback can be a compliment that the individual or team is on track. Feedback can also be a recommendation to do something different and in a severe case it might be addressing a bad behavior. Positive is the best type of feedback even if it is a questionable behavior as long as you are being direct with what needs to change. Consequences are the result of what happens if the questionable behavior doesn’t change. Or a consequence could be an award or lunch for meeting the goal. DCOM is one of the most important tools for a leader to understand and use.
Here we see that ABC, NORMS and DCOM all work together toward success. The behavior and feedback is the NORMS piece of the puzzle and the consequence is the ABC piece. Together these three tools provide a great basis for being successful at leadership. Leadership is not always easy but the more you learn and grow through both training and experiences the better you can be. I have taken the PBL classes several times over my 10 years of supervisor and each time I pull a different concept or idea from the tools. Another great part of our Leadership program is called Employee Engagement. This gives the employees the opportunity to give the supervisor feedback both positive and constructive. I have learned a lot about my leadership style through these meetings. It is hard for employees to be constructive because they may feel uncomfortable with making negative remarks but this process is facilitated through HR and done on an open forum with the entire team. Once the meeting is completed the supervisor is required to identify which constructive area they would like to work on in the coming year. It is also set up for periodic feedback so the supervisor can ensure they are making progress in the areas they feel can be improved upon. For me these sessions always end on a positive note and each time I come away as a better leader. Power and influence isn’t always about being in charge. It is about empowering your teams to perform and giving them the tools to successfully meet the goals set forth. Leadership is an important role within the company because it is essential what make is function successfully.
III. Leadership Ethics and Values

Our company has a vision with a core set of values which represent both the company and the people within the company. These are important to our owner and its expectation for us to incorporate each value into our everyday work. These values are important to not only the company and the people but the leadership of the teams. These values across the company ensure everyone understands what is expected and how important it is to embrace these.

Ethics is doing what is right and maintaining integrity, honesty and fairness in all that we do. This value is important for everyone to embrace and understand this is the only way to do business. As a leader, we must be ethical both in the business activities and in your leadership of others. Leading by example is very important and it is what others see. Leading a team is challenging and requires continued examination of each member. This examination helps you to better understand each team member and their attributes. As a leader it is imperative that your team believe in you’re as not only a leader but as being ethical, honest and fair. Treating everyone on the team as equals is a must. This doesn’t mean that each member is responsible for the same activities but it does mean ensuring that each member understands their role and that it is equally as important to the end result. The end result is the ultimate goal. If each member of a team and the company believe in ethics then the business as whole will always do the right thing.

Excellence is being the best you can be. We do this through innovation and advanced technology. We work hard to stay at the top of our business and this means we must continually improve and grow. This excellence is seen in all parts of the company from the service centers to the construction sites. As a company we are always trying to incorporate improvements and
mechanisms to understand the change environments and challenge ourselves to do things at the next level. We use Six Sigma as a way of improve and innovation. This program is a way to look at all the processes and see where we may have defects and need to improve. These improvements don't always just affect out processes but also increases our competitiveness because we are continually doing things better, faster without compromising quality. The Six Sigma programs looks at the processes for improvements but holds the level of quality as an important part. This excellence also flows to leadership aspect as well. As a leader, you see the process as whole with all the individual pieces as a separate part. By examining each piece and understanding the drivers, we are able to identify where improvements might be possible. These improvements require review and analysis and through this you are using innovation to come up with ways to make the process better. This might be a simple process change of people or it could be new computer technology. Leading with excellence is a way to grown not only yourself, but also your team and the company.

Respect is a very important value to carry with you always. Not only is this a value of our company but it is a value set forth at the highest level. Treat others as you would want to be treated. Respects is being mindful of others and always holding everyone one equals. We have a business that is involved in many cultures so understanding and accepting diversity is important. We encourage openness, teamwork and trust. With leadership comes a broader look at these cultures and the diversity that surrounds not only the company but the work groups themselves. Diversity is not only seen with the culture but also in the generation of the workers. The work group may have a wide variety of diversity and as a leader you have to know how to manage each level effectively. One of the best tools I have had in my leadership training was a course called Communicating Effectively Across Generations. This course helped me to
understand the different levels of a generation and what is important to each. This understanding was a big part of earning the respect of the older generation as a leader. Respect is an important key to leading a team. The team must respect you as a leader in order to effectively lead. This response has to be mutual from your to the team and the team back to you. If you are able to maintain this respect then success will follow.

Safety is one of the highest values within our company. We strive each day to keep our people safe at all cost. Our values reads, “Zero accidents is our unwavering goal – people’s lives depend on it.” Safety is a way of life and it important for everyone to buy into this culture. We are all responsible for being safe and making the conscious effort to maintain zero accidents. As a leader, you are responsible for not only yourself but your team as well. Safety is not only for the individuals on the construction site but also those that work in the office each day. Office safety can be the parking lot, lifting and ergonomics. Your emphasis as a leader is seen by your team members and this help to keep their focus on this area as well.

Leadership is a challenging role and requires many different aspects to be successful. Ethic and values drive the type of leader you. The company I work for is very focused on values and ethics is one of those values. We discuss and hold these values close to us both in business and in leadership.
IV. Leadership Traits & Behaviors

Leadership traits and behaviors are the key to being a successful and effective leader. The values you hold give way to the traits you have as both an employee and a leader. Leadership is challenging and requires the right balance. There are many employees who hold the values and traits important for success but may not have combination necessary to be successful a leader. Traits are the characteristics driving the effectiveness of leadership and the behavior is the results of how a leader translates those traits during action. In a recent training we looked at several traits of a highly effective leader: honesty, open minded, inspiring, self-motivating and strategic.

Honesty as a trait is made of many different pieces including ethical, respectful, trustworthy, fair and caring. These are all characteristic associated with honesty. It is important as a leader to have these characterizes and for them to be transparent. Your ability to lead not only affects your team but also the manager and the company your work for. Ethical is doing your job “right” to the best of your ability. And right doesn’t mean not making mistakes, it means doing it based on the rules and regulations of your business. Respect is giving everyone the same treatment as you would expect to get from others. It is being aware of the individuals around you and not doing something purposely to undermine, hurt or belittle them. Respect is also a key factor to be received as a leader in order to be effective. If you lead a team that team must have a level respect for you in order to be effective. Trustworthy is part of ethics but it also is important in other aspects for a leader. Employees want to know that they can come to you about issues; ideas and that you will listen and act or not act depending on the situation. With
ideas, it is important the team or individual trusts that you will give credit where credit is due and not take it as your own. Where issues are concerned, it is important they trust that you will address as necessary. Trust is an imperative in all relationships. Fairness is giving equal rights to each person's regardless. Fairness can be perceived different by individuals so it is important as a leader to ensure you are aware of all aspects. Lastly, caring is an important trait especially as work life balance becomes more a part of everyday business. Caring is showing that we as leaders are concerned about how business decisions affect the teams. Many times employees' feels like decisions are made but no one stopped to think how it would affect their jobs and processes. Caring also relates to the individual. It is important to many employees to know those that they work for genuinely care of them and their families. This caring brings this balance to the forefront. As we have always been told from childhood, "Honesty is always the best policy."

Open-Minded is recognizing that you don't have all the answers and that meaningful discussion with others can have a more favorable outcome. Create a working environment where individuals are involved and feel like they are heard and understood. Be interested and seek out others perspectives and ideas. Always be approachable. This is a key to keeping team members and other employees engaged. Be objective and flexible. Objectivity allows for others to come forth with ideas and thoughts without preconceived judgment. Although you are a leader this doesn't mean you always the perfect solutions. As team, you can discuss and this could result in better more fluent plan. Be flexible about modifying or adapting other ideas into your current plan. This open-minded trait allows for the entire team and other employees to be engaged and have opportunities to offer credible and quality options.
Inspiring is motivating others to commit and be involved in the vision or goal. Always have a positive attitude especially when it comes to new ideas and/or change. Help others through issues by being optimistic about possible challenges and obstacles. As a leader help to remove or reduces those obstacles as you can. Be confident in your knowledge and leadership of the task at hand. This doesn’t mean you have all the answer but know where to get them if you need to. Here’s another trait where engagement comes in. Include to your team in decisions and/or possible options. Be proud of your work and ensure your team is aware of their accomplishments and successes.

Self—motivation and self-discipline are important traits for a successful leader. This is the part of knowing where find the answer. Be resourceful with the information you need by talking to others and seeking out the needed answer. Balance your strengths and weakness. Ensure that strength is not outweighing one of the other important characteristics or guiding principles. An example would be if you are confident in your knowledge about a goal or plan don’t rule out being open-minded and seek out ideas before acting. Be accountable for your actions and those of your team. If the plan isn’t working or there is an issue address it and make it right.

Strategy is important in all businesses so being strategic when you think and act is an important key to being successful. Ensure you are goal and result oriented. Know the desired outcome you are trying to reach when you create a goal. Ensure the activities and steps you are taking meet the desire result. As a leader this is important when leading a team to a common goal. You have to understand and know where the team is going. Also being analytic is important to making decisions and setting goals. Analyze the data and understand the sources to ensure you are reaching what is the best result.
These key traits are important to being an effective and successful leader. By incorporating these traits together in the right balance you are able to successfully manage and lead a team. Traits are the characteristics driving the effectiveness of leadership and the behavior is the result of how a leader translates those traits during action.
V. Leadership and Change

We use Six Sigma as a way of problem solving and identify needed improvements through change. Six Sigma is the review and analysis of everyday processes looking for improvements to support streamlining and efficiency. Although you can easily summarize the Six Sigma concept, the processes are more much complex and methodical. There is a specific set of steps and tools used to determine the possible improvement and desired outcome from the Six Sigma concept. The doers in a process are responsible for mapping out the process. The process may or may not always be the way it is stated in a procedure. The basis for having the doers’ map the process is to allow for accuracy and completeness of how it is actually being done. After the process map has been completed a group of individuals, called a PIP team, review the map and look for possible improvements or gaps in the process. The team is made of doers, owners and outside members. This mix of team members allows for objective in addition to the explanation ability of the doers if necessary. A process may not be able to be changed in a certain area if driven by the clients or by regulations. The process is to collect data and then analyzed. Statics are one of the methods used to compare and analyze the date. By analyzing the data and comparing to the baseline or control limits; it justifies the margin of error. This is used to support the gap or break in the process. After a break is found and possible improvements are determined, there is a comparison of the solution to see if in fact it will produce the desired results. The improvement is then put in to the process and tracked to ensure the desired outcome continues.
After these Six Sigma methodologies are applied and solutions have been identified, we then have to flow this change down to the company and this is where being an effective leader can lead to a more successful change. Change is one of the hardest concepts in any business setting. There is such a variety of workers with in a company, all with their own ideas and opinions. Being successful in the flow down of change requires the use of all tools you have learned through your experiences as a leadership. The tools we use as a company are the ones I have addressed above in the Power and Influence section. ABC Analysis, NORMS and DCOM are all successful tools to use in change management. Each of these models is used together to drive a positive result.

ABC Analysis uses behaviors as targets to reinforce the desired change. When using the ABC analysis directly with change you are using the antecedents and consequences to drive the change. Change is not an easy task to achieve quickly but with the right approaches and attitudes from your team is can be much more successful. By using antecedents and consequences, you are influencing the behavior which in turn will result in the desired change. The ABC analysis will assist you in identifying which behavior if any needs to be altered. Then by using the two parts: antecedents and consequences, the leader can best chose the reinforce necessary.

NORMS is the prelude to ABC when and if a behavior change needs to be addressed. When change occurs, typically you will have a set of processes and procedures modified to incorporate the new goals and/or change. These changes in the process and procedures are not always well received. The individuals may not see the value added in the change or they feel the change is being too governing and this is when you may need to use the tool of NORMS. With NORMS, the leader is able to ensure they are communicating the behavior changes, if needed, both clearly and objectively. This method of communications allows the leader to know the
behavior and provide the employee with examples of the behavior. The change itself may not be clearly defined do the individuals see the benefit and a leader’s effectiveness to communicate is important. NORMS can be used to communicate all behavior both good and bad. This clear communication will let the team know what is expected and/or what they are doing good as it relates to the change of a task or a direct behavior driving a change.

In recent Leadership training, DCOM was identified as the most effective tool for leaders to use with change. The model is called DCOM for Change. With DCOM, you are using its four key areas to reach the change: Direction, Competence, Opportunity and Motivation. The direction of the change must be clear and understood. Does the team understand the basis for the change and do they know why the change is being made. The leader must ensure the team and/or individual sees the value of the change. The value of the change influences the perception of the change which in turn influences the attitude for the change. Leaders must first understand the change and all its parts in addition to buying into the change itself. At this point the leader and effectively communicate the change with 100% support. This support of the change can be seen by the team and without it the change is much harder to achieve. The leader must ensure the team has the competency to make the change. Do they have the skills and the knowledge to do the tasks required to achieve the change. The leader should evaluate the change and identify any areas that might be lacking. If any, the leader is responsible for providing this new needed knowledge or incorporates the means to overcome the challenge of competency. This is an important step in the process because you do not want to set a team or individual up for failure. Opportunity is ensure the team has the resources and information needed to make the change. If the change requires more work processes be made then the answer might be new members to team may be required. If the team needs access to new or different information to make the
change achievable the leader is responsible for making that available. With leadership comes the
authority to make changes and in some cases the leader must use this authority to effectively
reach a change. One of the changes we have had within our company is the incorporation of new
operating systems. These systems consist of security features which have to be set up for every
individual. The security should have mirrored the previous system set up but the unit responsible
for the security decided on their own that not everyone needed to retain the same settings. So
after much inquiring and requesting our manager had to get involved and insist that the security
settings needed to be adjusted because we were unable to get accurate information for our
current job. This is the part of opportunity when the leader might have the authority and
effective communication to get the desired results to enable the change. Motivation is a big
driver of change. Once the team has bought into the change and begins performing the needed
steps to achieve the change, as a leader we must be able to communicate this success. If the
change is going successfully and we feel everyone is achieving what needs to be done, it benefits
the change for the team to know we see this success. We have in the been able to do this
recognition but it has been a more approval driven process and not regularly utilized. Usually
only the higher managers could perform the recognition and many time this is not feasible
because higher level managers although know the change was successful, they do not know the
efforts needed to achieve the change. We have incorporated a new system at our organization
allowing for easier recognition for a team and or individual by any member of the organization.
The recognition can still have approvals but only when the recognition is at a higher level. The
system is setup to allow and employee to recognize another employee as well as a manager or
vice versa. When it first came out I was concerned about the overuse but this has not been a
problem we have seen frequently. It is open to everyone and the reception to this has been great
and effective. Motivation doesn’t always have to be money and many times just the concise recognition that a job is being well done is sufficient enough.

Change is never easy regardless of how minor it might seem. Leaders can influence the change both negatively or positively. By using these tools, a leader can ensure their influence is positive even if you have to address issues achieving the change. Effective leadership sets goals for achieving a change that are both reasonable and reachable. Changes require steps along the way. These steps must be managed and demonstrated successfully.
Participated in following leadership training:

Sept 2003  Performance Based Leadership
Feb 2005  Bechtel Safety Leadership Workshop
June 2008  Employee Engagement / Performance Based Leadership
Sept 2008  Bechtel's Supervisory Development Program
Mar 2009  Employee Engagement
Sept 2009  Bechtel Safety Leadership Workshop
Oct 2010  Change Management
Mar 2013  Six Sigma LEAN / Performance Based Leadership
Dec 2013  Performance Mgmt – Goal setting, Coaching & Feedback
Apr 2014  Supervisor Essentials
### User
User ID: [Redacted]  Name: [Redacted]

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RECOMMENDATION: Upon examination of the material submitted by __________ the following recommendation is made: (check at least one of the four categories)

1. Semester hours to be awarded: 3 Grade (Pass) Pass

   Credit to be recorded as MGT320

   Equivalent UA courses, if applicable (please provide course number, titles and semester hours)

2. ______ The learning demonstrated duplicates that for which the student has already received credit.

3. ______ The learning demonstrated does not appear to be college-level and no credit can be awarded.

IF YOU ARE NOT RECOMMENDING A CREDIT AWARD, PLEASE CHECK ALL OF THE FOLLOWING THAT APPLY:

   ______ evidence is inadequate
   ______ narrative is too brief
   ______ evidence does not support knowledge of topics in area of requested credit
   ______ it is not clear how the knowledge was acquired
   ______ knowledge demonstrated is not at the college level
   ______ student's knowledge lacks the breadth of the subject area
   ______ other:

If more work is required, what information should be provided?

   ______ additional evidence, i.e.:

   ______ rewrite narrative:

   ______ a written exam is required:

   ______ an oral interview is required:

FACULTY MEMBER'S NAME (please type or print) Marilyn Whitman

__________

FACULTY MEMBER'S