

**MASTER OF ARTS PROGRAM IN APPLIED PROFESSIONAL STUDIES (MAAPS)**

**GRADUATE LEARNING PLAN**

<b><u>FOCUS AREA:</u></b>	<b>▶ <i>Facilitating human performance improvement in organizational settings.</i></b>
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## ► PART I: Personal/Professional Background & Goals

**Directions:** In Part I, the student provides a context for the Graduate Learning Plan and a rationale for both her career direction and choice of the MAAPS Program of study as a vehicle to assist movement in that direction. Specifically, Part I is to include three sections:

- A. a brief description of the student's personal and professional history (including education, past/current positions, key interests, etc.);
- B. an explanation of the three or more years of experience (or equivalent) offered in support of the Graduate Focus Area;
- C. a brief description/explanation of the student's personal and professional goals.

### A. Description of My Personal/Professional History:

I started my career in the foodservice industry, gaining experience in three main fields: restaurant, health care and the corporate setting. Job responsibilities grew with and within each role, starting as an individual contributor and steadily increasing my tasks and responsibilities. Most roles involved designing, initiating and maintaining programs or managing teams and departments. At least three times I had the opportunity to create my job role.

I worked full time while continuing my education:

- In 1986 I earned a Dietary Manager Certification, which was a two year self study correspondence course with our staff dietitian taking on the role of my 'Course Advisor/Assessor'.
- In 1992 I obtained an Associate's Degree from the College of XXXXXX and then a Bachelor's Degree from XXXXXX University in 1995.
- January, 2003 I earned a Coaching Certificate through XXXXXXXX.

During my role as the Catering Manager at Xxxxxx Laboratories I discovered my passion for the Learning & Development field. Over the years the Catering Manager role continuously evolved, growing from a department of one to a department of 15 with a budget over half million dollars. I then realized the next evolution of the role was to reorganize the Catering Department, which included reducing my responsibilities to a part-time role. Luckily I had an excellent manager, we worked together to explore additional job responsibilities with an opportunity to develop new skills. I proposed, since we had 120 Foodservice employees, that I learn how to train professional skill programs such as teamwork and customer service. My manager supported the idea and we worked with the internal Learning & Development department to develop my training skills.

Conducting training programs for the Foodservice team confirmed my ambition to transition into the Learning & Development field. Training came instinctively for me; I was adept with taking an 'off the shelf program' and modifying it to fit the needs of the audience. This was before I had any formal instructional design training. Pursuing a full time role in L&D led me to a major career challenge; marketing myself to be hired into a completely different job role. Many people, including a Vice President of Human Resources told me I would not be able to change careers. To quote the VP of HR: *"What skills do you possibly have that can transfer into the L&D department?"* This statement cemented my determination to make my career goal a reality. After many road blocks I was able to secure a Training Specialist role. I still had challenges to overcome, at the beginning of each training class I would have participants ask: *"You're the cafeteria lady! What do you know about training?"* Or a person would tell the person next to them: *"This isn't going to be a good class she's from the cafeteria she doesn't know anything about training."* These comments made me work harder to ensure I was a credible skilled trainer, which was reflected in the post evaluation

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scores. Side note: I was the first person to internally transfer out of the Foodservice department. Once I demonstrated my skills and success in the Training Specialist role other Foodservice peers were able to break through the glass ceiling and transfer to other departments within the organization.

## **B. Explanation of My Experience in Support of My Graduate Focus Area:**

For the past several years I have honed my skills as a trainer, facilitator, internal consultant, instructional designer and project manager delivering services primarily focused on professional skill development such as leadership, goal setting, development planning, inclusion and team development. I have worked with all aspects of a corporation, e.g., sales, manufacturing, marketing, research and customer relations. I also experienced and learned from corporate culture lessons, e.g., politics, reorganizations and downsizing.

My current responsibilities involve conducting a needs analysis with clients to determine if training is part of the solution. If a training intervention is needed I design and deliver the appropriate program. Many of the programs include work assignments, which we follow up on after a couple of weeks of practicing the skill on the job.

Post evaluation scores for my services are consistently positive. Department managers are pleased with the results they see with behaviors back on the job after a training intervention.

For the past 12 years I have volunteered with the XXXXXX Forest Preserve as a Certified Interpretive Guide teaching Environmental Education programs to children and adults.

## **C. Description/Explanation of My Personal/Professional Goals:**

My professional goal is to continuously raise the bar on my skill set to truly understand the role and responsibilities of a professional performance consultant and facilitator. I want to explore in more depth how adults learn and understand best practice learning methodologies to help others develop their skills.

My personal goal is to become an independent performance consultant/facilitator helping individuals from a variety of organizations develop their professional skills. This includes working in the wellness field, teaching individuals in a group setting how to create realistic health focused goals to achieve gradual long lasting lifestyles changes. There are a few areas I need to develop to accomplish this goal: obtain an in depth understanding on how to market my services, identify key components for being a successful independent consultant and explore how to sustain relationships, skill development and business growth.

## ► PART II: Liberal Learning Self-Assessment

**Directions:** In Part II, the student reflects upon and assesses her current performance in relation to the three Elements of *Better Practice* and specific facets associated with each. This self-assessment is important in identifying gaps between where the student sees herself now and where she wants to be in each of these areas at the end of the MAAPS Program. In this way, both strengths and limitations can be identified and either built-upon or resolved through specific Learning Activities in the student's Focus Area and/or through all-the-more purposeful participation in the Liberal Learning Seminars. Specifically, this section is to include:

- A. a description of the student's strengths & limitations regarding each of the Elements of *Better Practice* (including initial intended strategies for developing areas of limitation and enhancing areas of strength. *(For fuller description of Elements of Better Practice, see Guidebook Section E.)*)
- B. a description of the student's particular interests in each of the six Liberal Learning Seminar topics. *(For a fuller description of the LL Seminars, see Guidebook Section E.)*

### A. Elements of Better Practice—My Strengths & Limitations

- (1) My facility with **REFLECTION** (including intended strategies for continuous improvement)

Over the past four years I have developed my ability to reflect from a personal perspective, I take time to reflect on my emotions, spiritual state and personal goals. I need to improve my reflection skills with assessing my professional competence, identifying where I am from a skill perspective and while in the moment when working with customers. Key areas I plan to focus on:

- Drawing on ideas to interpret experiences from professional situations. It is important I take each interaction with a customer as a learning opportunity to develop further.
- Selecting purposeful approaches and strategies for: (a) self-reflecting; (b) eliciting constructive feedback; and, (c) self-assessing from professional situations. I've never had a purposeful approach; I've just followed my instinct.

- (2) My facility with **AGENCY** (including intended strategies for continuous improvement)

Throughout the years I have been strong with facilitating agency to continuously learn, improve, grow and advance my career. As with any skill, there is always room for improvement, areas I plan to address:

- Identifying and using a variety of learning resources. I tend to rely on a few reliable sources. I need to learn how to reach beyond what is comfortable for me.
- Participating proactively and creating networks. I'm a strong believer 'paying it forward'. I need to be more deliberate with my networking, currently it is a hit or miss, no planning situation. Over the years I make sure I maintain relationships and retain contact information for individuals I feel may be of value in the future. I do need to enhance my skills with nurturing relationships, instead of waiting until I need something.
- Finding and using standards to track progress and assess effectiveness. Over the years I just 'fly by the seat of my pants'. I follow my intuition and take the path of either least resistance or the one that matches my passion. I need to plan and prepare more.

- (3) My facility with **FLEXIBILITY** (including intended strategies for continuous improvement)

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I pride myself on being flexible with my strategies and continuous improvement. Being flexible has helped my career and skill development in a variety of ways. Areas for improvement are:

- Analyzing messy conditions/situations and applying knowledge from multiple perspectives, models and theories as well as roles, responsibilities and contexts. Sometimes I rely on my instinct too much, I need to learn a solid method of stepping back and really analyzing a situation.
- Making connections between seemingly disparate entities. I need to learn to step back and look at the bigger picture, the impact and opportunities.
- Devising well-framed problems and inventing possible solutions. I'm sure there are times I rely on my quick responding instinctive skills instead of taking time to truly analyze a situation.

## **B. Liberal Learning SEMINARS—My Hopes & Interests**

Over the years I've developed my skills through; self reflection, observation, informal learning, seminars and workshops. I did not pursue an in depth study of my field from a formal academic or scientific perspective. The Liberal Learning seminars will provide insight from a higher education, psychology setting with an emphasis on research data to support learning

### (1) My hopes/interests for Exploring Modes & Processes of Systematic Inquiry (LLS-425)

This seminar is the least known topic for me. I haven't been one to seek out an opportunity to research and evaluate information. Many times I joke about my lack of analytical and attention to details skills with little interest to improve them. My preference is to rely on others that have strong analytical skills, leveraging their strengths to minimize my weaknesses. Gaining a deep understanding on information sources and research methodologies will help me with my career in many ways, such as; researching information for program design, measuring program results and reviewing literature to stay current in my field.

### (2) My hopes/interests for Understanding Personal & Org. Change (LLS-435)

Facilitating organization change is one area of focus in my current role. I have designed and delivered a variety of workshops focused on change management over the years. My skill development came from an Organizational Development perspective. One book I found valuable regarding change is *Leading Change* by John P. Kotter. I have not studied change from a Humanities perspective. The following learning objectives are of interest to me:

- Linear vs systemic perspective of change
- Models/frameworks for conceptualizing change
- Methods of analyzing readiness and/or resistance to change
- Intervention theories, techniques and strategies

### (3) My hopes/interests for Improving Interpersonal Dynamics (LLS-445)

This is another area I have focused on in my career, working with individuals and teams to improve relationships and team productivity. I am proud of my ability to communicate

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with others and add value as a team member. My Director leverages this strength by consistently asking me to participate on cross functional projects or lead team assignments. She knows I will ensure all members of the group have an opportunity to share and will facilitate the progress of the team through the 'Team Development Stages'. Continuous learning leads to continuous improvement. It will be valuable to learn:

- Task and process roles and their application in improving interpersonal dynamics
- Interpersonal influences on formation of beliefs/perceptions from an educational psychology perspective.

(4) My hopes/interests for **Valuing Human Differences (LLS-455)**

In 1995 I became certified to teach a 'Valuing Inclusion' workshop. This was and still is one of my favorite workshops to facilitate. It has been years since I learned about this topic. My belief is to treat people as they want to be treated. Take the time to know each person as an individual. The objectives I am most interested in are:

- The meaning of culture and comparing/contrasting cultures in a corporate setting.
- Cross-culture communication, which is so important in today's workforce with teams literally spread across the world.
- Impact of culture on work behavior, currently I am working with a team where this is one of the issues they are dealing with.
- Dynamics of cultural humility.
- Invisible minorities, something I recognized years ago and have incorporated into my workshops. I'm looking forward to gaining current research and knowledge I can share.
- Relationships between disenfranchised individuals and groups. This skill will help me with leadership and team development.

(5) My hopes/interests for **Engaging Ethical Reasoning (LLS-465)**

Early in my career I learned how to make ethical decisions by asking myself three questions:

- Would I want this decision as a headline in the newspaper?
- What would my mother say?
- How would the court of law respond?

These questions may seem peculiar but they do cause one to stop and think before moving forward. I have taught this form of ethical reasoning to my program participants many times over the year.

As an independent performance consultant and facilitator is it important I have a credible standard of behavior when working with a variety of clients and stakeholders. This seminar will provide me an opportunity to: design a personal model of ethical decision-making and learn how to interact with diverse businesses and stakeholders. The three objectives I plan to focus on are:

- Exploration of major viewpoints regarding ethical behavior with personal and organizational contexts.
- Examination of various models/theories of ethical decision-making.
- Sample codes of professional ethics.

(6) My hopes/interests for **Exercising Effective Leadership (LLS-475)**



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Coaching leaders on how to build effective leadership skills has been my primary job role for the past three years. I developed my leadership skills through observing leaders, reading, teaching and being a leader myself, either informally and formally. Throughout my career I have lead individuals, teams and departments a number of times. Each time the challenges were different, but leading individuals was similar. The core skill of a first-rate leader is to: set and communicate clear expectations, and recognize or hold individuals accountable for those expectations. I believe leaders, specifically department managers, are responsible for four main areas: managing projects, managing departments, managing teams and leading individuals. It is difficult for a leader to be highly skilled in all four areas. As a leader my strength is managing teams and leading individuals. Managing projects and the department would become cumbersome for me. It will be good to learn this skill from an Organizational Behavior/Psychology and Sociology point of view. Key skills I will focus on are:

- Major theories of leadership
- Contemporary models of management (scientific mgt. participative mgt., etc)
- Leadership as an organizational design problem.

## ► PART III: The Graduate Focus Area

**Directions:** In Part III, the student offers a thorough definition and explanation of the individualized, career-related area that serves as the focus for her graduate study. Specifically, Part III is to align clearly with Part I (above) in terms of the student's background, current situation and goals and include the following:

- A. a PHRASE describing the student's individualized Graduate Focus Area including its core activity and primary context for application (i.e., "doing what? where?")
- B. an EXPLANATION of the phrase including its meaning, major components, major trends, knowledge base(s), major contributors, "cutting edge" areas, and list of resources consulted.

### A. Focus Area PHRASE:

***Facilitating human performance improvement in organizational settings.***

### B. EXPLANATION:

- (1) **Meaning:** What does the phrase (above) mean? Please provide here a brief narrative explanation of the Focus Area phrase (above).

Creating collaborative relationships with a variety of organizations to identify gaps between desired and actual performance. Deliverables will be to design and deliver learner-centered and performance-based solutions that assist individuals and groups with developing their professional (soft) skills, career and personal growth to obtain optimal performance.

The goal is to equip learners to learn within their workflow (performance support); and implement holistic changes in learning methodologies necessary to drive sustainable capability (change management). Most of the learning will take place outside the classroom, using a variety of training/coaching interventions, assessments, tools and resources. These will guide individuals and groups with how they can apply concepts, company initiatives and key learning into their day to day role and lifestyle to obtain their best possible accomplishments. It is imperative leaders and learners have a clarity of roles and results to achieve self sufficiency

Key areas of focus will be professional (soft) skill training/coaching including leadership development, performance management and change management.

Learning solutions will be designed to fit the specific needs of the organization and will range from teaching, guiding and encouraging individuals in a classroom or individual coaching to providing job aids, tools and resources delivered through technology. The goal is to assist the learner with creating a continuous learning environment.

- (2) **Major Components:** What are the major components included in this Focus Area and how do they relate to each other?

**Facilitating** – Focusing on learner-centered and performance-based solutions. Guiding, teaching, motivating and encouraging individuals, teams and organizations to identify and resolve gaps between desired and actual performance states. This involves designing, developing and assisting with the implementation, monitoring and maintaining of performance interventions.

During an learning intervention it is imperative to provide learners:

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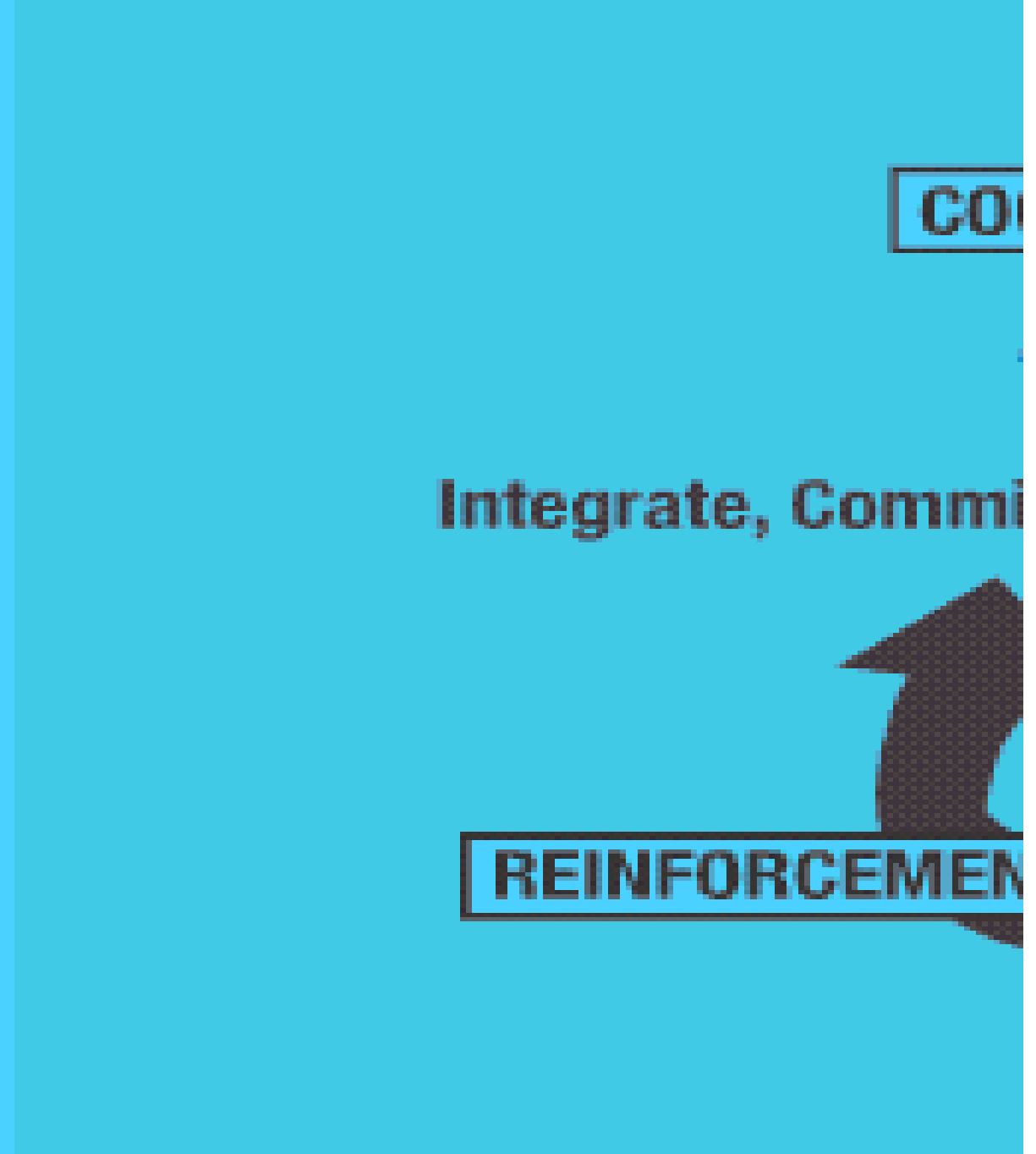
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- An opportunity to actively respond and engage in the learning in meaningful ways to increase learning and retention.
- Corrective and confirming feedback with respect to responses they emit or activities in which they engage to increase their learning along with retention.
- Assist the learner in feeling rewarded for the learning, providing a sense of accomplishment or an external recompense for the learning.

**Human Performance** – Promoting self leadership and performance change through competence development including the emotional, motivational and cultural components in the change implementation process. Measuring results through assessments, feedback and other metrics.

Figure 1. Source Chief Learning Officer, November 2011.

# FIGURE 1: I<sup>3</sup> CHANGE IMPLEMENTATION



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**Improvement** - Utilizing a variety of tools and resources to:

- Assess current state and determine desired outcomes.
- Diagnose root cause and determine targeted solutions.
- Design and deliver customized learning solutions to improve cognitive and behavioral development to improving workplace learning and performance which is linked to business measurements.

**Organization** – Established partnerships with community colleges, consulting organizations, profit/non-profit organizations, teams (intact and virtual), leaders and individuals.

**(3) Major Trends:** What are the major trends affecting this Focus Area?

Organizations are limiting the investments they are making with training and development. They are offering less open enrollment where individuals sign up to take a random training program. They are looking for a variety of targeted, customized performance interventions that are appropriate, economical, feasible and acceptable to the organization and affected stakeholders. The movement is increasingly viewing training as strategic organization development learning. To provide opportunities to learn by doing. When training does take place it is with intact teams including the leader, which promotes accountability with applying the skills into the day to day role. Individuals and organizations are in a 'metal to the pedal mindset', they are no longer willing or able to spend large quantities of time in a classroom setting. They are seeking a variety of solutions to learn and gain knowledge, moving towards shorter, more frequent blended learning opportunities spread over a period of time. The trend is to design learning to match the method people use to work together. Using technology to teach people before they come together face to face. Using the face to face time to focus on applying the content, practicing new skills and answering questions. After training technology is used to reinforce and carry through the learning.

**(4) Knowledge Base(s):** What areas of knowledge (disciplines/fields) are most relevant to this Focus Area?

**Consultation Skills** - dealing effectively with clients, peers, and others. Having the ability to ask skillful questions, deal with difficult clients, and understand engaging forms of implementation. Demonstrating the ability to be truly authentic at each step in the process, creating workplaces and relationships that are more collaborative and ultimately more successful.

**Human Performance Technology (HPT)** - a systematic approach to improving productivity and competence, uses a set of methods and procedures -- and a strategy for solving problems -- for realizing opportunities related to the performance of people. More specific, it is a process of selection, analysis, design, development, implementation, and evaluation of programs to most cost-effectively influence human behavior and accomplishment. It is a systematic combination of three fundamental processes: performance analysis, cause analysis, and intervention selection, and can be applied to individuals, small groups, and large organizations.

**Communication** –

- Coaching – a consistent, ongoing relationship where the coach stays with the client to help implement new skills, changes and goals. It focuses on assisting

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an entity to discover a solution on its own. Coaches focus on strengthening their clients' skills from the first session forward.

- Facilitation – ability to address the different learning styles to be a more effective trainer. Asking questions to stimulate conversations, keeping on topic, and encouraging interaction and learning. Resolving difficult situations and handling difficult participants when needed.

**Virtualosity** - a new set of skills demanded by the workplace as a result of the convergence of technology, and socio-professional norms and expectations of connectedness, responsiveness, and engagement. Acknowledging and meeting the needs of participants who are located across a widely-dispersed network, and using new technology and enhanced instructional design to keep your audience engaged.

**5) Major Contributors:** Who are some of the major contributors in this Focus Area (e.g., authors, researchers, professional associations, etc.)?

**(6) Cutting Edges:** What are the key areas of knowledge and skill required to be on the “cutting edge” of this Focus Area? In which areas do you already possess competence? In which areas are you seeking new learning?

HPT is an engineering approach to attaining desired accomplishments from human performers by determining gaps in performance and designing cost-effective and efficient interventions.

“Virtualosity” which is a new set of skills demanded by the workplace as a result of the convergence of technology, and socio-professional norms and expectations of connectedness, responsiveness, and engagement. The younger generation (Digital Natives) learn best from case studies or scenario. They prefer to use Social Media and technology in learning, virtual learning. They look for follow up interventions and reinforcement to achieve sustainability.

Including leaders and the learner in the learning solution. Define and communicate roles, hold individuals accountable to apply learned skills into the day to day role.

Teaching leaders how to be mentors, to do true succession planning and how to lead cohorts of individual contributors. (How to have chats, huddles, shift starters.) Leaders will look toward me to provide them with toolkits (checklists, tools, resources) on how they can develop individuals and teams. Push and provide tools to ensure follow up interventions, reinforcement and sustainability.

**(7) Resources Consulted:** What resources did you consult in answering the previous questions and building your Graduate Learning Plan?

Interviews with professionals in the field.

Webcasts/Articles

- Ken Blanchard – See ‘major contributors’
- Tom Peters – See ‘major contributors’
- Dan Pink - author of several bestselling books about the changing world of work.
- Elliott Masie – See ‘major contributors’

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## Websites

- ISPI (International Society for Performance Improvement) - See 'major contributors'
- ASTD (American Society of Training & Development) - See 'major contributors'
- HSA (Harold Stolovitch & Associates) - See 'major contributors'
- Talent Management Magazine - Coverage emphasizes thought leadership, best practices, case studies, research and hire-to-retire solutions rooted in the six pillars of talent management: recruitment & retention, assessment & evaluation, compensation & benefits, performance management, learning & development and succession planning.
- Chief Learning Officer Magazine - Resource in the rapidly growing industry of workforce learning and development.
- Harvard Business Review - A not-for-profit, wholly owned subsidiary of Harvard University. Its mission is to improve the practice of management and its impact in a changing world.
- College of Lake County - A comprehensive community college offering a wide range of academic programs.
- Lake Forest Graduate School of Management - An independent, not-for-profit enterprise. Accredited by The Higher Learning Commission and a member of the North Central Association
- Lominger– See 'major contributors'
- Creative Center for Leadership – See 'major contributors'
- Success Factors - provides Business Execution Software solutions that drive outstanding business results in organizations of every size and category.
- The Masie Center (Elliott Masie) – See 'major contributors'
- The Newman Group - Provider of talent management strategy services and solutions
- Dr. Marshall Goldsmith - world authority in helping successful leaders get even better – by achieving positive, lasting change in behavior: for themselves, their people and their teams.
- The Bob Pike Group – See 'major contributors'
- Gary Rush, MGR Consulting – Focus on facilitation, training and Leadership skills.
- Learning Solutions Magazine - Practical information on the strategies, tools, technologies, services, and best practices for the management, design, development, and implementation of enterprise-wide eLearning programs
- Training Magazine - Resource for training, learning, and performance professionals, providing best practices to case studies and research.
- Corporate Coach U - Comprehensive coach training programs.
- International Coaching Federation for Life Coach - To *build, support* and *preserve* the integrity of the coaching profession through programs and standards supported by our members.
- IRS Small Business – Provides information to stay tax compliant.
- Business Consulting Buzz - Share experiences in building consulting companies, what works and what doesn't, and helps teach consultants how they can become more successful.
- Free Management Library - Online articles to develop yourself, other individuals, groups and organizations (whether the organization is for-profit or nonprofit).
- Entrepreneur - Features a vast array of content and resources to assist entrepreneurs, business mentors, policy makers, academics and investors through each phase of the entrepreneurial process.
- [Multi-Health Systems Inc.](#)- Publisher of psychological assessments.

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- [The Mayer-Salovey-Caruso Emotional Intelligence Test \(MSCEIT\)](#) - The mission of the EI Consortium is to advance research and practice of emotional and social intelligence in organizations through the generation and exchange of knowledge.
- [Genos](#) - Works with clients to deliver programs that maximize employee motivation and develop leadership skills to fuel an innovative and productive workplace.

#### Books/Articles

- Gaines Robinson, Dana, & Robinson, James C (1996). Performance Consulting, Moving Beyond Training. San Francisco, CA: Berrett-Koehler.
- Hale, Judith (2006). The Performance Consultant's Field book, Tools and Techniques for Improving Organizations and People. San Francisco, CA: Pfeiffer.
- Rummier, Geary A. (2007). Serious Performance Consulting, According to Rummier. San Francisco, CA: Pfeiffer.
- Farrell, Kimberly (November, 2009). Taking the Lead - Stand Up, Stand Out.
- Mason, Moya K. (2011). What is a learning Organization.
- Stolovitch, Harold (2011). Telling Ain't Training. Alexandria, VA: ASTD Press.
- Block, Peter (2011). Flawless Consulting: A Guide to Getting Your Expertise Used. San Francisco, CA: Pfeiffer.
- Kirkpatrick, Donald & Kirkpatrick, James, D. (2005). *Transferring Learning to Behavior: Using the Four Levels to Improve Performance*. San Francisco, CA: Berrett-Koehler.



## ► PART IV: Application Setting

**Directions:** In Part IV, the student describes the setting (work or otherwise) that will serve as her “laboratory” for both applying learning to practice and deriving learning from practice with respect to the Focus Area and the Liberal Learning Skills/Seminars. In short, the question to explore here is “where will you apply learnings from your graduate study...and how (in what capacity)?”

### A. Application Setting:

There are at least four different settings I will have an opportunity to apply and practice my learning:

- Over the years I have built a solid reputation as an internal performance consultant and facilitator. Plus I have the support of my management team. I’m confident I will be able to practice my learning and assemble an audience if needed.
- XXXXXXX Graduate School of Management. Besides their MBA program the school also offers customized corporate learning solutions and business learning solutions which are short learning sessions designed to build awareness around core executive skills. Topics include: career development, accelerated performance, collaboration, innovation and business savvy. The administration is willing to assist and has already provided some excellent advice in regards to my graduate work. My initial thought is they may be a resource for my Professional Advisor and as an Outside Assessor.
- The community College of XXXXX. Within XXXXX there are three divisions I can use as my learning laboratory:
  - The college credit program in the Biological and Health Sciences department, supporting the Health and Wellness Promotion program. It was Dr. Frank Xxxxx, that introduced me to DePaul’s School of New Learning program. He has already expressed an interest with having me teach one credit hour programs. One of the main reasons I am pursuing my Master’s is to be qualified to teach three credit hour courses at the community college level as an adjunct faculty member.
  - The Personal Enrichment department. This department offers a wide variety of continuing education, non credit, and programs for adults. They currently offer classes under the Personal Development and Health and Wellness titles.
  - The Workforce and Professional Development Institute (WPDI). This department offers a variety of programs to enhance job skills, including business and leadership development programs. They offer public and on site programs. They are ready for me to do work for them. The administration is willing to assist and has already provided some excellent advice in regards to my graduate work. My initial thought is they may be a resource as an Outside Assessor.
- With the XXxxxxx Preserve as a volunteer Certified Interpretive Guide. I design and deliver a variety of nature related programs for all ages, such as: *Coyote Howl*, *Owl Prowl*, *Maple Syrup Walks*, *Buzz About Bees* and *Dragons in Lake County* to name a few. The local [newspaper recently wrote an article](#) about my volunteer work with the Forest Preserve. The Forest Preserve team is always eager to have additional volunteer hours from me.
- As mentioned previously, I would like to do some work in the health and wellness field. If appropriate I may be able to practice this new skill in a couple fitness centers connected to our local hospital system.

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- If needed I can reach out to my network to find additional organizations to can practice my skills.

What is so exciting with having to find a laboratory to practice my skill is it will also give me an opportunity to build my network and credibility as a performance consultant and facilitator. My graduate work has already helped me create new networks and relationships.

## ► PART V: Professional Competencies

### Title Page to Part V

This page provides an overview of the following NINE PAGES of the Graduate Learning Plan. In brief, these nine pages outline the plan for the student's development and demonstration of graduate-level comprehension and skill regarding the **eight Professional Competence Areas**. One page is devoted to each of the eight competence areas—with the ninth page reserved for a supplemental competence in one of the previous areas. A fuller description of each competence area is included at the top of each of the subsequent pages.

**AP-510:** Ability to understand the main theories that guide and explain practice in the Focus Area.

**AP-520:** Ability to understand methods of research appropriate to the Focus Area.

**AP-530:** Ability to apply specialized skills appropriate to the Focus Area.

**AP-540:** Ability to engage communication modes appropriate to the Focus Area.

**AP-550:** Ability to understand the organizational and/or interpersonal dynamics within which practitioners in the Focus Area define and fulfill their roles/responsibilities.

**AP-560:** Ability to interpret challenges from larger contexts (e.g., temporal, social, or international) facing the Focus Area.

**AP-570:** Ability to analyze ethical issues involved within the Focus Area.

**AP-574:** Ability to engage reflection in/on practice within the Focus Area.

**AP-585:** A second competence (supplemental) in one of the previous areas.

• Professional Competence AP-510 •

**Ability to understand the MAIN THEORIES/IDEAS  
guiding and explaining Focus Area practice.**

*“can describe and analyze at least two significant ideas (e.g., theories, models, principles, concepts) relevant to the focus area or related fields and explain their implications for professional practice.”*

**DESCRIPTION of AP-510 (2 cr hrs):** This area addresses knowledge and understanding of theories, models and/or theoretical frameworks—including their implications for practice—relevant to the Focus Area. In areas where theories are not well established (e.g., emerging fields of study or in unique combinations of fields), this area includes exploration of theories in related fields. As the student addresses contemporary theories, he/she should be familiar with their relationship to theoretical traditions. Successful demonstration of competence in this area includes:

- (a) Knowledge of the differences among the terms—theory, concept, principle and model;
- (b) Ability to analyze (compare, contrast, critique—not merely describe or react to) theories or their counterparts including their application to practice.

<b>PLAN for AP-510</b>	
<p><b>(1) Competence Statement</b> <i>(competence outcome)</i></p>	<p>► <b>OUTCOME:</b> Can describe and analyze Human Performance Technology (HPT) and Performance Analysis (PA) as two significant theories/ideas relevant to my focus area—including implications for professional practice.</p>
<p><b>2) Learning ACTIVITIES</b> <i>(means to accomplish competence outcome)</i></p>	<p>► <b>Activities:</b> International Society for Performance Improvement (ISPI) graduate course through Excelsior College – <b>Principles and Practice of Performance Improvement.</b> (See further description in Appendix to Learning Plan.)</p> <p><b>Course/Institute includes:</b></p> <ul style="list-style-type: none"> <li>• defining Human Performance Technology (HPT)</li> <li>• defining performance and describing how to apply an HPT Road Map</li> <li>• clarifying performance issues and determining if they are worthy of further analysis</li> <li>• applying the Total Performance System to profile organization development</li> <li>• identifying possible drivers for performance issues</li> <li>• prescribing appropriate solutions</li> <li>• closing performance gaps and achieving desired results</li> <li>• identifying levels of performance evaluation and the types of data each level yields</li> <li>• identifying strategies and tactics for institutionalizing change</li> <li>• embedding performance improvement technologies in organizations</li> </ul>
<p><b>(3) Learning PRODUCT(s)</b> <i>(evidence demonstrating competence outcome)</i></p>	<p>► <b>EVIDENCE:</b> Course Grade via Excelsior transcript (course includes participation in institute and submission of work sample demonstrating an understanding and mastery of HPT and PA and practical application of knowledge).</p>
<p><b>(4) Assessor</b></p>	<p>-Course Professor</p>
<p><b>(5) Schedule</b></p>	<p>-TBD.</p>

Name

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• Professional Competence AP-520 •

**Ability to understand METHODS OF RESEARCH appropriate to the Focus Area.**

*“can describe and analyze at least two methods of gathering data appropriate to the focus area and develop a detailed protocol for implementing one in professional practice.”*

**DESCRIPTION of AP-520 (2 cr hrs):** This area addresses the systematic gathering of data and interpretation of findings as practiced within the focus area and/or related fields. Successful demonstration of competence in this area includes:

- (a) Knowledge of the types, purposes, and relative utility of research methods (not “tools” such as library and internet research per se) currently practiced in the profession;
- (b) Understanding contingencies involved in the appropriate application of each; and,
- (c) Ability to develop a protocol for implementation.

<b>PLAN for AP-520</b>	
(NOTE: Students are advised to register/complete this competence (AP-520) during the same quarter in which they register/complete LL Seminar LLS-425.)	
<b>(1) Competence Statement</b> <i>(competence outcome)</i>	<b>► OUTCOME:</b> Can describe and analyze two methods of gathering data appropriate to my focus area and develop a detailed protocol for one.
<b>(2) Learning ACTIVITIES</b> <i>(means to accomplish competence outcome)</i>	<b>► Activities:</b> MAEA course, <b>EA-525 – Conducting Practice-Based Inquiry</b> <ul style="list-style-type: none"> <li>• This course builds participants’ competence in practicing a repertoire of formal and informal inquiry processes.</li> <li>• Participants explore a range of research methodologies and identify those most relevant to their practice environments.</li> <li>• Participants gain further skills in defining research problems and questions, conducting literature reviews, creating research designs, citing sources and protecting human subjects in research, (Examples of methods explored: interviews, focus groups, case study, survey/questionnaire, participant-observation, field- based observation, etc.)</li> </ul>
<b>(3) Learning PRODUCT(s)</b> <i>(evidence demonstrating competence outcome)</i>	<b>► EVIDENCE:</b>
<b>(4) Assessor</b> <i>(anticipated)</i>	- Class professor
<b>(5) Schedule</b> <i>(anticipated)</i>	-TBD.

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• Professional Competence AP-530 •

**Ability to apply SPECIALIZED SKILLS appropriate to the Focus Area**

*“can describe and demonstrate a skill (or set of skills) relevant to the focus area and explain its application to professional practice.”*

**DESCRIPTION of AP-530 (2 cr hrs):** This area involves identifying skills that are particular to the profession and the context(s) in which these skills are applied. The emphasis is on actual demonstration of specialized skills used in practice. Successful demonstration of competence in this area includes:

- (a) Selection of a skill (or set of skills) that appropriately represents the profession & one’s professional goals; and,
- (b) Application of skill (or set of skills) at a level appropriate to both professional contribution & graduate study.

<b>PLAN for AP-530</b>	
<p><b>(1) Competence Statement</b> <i>(competence outcome)</i></p>	<p>► <b>OUTCOME:</b> Can describe and demonstrate <u>Coaching</u> as a specialized skill (or set of skills) relevant to professional practice in my focus area.</p>
<p><b>(2) Learning ACTIVITIES</b> <i>(means to accomplish competence outcome)</i></p>	<p>► <b>Activities:</b> Compare CCP to the current <i>Core Essentials Program™ (CEP)</i> and the current <i>Advanced Coaching Program™ (ACP)</i>. Complete any courses that have changed. <i>(See further description in Appendix to Learning Plan.)</i></p> <p>► <b>Initial Literature:</b> Corporate Coach U content.</p>
<p><b>(3) Learning PRODUCT(s)</b> <i>(evidence demonstrating competence outcome)</i></p>	<p>► <b>EVIDENCE:</b> Outcome (indicated in Competence Statement above) will be demonstrated in <b>FOUR</b> parts:</p> <ul style="list-style-type: none"> <li>(a) a <u>paper</u> describing <u>Coaching</u> including criteria for assessing it—drawing upon relevant literature in the field;</li> <li>(b) Completion of classes that have changed since taking the CCP.</li> <li>(c) a brief self-assessment of “b” using criteria described in “a”; and,</li> <li>(d) a bibliography (APA citation format) of resources explored pertaining to such.</li> </ul>
<p><b>(4) Assessor</b> <i>(anticipated)</i></p>	-TBD.
<p><b>(5) Schedule</b> <i>(anticipated)</i></p>	-TBD.

Name

DePaul #:

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Date:

• Professional Competence AP-540 •

**Ability to engage COMMUNICATION MODES appropriate to the Focus Area**

*“can describe and demonstrate a communication mode/method relevant to the focus area and explain how its applied in professional practice.”*

**DESCRIPTION of AP-540 (2 cr hrs):** This area involves facility with communication modes relevant to professional practice in the focus area. It requires an understanding of the relationship among key communication variables (the message, the method, the audience and the context), a repertoire of communication strategies, and a dexterity or ease of access permitting the professional to adapt communication strategies to changing situations as necessary. Successful demonstration of competence in this area includes:

- (a) Selection of appropriate communication mode/method in relation to the context (audience and environment) in which the communication will occur; and,
- (b) Application of mode/method at a level appropriate to both professional contribution & graduate study.

<b>PLAN for AP-540</b>	
<p><b>(1) Competence Statement</b> <i>(competence outcome)</i></p>	<p>► <b>OUTCOME:</b> Can describe and demonstrate conversation/dialogue as communication method relevant to professional practice in my focus area including implications for practice.</p>
<p><b>(2) Learning ACTIVITIES</b> <i>(means to accomplish competence outcome)</i></p>	<p>► <b>Activities:</b> Independent study including module <i>A-510 Corporate Conversation Model</i>, <i>A-920 Coaching the Essence</i> and <i>CE-212 Language ACCP</i> plus key literature pertaining to conversation, dialogue, language as communication modes.</p> <p>► <b>Initial Literature:</b></p> <ul style="list-style-type: none"> <li>• Content on the Corporate Coach U website.</li> <li>• Patterson, Kerry, Grenny, Joseph, McMillan, Ron, &amp; Switzler, Al. ( 2011). <i>Crucial Conversations, Tools for Talking When Stakes are High (second edition)</i>. New York, NY: McGraw-Hill.</li> </ul>
<p><b>(3) Learning PRODUCT(s)</b> <i>(evidence demonstrating competence outcome)</i></p>	<p>► <b>EVIDENCE:</b> Outcome (indicated in Competence Statement above) will be demonstrated in <b>FOUR</b> parts:</p> <ol style="list-style-type: none"> <li>(a) a paper describing conversation/dialogue including criteria for assessing it—drawing upon relevant literature in the field;</li> <li>(b) a coaching conversation demonstrating my ability with this particular method/mode;</li> <li>(c) a brief self-assessment of “b” using criteria described in “a”; and,</li> <li>(d) a bibliography (APA citation format) of resources explored pertaining to such.</li> </ol>
<p><b>(4) Assessor</b> <i>(anticipated)</i></p>	<p>-TBD.</p>
<p><b>(5) Schedule</b> <i>(anticipated)</i></p>	<p>-TBD.</p>

Name

DePaul #:

Cluster #:

Date:

• Professional Competence AP-550 •

**Ability to understand the ORGANIZATIONAL and/or INTERPERSONAL DYNAMICS within which practitioners in the Focus Area define their roles and fulfill their responsibilities.**

*“can describe and analyze an organizational and/or interpersonal dynamic (or set of dynamics) relevant to the focus area and explain its implications for professional practice.”*

**DESCRIPTION of AP-550 (2 cr hrs):** This area addresses the human and structural issues that professionals encounter within practice (work) environments. It provides an opportunity for students to consider how their professional role affects and is affected by systems, technology, structure, and other people within their practice settings. Successful demonstration of competence in this area includes:

- (a) Identification of a relevant dynamic (e.g., open/closed systems, power, trust, culture, conflict, diversity, gender, communication, change, impact of technology, etc.); and,
- (b) Description and analysis of particular dynamic in relation to its impact on professional practice and vice versa.

<b>PLAN for AP-550</b>	
<p><b>(1) Competence Statement</b> <i>(competence outcome)</i></p>	<p>► <b>OUTCOME:</b> Can describe and analyze <u>power</u> as an organizational/interpersonal dynamic relevant within professional practice in my focus area including implications for practice.</p>
<p><b>(2) Learning ACTIVITIES</b> <i>(means to accomplish competence outcome)</i></p>	<p>► <b>Activities:</b> Review of relevant literature and independent study of Power Dynamics in an organization, how to identify and navigate.</p> <p>► <b>Initial Literature:</b></p> <ul style="list-style-type: none"> <li>• Brandon, Rick &amp; Seldman, Marty (2004). <i>Survival of the Savvy High-Integrity Political Tactics for Career and Company Success</i>. New York, NY: Free Press.</li> <li>• Buchanan, David. (2001). <i>Power, Politics, and Organizational Change: Winning the Turf Game</i>.</li> <li>• Harvard Business School Cases. (1994, January). <i>Power Dynamics in Organizations</i>. P1, 14 p. Boston, MA: Hill, Linda A.</li> <li>• Bunderson, J Stuart &amp; Reagans, Ray E. (Sep/Oct 2011). <i>Power, Status, and Learning in Organizations</i>, <i>Organization Science</i>, 22(5), 1182-1194.</li> </ul>
<p><b>(3) Learning PRODUCT(s)</b> <i>(evidence demonstrating competence outcome)</i></p>	<p>► <b>EVIDENCE:</b> Outcome (indicated in Competence Statement above) will be demonstrated in <b>TWO</b> parts:</p> <ul style="list-style-type: none"> <li>(a) a <u>presentation delivered to an audience of at least five people describing and analyzing power dynamics</u>—including implications for professional practice; and,</li> <li>(b) a bibliography (APA citation format) of resources explored pertaining to such.</li> </ul>
<p><b>(4) Assessor</b> <i>(anticipated)</i></p>	<p>-TBD.</p>
<p><b>(5) Schedule</b> <i>(anticipated)</i></p>	<p>-TBD.</p>



• Professional Competence AP-560 •

**Ability to interpret CHALLENGES FROM LARGER CONTEXTS**  
**facing the Focus Area.**

*“can describe and analyze a challenge (or set of challenges) from the larger context impacting the focus area and explain its implications for professional practice.”*

**DESCRIPTION of AP-560 (2 cr hrs):** This area addresses the ability to see the profession (including its issues and problems) within a context that includes at least one of the following aspects: the temporal (historical development and future directions of the profession); the social/cultural (relationship of the profession to its societal context); and, the international (the state of the profession globally). Successful demonstration of competence in this area includes:

- (a) Identification of a significant challenge facing practitioners in the profession; and,
- (b) Analysis of selected challenge within a framework that emphasizes one or more of the aspects listed above (temporal, social/cultural, or international).

<b>PLAN for AP-560</b>	
<p><b>(1) Competence Statement</b> <i>(competence outcome)</i></p>	<p>► <b>OUTCOME:</b> Can describe and analyze <u>ROI</u> as challenge from larger contexts impacting my focus area—including implications for professional practice.</p>
<p><b>(2) Learning ACTIVITIES</b> <i>(means to accomplish competence outcome)</i></p>	<p>► <b>Activities:</b> Complete <b>ASTD ROI Basics Certificate Program</b> This online program introduces participants to the basics, barriers, and benefits of using the ROI methodology as a tool to evaluate and support workplace learning and performance. Participants will learn the key principles of the Phillips ROI methodology and determine if their organization is ready to implement the process.</p> <ul style="list-style-type: none"> <li>• Understand the overall concept of ROI (myths and mysteries)</li> <li>• Understand the need for and process of evaluation planning</li> <li>• Understand issues to consider when selecting data collection instruments</li> <li>• Describe how you would collect data for one of your programs suitable for ROI</li> <li>• Identify various techniques to convert a measure to money.</li> </ul> <p>► <b>Initial Literature:</b></p> <ul style="list-style-type: none"> <li>• Phillip, Jack, J. &amp; Pulliam-Phillip, Patricia (2005). <i>ROI at Work</i>. Alexandria, VA: ASTD Press.</li> <li>• Basarab, Dave. (2011). <i>Predictive Evaluation</i>. San Francisco, CA: Berrett-Koehler.</li> </ul>
<p><b>(3) Learning PRODUCT(s)</b> <i>(evidence demonstrating competence outcome)</i></p>	<p>► <b>EVIDENCE:</b> Outcome (indicated in Competence Statement above) will be demonstrated in <b>TWO</b> parts:</p> <ul style="list-style-type: none"> <li>(a) a work project describing, analyzing and applying ROI methodology;</li> <li>(b) bibliography (APA citation format) of resources explored pertaining to such.</li> </ul>
<p><b>(4) Assessor</b> <i>(anticipated)</i></p>	<p>-TBD.</p>
<p><b>(5) Schedule</b> <i>(anticipated)</i></p>	<p>-TBD.</p>

Name

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Date:

• Professional Competence AP-570 •

**Ability to analyze ETHICAL ISSUES involved within the Focus Area.**

*“can describe and analyze an ethical issue or dilemma (or set of issues/dilemmas) relevant to the focus area—using various philosophical/ethical frameworks—and explain its implications for professional practice.”*

**DESCRIPTION of AP-570 (2 cr hrs):** This area addresses the relationship between beliefs and assumptions regarding humanity, good/evil, right/wrong, etc., and behavioral outcomes (including conflicts). Successful demonstration of competence in this area includes:

- (a) Identification of a significant problem, dilemma, or circumstance in the focus area requiring ethical decision-making;
- (b) Ability to both analyze such using various philosophical/ethical frameworks or constructs and propose an appropriate response/solution.

<b>PLAN for AP-570</b>	
<p><b>(1) Competence Statement</b> <i>(competence outcome)</i></p>	<p>► <b>OUTCOME:</b> Can describe and analyze (compare and contrast) <u>Professional &amp; Ethical Standards in the field</u> as an ethical issue or dilemma relevant to my focus area—including implications for professional practice.</p>
<p><b>(2) Learning ACTIVITIES</b> <i>(means to accomplish competence outcome)</i></p>	<p>► <b>Activities:</b> Research professional standards in the field, comparing ethical standards between organizations (ISPI, ASTD and Coaching)</p> <p>► <b>Initial Literature:</b></p> <ul style="list-style-type: none"> <li>• ISPI (International Society for Performance Improvement)</li> <li>• ASTD (American Society of Training &amp; Development)</li> <li>• Corporate Coach U</li> <li>• ICF (International Coaching Federation)</li> </ul>
<p><b>(3) Learning PRODUCT(s)</b> <i>(evidence demonstrating competence outcome)</i></p>	<p>► <b>EVIDENCE:</b> Outcome (indicated in Competence Statement above) will be demonstrated in <b>TWO</b> parts:</p> <ul style="list-style-type: none"> <li>(a) a <u>report</u> describing and analyzing <u>professional standards</u> (using various philosophical/ethical frameworks)—including implications for professional practice; and,</li> <li>(b) a bibliography (APA citation format) of resources explored pertaining to such.</li> </ul>
<p><b>(4) Assessor</b> <i>(anticipated)</i></p>	<p>-TBD.</p>
<p><b>(5) Schedule</b> <i>(anticipated)</i></p>	<p>-TBD.</p>

Name

DePaul #:

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Date:

• Professional Competence AP-574 •

**Ability to engage REFLECTION ON/IN PRACTICE in the Focus Area**

*"can describe and analyze an approach to reflection and apply such to a particular personal situation involving one's professional practice in the focus area."*

**DESCRIPTION of AP-574 (2 cr hrs):** This area addresses the interplay between and among thinking, doing and reflecting in the often-ambiguous and complex contexts of daily practice. Whereas action provides for the practice of ideas, reflection allows for the creation of new ways of mentally organizing ideas in order to find additional possibilities (e.g., new ideas, new perspectives, new choices, new understanding of continuing choices, etc.) to inform future action. Successful demonstration of competence in this area includes:

- (a) Identification of a particular approach to reflection (e.g., experiential learning, transformative learning, emancipatory learning, mindfulness, meditation, contemplation, journaling, after action review, etc.); and,
- (b) Ability to analyze one's own experience through said reflective approach.

<b>PLAN for AP-574</b>	
<p><b>(1) Competence Statement</b> <i>(competence outcome)</i></p>	<p>► <b>OUTCOME:</b> Can describe and analyze <u>After Action Review</u> as a method of reflection and apply such to a situation of my personal/professional practice.</p>
<p><b>(2) Learning ACTIVITIES</b> <i>(means to accomplish competence outcome)</i></p>	<p>► <b>Activities:</b> Research best practices on After Action Review.</p> <p>► <b>Initial Literature:</b></p> <ul style="list-style-type: none"> <li>• Darling, M.J., &amp; Parry, C.S. (2002). <i>From post-mortem to living practice: An in-depth study of the evolution of After Action Review</i>. Boston, MA: Signet Consulting Group.</li> <li>• U.S. Department of the Army. (1993). <i>A leader's guide to after-action review</i>. (Training Circular 25-20). Washington, DC: Department of the Army.</li> <li>• Cohen, E., &amp; Tichy, N. (1999, September). <i>Operation – Leadership. FastCompany</i>, 27, 278. Retrieved August 2, 2003 from <a href="http://www.fastcompany.com">www.fastcompany.com</a>.</li> </ul>
<p><b>(3) Learning PRODUCT(s)</b> <i>(evidence demonstrating competence outcome)</i></p>	<p>► <b>EVIDENCE:</b> Outcome (indicated in Competence Statement above) will be demonstrated in <b>THREE</b> parts:</p> <ul style="list-style-type: none"> <li>(a) a <u>report</u> describing and analyzing <u>After Action Review</u>;</li> <li>(b) an explanation (with example/s) of my own experience applying this method to my own professional practice; and,</li> <li>(c) a bibliography (APA citation format) of resources explored pertaining to such.</li> </ul>
<p><b>(4) Assessor</b> <i>(anticipated)</i></p>	<p>-TBD.</p>
<p><b>(5) Schedule</b> <i>(anticipated)</i></p>	<p>-TBD.</p>

Name

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• Professional Competence AP-585 •  
(Supplemental Competence I)

DESCRIPTION of AP-585 (2 cr hrs): .

<b>PLAN for AP-585</b>	
<p><b>(1) Competence Statement</b> <i>(competence outcome)</i></p>	<p>► <b>OUTCOME:</b> Can describe and analyze the Talent Review Process using the 9 box methodology relevant to my focus area including implications for professional practice.</p>
<p><b>(2) Learning ACTIVITIES</b> <i>(means to accomplish competence outcome)</i></p>	<p>► <b>Activities:</b> Research Talent Review Process using the 9 box methodology.</p> <p>► <b>Initial Literature:</b></p> <ul style="list-style-type: none"> <li>• Ashton, C., &amp; Morton, Lynne. (2005). <i>Managing talent for competitive advantage</i>. Strategic HR Review, 4(5), 28-31.</li> <li>• Tyler, K. (2011). <i>On the grid</i>. HR Magazine, 56(8), 67-69.</li> <li>• Stadler, K. (2011). <i>Talent reviews: The key to effective succession management</i>. Business Strategy Series, 12(5), 264-271.</li> <li>• Rothwell, William J., (2005). <i>Effective succession planning: ensuring leadership continuity and building talent from within</i>. American Management Association. NY, New York.</li> <li>• Hirsh, W. (2010). <i>Thought leaders share their views on the HR profession and its direction for the future</i>. Strategic HR Review, 9(5), K-K3. Retrieved from</li> <li>• Blass, Eddie. (2009). <i>Talent management: cases and commentary</i>. Palgrave Macmillan. Basingstoke [England]; New York.</li> <li>• Morton, Lynne. (2005). <i>Talent management value imperatives: strategies for execution</i>. Conference Board, New York, N.Y.</li> </ul>
<p><b>(3) Learning PRODUCT(s)</b> <i>(evidence demonstrating competence outcome)</i></p>	<p>► <b>EVIDENCE:</b> Demonstration will include TWO parts:</p> <p>(a) a document describing and analyzing the origin, evolution and use (best practices) of the 9-box methodology for talent review including implications for professional practice; and,</p> <p>(b) a bibliography of resources consulted.</p>
<p><b>(4) Assessor</b> <i>(anticipated)</i></p>	<p>-TBD.</p>
<p><b>(5) Schedule</b> <i>(anticipated)</i></p>	<p>-TBD.</p>

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## ► PART VI: Plans for Culmination

Directions: In Part VI, the student is to identify which of the two Culmination Options she is currently considering and, regarding such, with what possible focus per option chosen. To be sure, Part VI's plans are held as *tentative—pending further evolution and refinement as study in the Focus Area progresses*. As possible, the student is encouraged to identify her Culmination Option as early as possible in order to integrate all aspects of the Program together and, most directly, use the earlier parts of the program to build toward the latter. (For a fuller description of Culmination Options, see *Guidebook Section F*.)

**At this point, I'm leaning toward...** *(Please check one and elaborate.)*

### X **Option A—Four Supplemental Competencies (2 cr hrs each)**

**[AP-586, AP-587, AP-588, AP-589]**

Additional areas I am currently considering to pursue through the four supplemental competencies include:

- Conducting Practical Based Inquiry.
- Research and describe what is involved to write an article for publication. Learning Product is submitting the paper from AP-510 for publication.
- Culture of innovation for the future.
- Business strategy and performance level, how I impact it in the organization.
- Self-awareness in performance.
- completion of certified performance technologist designation.

(NOTE: The list above is tentative. When student is ready to move ahead with these, he/she is to prepare a competence page—similar to those in the previous pages—and propose such to his/her Faculty Mentor and Professional Advisor. Proposal, then, will include: sought outcome, learning activities, learning product and assessor for each of these.)

## ► PART VII: Professional Advisor & Working Relationship

Directions: In Part VII, the student addresses the matter of her Professional Advisor (PA). (For a fuller description of the role of the PA, see *Guidebook Section C*. Specifically, Part VII is to include a brief description of the following:

- A. What led the student to nominate the particular PA. (See *Guidebook Section C* for PA qualifications.)
- B. What the student hopes for regarding the nature of the relationship with the PA;
- C. What the student believes she (the student) brings to that relationship; and,
- D. An initial plan for interaction between the student and the PA (e.g., frequency, method, etc.)

[NOTE: Early in the process, these four areas will be addressed in terms of PLANS in general. Once the PA is approved, the content of these areas should be updated more specifically in relation to the particular PA.]

### A. Rationale/criteria for nominating specific PA:

↳What led you to nominate the particular PA you nominated? (e.g., qualities? commitments? education? field of practice? position in field? etc.)

Kathy Xxxx is currently working in higher education at the Xxxx Graduate School of Management. Kathy is responsible for new product development and innovation to lead the growth agenda of the school. This includes creating the vision and overseeing the strategic execution and resourcing including ideation, development, market testing, piloting and handoffs of specific new educational program and services.

Previously Kathy was responsible for the strategic direction, business development and curriculum of Xxxxxx's corporate education programs which won 9 national awards.

Kathy has held several executive positions at Xxxxxx. As senior corporate officer, she was responsible for clinical philosophies and standards, compliance to regulatory standards, and ongoing improvement of distinguished national training program and also served as VP and Sr.Consultant on Continuum of Care Design team that accomplished a comprehensive design and implementation strategy used to vertically integrate Xxxxxx 76 sites into a full continuum of care delivery system.

While interviewing Kathy I realized she sees organizational development trends from a different perspectives:

- As a vendor providing services to corporations.
- As a provider of higher education trying to meet the expectations of learning for the younger generation.

Kathy is an avid supporter of mentoring and has an extensive experience mentoring individuals. She is currently affiliated with Xxxxxx, a formal corporate mentoring system that supports leadership development and diversity in the global business community.

We have also partnered with Xxxxxx to design and deliver training programs for specific workgroups within the organization.

### B. What I bring to the “Student—PA” relationship:

↳What do you believe you bring to the “working/learning relationship” with your Professional Advisor?

My current role within a corporate setting at Xxxx will complement the work Kathy does, providing a holistic view of organizational and human development.

Name

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I understand and believe learning and earning my Master's degree is 100% my responsibility. It is up to me to take the lead with my development, seeking out information, resources and support when and where needed. It is '*all about me*' from my perspective but not from the perspective of my Professional Advisor or Faculty Member. We all lead very active lives, it is my responsibility to be prepared for meetings, follow through on commitments and when seeking support be clear, concise and open to learning. It is also my responsibility to be honest with my skill set and ability to learn, to take the time to search for a solution but understand and admit when I need to seek outside support. This is a journey I can't take by myself, it is okay to ask for and seek outside assistance.

**C. What I hope to build into the “Student—PA” relationship:**

↳ Describe the “working/learning relationship” you hope to build with your Professional Advisor.

My hopes are to build a solid working/learning relationship to:

- Challenge and provoke my thoughts to try new things in a corporate setting.
- Provide a solid foundation of knowledge, research and data to support solutions I provide to my clients.
- Build my professional network, expertise and credibility.

**D. Initial Plan for “Interaction Process” between Student & PA:**

↳ Describe the interaction process that you and your PA have agreed upon (frequency of contact, method of contact, etc.).

In our initial conversation Kathy and I have agreed it would be best to set up once a month, 30 minute meetings with the opportunity to touch base more often as learning and assignments come to fruition. Most meetings will be over the phone, if we need to review materials together we will meet in person or online. It will be my responsibility to:

- Come prepared to meetings with a clear agenda.
- An understanding of what type of input I am seeking when we meet: feedback, advice, ideas, challenge my thinking, a solution, etc.
- Proactively follow up with Kathy when and where needed.

## APPENDIX

### Graduate-Credit Learning Venue

#### Principles and Practice of Performance Improvement

- **Possible Application:** Where in your MAAPS Program do you propose applying this venue—if approved?
  - AP-510
- **Possible Competence Statement:** What do you propose as the competence outcome developed in/through the venue?
  - Can describe and analyze the Principles and Practice of Performance Improvement as two significant theories/ideas relevant to my focus area—including implications for professional practice.
- **Venue Description:** What is the venue? (describe in some detail: name, purpose, length, overview of activities, etc)
  - The Principles and Practices of Performance Improvement Institute is a three day learning event for those ready to acquire the performance consulting mindset so critical in today's business climate. Guided by expert instructors/facilitators, participants are immediately engaged in a learning experience that models the very techniques it presents. Workplace examples and collaborative analyses of case studies pull participants into active problem solving, as they learn the foundations of performance improvement. The program demonstrates proven tools and techniques in use in the performance improvement arena today. Participants will apply the skills of performance consulting and the techniques introduced in this workshop to diagnose performance improvement opportunities and prescribe strategies and tactics to address them. Takeaways include models, best practices, resources and a network of colleagues with a broad array of expertise. The learners will participate In:
    - Case Studies
    - Group Discussion
    - Skill Practice
- **Venue Learning Product:** What “evidence of learning” is produced in/through the venue? (describe in some detail)
  - Students wishing to earn graduate credit from approved ISPI educational programs must submit a work sample of sufficient depth to demonstrate an acceptable understanding and mastery of the subject matter and practical application of knowledge.
- **Venue Assessment Process:** How is the “evidence” assessed in/through the venue? (describe in some detail)
  - Attendance and participation in the class discussions are required. To receive 3 graduate credits from Xxxxx College the student submits a transcript request to ISPI. ISPI will then forward the approved transcript to Excelsior College. The project will be reviewed and graded by the ISPI instructor and forwarded to XXXxx College for review and concurrence.



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- **Venue Documentation:** Does the venue result in a “certificate”? If so, who sponsors/grants the certificate?
  - The ISPI Educational Program will earn 3 graduate credits through Xxxxx College. Credits may be transferred to any accepting institutions. Each student wishing to apply for academic credit will need to submit a work sample to demonstrate an understanding and mastery of the subject matter and practical application of knowledge.
  
- **Venue Affiliation:** Is the venue affiliated with an accredited university? If so, please explain the affiliation.
  - Xxxxx College has reviewed and approved this and other educational programs offered by the International Society for Performance Improvement (ISPI).
  
- **Venue Level:** Do you think the venue produces learning at the graduate-level? If so, please explain how/why.
  - Yes, I feel the ISPI program is at graduate level. ISPI's vision is that members have the proficiency and insight to customize Human Performance Technology to meet the needs and goals of their organizations and clients, so that the members are recognized as valued assets. ISPI's mission is to develop and recognize the proficiency of its members and advocate the use of Human Performance Technology. ISPI Guiding Principles
    - Facilitate networking among practitioners.
    - Leverage opportunities.
    - Foster diversity and inclusion.
    - Maintain a global mindset.
    - Value stakeholders.
    - Operate under the Standards of Performance Technology and the Code of Ethics of our profession.
  
- **Venue Materials:** Add venue’s descriptive materials and refer to such throughout your responses.
  - The program demonstrates proven tools and techniques in use in the performance improvement arena today. Participants will apply the skills of performance consulting and the techniques introduced in this workshop to diagnose performance improvement opportunities and prescribe strategies and tactics to address them. Takeaways include models, best practices, resources and a network of colleagues with a broad array of expertise.
  
  - Principles and Practices of Performance Improvement teaches the Human Performance Technology process and the application of performance consulting skills and tools to analyze a workplace performance problem, present solutions and evaluate results. The learner will:
    - Define Human Performance Technology.
    - Define performance and describe how to apply the HPT model to improve performance.
    - Apply the Total Performance System to identify performance issues.
    - Conduct a Gap Analysis to compare desired performance to actual performance in order to identify performance gaps.
    - Identify possible causes of performance gaps.
    - Prescribe appropriate interventions that could eliminate performance gaps.

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- Identify levels of performance evaluation and the types of data that each level yields.
- Program Topics Include:
  - Introduction to Human Performance Technology (HPT)
  - Overview of HPT and the Certification Standards
  - HPT and the Balance Score Card
  - Total Performance Systems
  - Performance Analysis to Worker, Work, and Workplace
  - Cause Analysis
  - Intervention Selection and Design
  - Feedback/Evaluation
  - Systematic Approach to Performance Consulting
  - Basic principles of the Standards of Performance Technology:
    - Focus on Results
    - System Thinking
    - Add Value
    - Work with Partners
    - Use a Systematic Approach

## Non-Graduate-Credit Learning Venue

### Corporate Coaching Program

- **Possible Application:** Where in your MAAPS Program do you propose applying this venue—if approved?
  - AP-530 & AP540
- **Possible Competence Statement:** What do you propose as the competence outcome developed in/through the venue?
  - AP530 - Can describe and analyze Coaching as a specialized skill (or set of skills) relevant to professional practice in my focus area.
  - AP-540 - Can describe and demonstrate conversation/dialogue as communication method relevant to professional practice in my focus area including implications for practice.
- **Venue Description:** What is the venue? (describe in some detail: name, purpose, length, overview of activities, etc)
  - **SETTING THE FOUNDATION**
    1. MEETING ETHICAL GUIDELINES AND PROFESSIONAL STANDARDS
    2. ESTABLISHING THE COACHING AGREEMENT
  - **CO-CREATING THE RELATIONSHIP**
    3. ESTABLISHING TRUST AND INTIMACY WITH THE CLIENT
    4. COACHING PRESENCE
  - **COMMUNICATING EFFECTIVELY**
    5. ACTIVE LISTENING

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6. POWERFUL QUESTIONING

7. DIRECT COMMUNICATION

• **FACILITATING LEARNING AND RESULTS**

8. CREATING AWARENESS

9. DESIGNING ACTIONS

10. PLANNING AND GOAL SETTING

11. MANAGING PROGRESS AND ACCOUNTABILITY

- The program is a 175-hour distance learning program. Classes are delivered in 8 - 12, one hour sessions with fieldwork.
- The program offers beginner and intermediate courses to develop core coaching competency at the ICF's Associate Certified Coach level (ACC), knowledge in developing a coaching business, and personal development for sustainable success in coaching. The program specializes in corporate coaching, using business language in corporate situations with individuals, teams or organizations
- **Venue Learning Product:** What “evidence of learning” is produced in/through the venue? (describe in some detail)
  - **CoachInc.com 101** - This class is an introduction to policies, procedures and other important information required to begin the journey at CoachInc.com. Students will be required to review our most current policies and procedures manual and take a test surrounding this material.
  - **New Coach Orientation** - In this module, the coach will begin to understand the profession of coaching and evolve their own personal expression of the definition. They will examine the coaching core competencies identified by the International Coach Federation and the steps involved in developing a coaching relationship that will provide continued structure for progress and growth. They will gain knowledge of the Coaching Ethics for Internal and External Coaches and learn how to apply these ethical principles in various coaching scenarios.
  - **Guiding Principles** - By fully participating in the material offered in this module, the coach will gain an understanding of CoachInc.com's Guiding Principles of Human Interaction. These represent the fundamental theories and principles about people in interaction, which coaches generally accept as true. Coaches will recognize the existence of these principles in themselves and others whether in a personal or organizational setting.
  - **Context for Coaching** - By participating in this module the coach will learn how to effectively craft a coaching relationship to connect strongly with the coachee. The coach will be able to clearly distinguish between coaching and other professions and become familiar with the coaching framework and several core coaching models that integrate into the structure of a successful coaching conversation.
  - **Listening** - By participating in this module, the coach will increase their understanding of the common elements of listening effectively to the coachees. The coach will be able use the various listening skills to know what to listen for, avoid listening pitfalls and use the skill that is most appropriate at any place in a coaching conversation. The coach learn to move freely and easily between the different types and focuses of listening. The coach will also learn to listen for clues that indicate where a person is on his/her path of development, along with whether the issues presented are best referred to another type of professional.
  - **Language** - In this module the coach will learn to identify their and the coachee's preferred language and learn to continually choose the language that, in the moment, best conveys meaning, inspires, challenges or clarifies. The coach will become aware of

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how the coachees use language to explain, defend, inform, describe and ask for what they want, need and value. In the process of learning about language and its forms and uses, the coach will expand their everyday skill to express them self and be able to help others to do the same.

- **Questioning** - Powerful questioning is at the core of effective coaching. By participating in this module, the coach will learn to craft and deliver great coaching questions. The coach will learn how the type, timing and impact of a coach's questioning differs from that of the typical way questions show up in most conversations, and how the coach can direct the flow of the coaching interaction for optimal benefit for the coachee.
- **Strategizing** - Strategizing is a comprehensive coaching practice. By participating in this module the coach will learn the tools to help the coachees develop effective strategies to accomplish their goals. This module will give the coach an understanding of the framework of strategizing, as well as practical tools and information about the discernment and attitude involved in being an effective strategist.
- **Messaging** - Messaging is a powerful coaching tool that opens the possibility for a shift to occur for coachees. In this module the coach will learn the elements of what to say and how to say it, so that the use of messaging is effective and valuable to the coachee. The coach will become familiar with the mechanics of messaging, including the two main methods used at various times with a coaching interaction, as well as the limitations and pitfalls.
- **Acknowledging** - By participating in this module the coach will learn how to effectively use the powerful tool of acknowledgement to help the coachees achieve their vision. The coach will learn the framework of acknowledging, including the methods and stages, and even the perils. The coach will be given practical tools and information about skills, discernment of, and attitudes regarding acknowledging, and the coach will know the pitfalls and promoters of effective acknowledging.
- **Core Skills Practicum** - This course is intended to focus on the practice of the core coaching skills that are covered courses: Listening, Language, Questioning, Strategizing, Messaging, and Acknowledging. Each participant will coach and receive feedback on their current demonstration of ability from the faculty, their peers and a self-evaluation. The feedback offered to the participant will be used to guide their further training and development. To receive credit for the course, each participant must coach, be coached and turn in feedback forms on all observed coaching sessions. Coach-the-coach occurs by faculty.
- **Situational Coaching** - In this module the coach will gain a basic understanding of common personal or professional conditions experienced by a coachee. While coaching cannot be done based on a single formula or recipe, it is possible for a coach to use some of what is understood about various types of coachees to create a framework from which to develop a coaching plan.
- **Professional Foundations** – This course focuses on the outer presenting “package” of a person, identifying some of the most immediate roadblocks to moving forward. The coach will learn how to eliminate those roadblocks to personal growth, improve their attitude and create new and healthy habits, which support the coach in making better choices that are more aligned to who they really are. This course is intended for the individual as a coach and an evolving individual, to do the work for themselves as a part of the foundation as a coach. The course invites self-exploration and self-development in areas that are important to the clients. By strengthening professional foundations, coaches can serve as role models for clients who are working toward self-improvement goals.
- **Professional Foundation Practicum** – This is an entirely experiential course that is focused on each individual's ability and skill development coaching in specifically directed professional foundation coaching interactions. Each participant will coach and receive feedback on their current demonstration of ability from the faculty, a peer and a self-evaluation. The feedback offered to the participant will be used to guide their further

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training and development. To receive credit for the course participants must coach, be coached and turn in feedback forms on all observed coaching sessions. Coach-the-coach occurs by faculty.

- **Corporate Conversation Model** - Every replicable approach has a model to ensure the process works consistently. This course covers the model for coaching conversations and provides a process for establishing meaningful coaching relationships.
- **Corporate Conversation Model Practicum** - An entirely experiential course focused on each individual's ability and skill development using the corporate conversation model in specifically directed coaching interactions. Every participant will coach and receive feedback on their current demonstration of ability from the faculty, their peers and a self-evaluation. The feedback offered to the participant will be used to guide their further training and development. To receive credit for the course each participant must coach, be coached and turn in feedback forms on all observed coaching sessions. Coach-the-coach occurs by faculty.
- **PCSI® (Personal Coaching Styles Inventory)** - The PCSI® is a coaching tool that helps coaches and clients understand how to connect more easily in coaching relationships. In this course, we examine the four PCSI styles and develop an awareness for how these styles are expressed in the workplace. With a deeper understanding of styles, coaches can learn to flex their styles to support the clients.
- **Application Practicum** - This course is intended to focus on the application and use of the core coaching skills and models learned in the core essentials program. This is an integration class, where the ICF core competencies are the filters for feedback on the use of the skills and models in the dance of an actual coaching session. Particular attention will be paid to how the skills show up and reflect the ICF competencies. To receive credit for the course, each participant must coach, be coached and turn in feedback forms on all observed coaching sessions. Coach-the-coach occurs by faculty.
- **Establishing Yourself As a Coach** - This module is designed to prepare the individual, as a new coach, for their first 3 to 24 months toward establishing themselves as a coach. The course will lead the coach step-by-step through the items essential to successful design of their coaching, introduce them to a new coachee intake process, and teach them the hallmarks of achieving on-going coaching success. The information in this course is intended to apply to coaches working as external or internal coaches, though some of the information may be more relevant to one type of coaching practice than another.
- **Advanced Coaching Skills Supervision Practicum** - The class is held as a group supervision of coaching skills course, with individual and collective support and feedback. After successfully completing this course, the participants will have received direct feedback on their own coaching, witnessed and responded to the coaching skills of others, and have clear information and details regarding professional credentialing.

Each participant will coach and receive feedback on their current demonstration of coaching skills. Feedback will be from the faculty, their peers and a self-evaluation. The feedback offered to the participant will be used to guide their further training and development. To receive credit for the course, each participant must coach, be coached and submit feedback forms on all observed coaching sessions. Coach-the-coach occurs by faculty.

- **Venue Assessment Process:** How is the “evidence” assessed in/through the venue? (describe in some detail)
  - Attendance and participation in the class discussions are required. Also, any fieldwork that is required by the facilitator will need to be completed and turned in to receive credit for the course.

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- **Venue Documentation:** Does the venue result in a “certificate”? If so, who sponsors/grants the certificate?
  - Students who successfully complete all coursework will be able to apply for their Associate Certified Coach (ACC) or Professional Certified Coach (PCC) designations through the International Coach Federation (ICF) accredited schools track (ACTP track).
- **Venue Affiliation:** Is the venue affiliated with an accredited university? If so, please explain the affiliation.
  - Coach U and Corporate Coach U's advanced certifications are fully accredited by the International Coach Federation (ICF).
- **Venue Level:** Do you think the venue produces learning at the graduate-level? If so, please explain how/why.
  - Yes, I feel the Corporate Coach U program is at graduate level. Reasons why I feel the program meets graduate level:
    - Thomas Leonard, (now deceased) is known internationally as the "Father of Coaching," he started training coaches in 1988. He founded Coach U in 1992.
    - Coach U is recognized as the world's first and original coach training school...the school that is recognized for having founded the coaching profession.
    - Out of the 12 Presidents of the International Coach Federation, 11 were trained by CoachInc.com.
    - Hundreds of Coach U and Corporate Coach U students and graduates are published authors.
    - CoachInc.com has the most comprehensive printed curriculum in the world. Their three college-level textbooks will provide state-of-the-art learning tools brought to life by seasoned faculty.
    - Over 95% of the faculty is ICF credentialed at the PCC or Master Certified Coach (MCC) level.
- **Venue Materials:** Add venue’s descriptive materials and refer to such throughout your responses.
  - See *Venue Learning Product*.