**OL 655 Case Study Two: The CEO Institute Focused on Meaningful Leadership Experiences Guidelines and Rubric**

**Overview**

This course includes two case studies. These exercises are designed to actively involve you in human resource management decision making and help you apply the concepts covered in the course to complex real-world situations. The case studies provide practice reading and give experience analyzing employee competencies, planning strategic talent development strategies, and forecasting workforce needs. These exercises also provide practice communicating your reasoning in a professional manner.

**Case Study**

According to Nancy Reardon (2011), senior vice president and chief human resources and communications officer at Campbell Soup Company, the goal the company’s CEO Institute is to “create the most meaningful leadership experience participants have ever had” (p. 46). The two-year residential programs are capped at 20-24 participants, and include members from across the company, representing a wide variety of positions, physical locations, and departments.

Participants begin by hand-writing a letter to the CEO of the company, affirming their commitment to the program. They are then are instructed and supported through a five-module program, consisting of intensive multi-day workshops with homework and reflective activities between each meeting. The modules begin with fundamentals, then work through exemplary leadership across the field and participants’ internal reasons for leading. Finally, modules four and five focus on inspiring others, coaching, and “paying it forward” (p. 48).

**References:** Reardon, N. (2011). Making Leadership Personal. T+D, 65(3), 44-49. ([Permalink](http://ezproxy.snhu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie,ip,url,cpid&custid=shapiro&db=a9h&AN=59411763&site=ehost-live))

**Prompt**

To answer the prompt below, use the following readings:

* “Leadership-the rest of the story”: <http://ezproxy.snhu.edu/login?url=http://search.proquest.com/docview/1507294864?accountid=3783>
* “Virtual Instructor-Led Training: Powerful, not PowerPoint”: <http://ezproxy.snhu.edu/login?url=http://search.proquest.com/docview/608039093?accountid=3783>
* “Keep Calm and Lead On”:<http://ezproxy.snhu.edu/login?url=http://search.proquest.com/docview/1500362303?accountid=3783>
* “Google's Jolly Good Fellow”: <http://ezproxy.snhu.edu/login?url=http://search.proquest.com/docview/1459697749?accountid=3783>
* “Chade-Meng Tan: Everyday compassion at Google”: <http://www.youtube.com/watch?v=yTR4sAD_4qM>
* This week’s textbook reading: Chapter Five from *Employee Training and Development*

Based on the case study above, imagine you are the Vice President of Learning at the CEO Institute:

* **Evaluate the design elements** that help ensure that participants learn about leadership and put it into practice
* Analyze how these design elements encourage **learning and transfer**

**Requirements of Submission:** Case Study Two must follow these formatting guidelines: double spacing, 12-point Times New Roman font, one-inch margins, and [APA citations](http://libguides.snhu.edu/content.php?pid=228237&sid=1909323). Page length requirements: 2–3 pages, not including cover page and references.

**Instructor feedback**: Students can find their feedback in the Grade Center.

**Rubric**

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| --- | --- | --- | --- | --- | --- |
| **Critical Elements** | **Exemplary** | **Proficient** | **Needs Improvement** | **Not Evident** | **Value** |
| **Elements for Leadership and Practice** | Submission meets “Proficient” and extends explanation to include additional leadership and its practice  (36-40) | Evaluates the design elements of leadership and ensures it is put into practice    (32-35) | Attempts to evaluate design elements of leadership and ensures it is put into practice    (28-31) | Does not identify design elements of leadership and its practice    (0-27) | 40 |
| **Learning and Transfer Design Elements** | Submission meets “Proficient” and extends explanation to include learning and transfer design elements specific to leadership and its practice  (36-40) | Analyzes design elements that encourage learning and transfer of leadership practices by the participants  (32-35) | Attempts to analyze design elements that encourage learning and transfer of leadership practices by the participants  (28-31) | Does not include any design elements related to learning and transfer of leadership practices by the participants    (0-27) | 40 |
| **Articulation of Response** | Submission is free of errors related to grammar, spelling, syntax, and organization and is presented in a professional and easy-to-read format  (18-20) | Submission has no major errors related to grammar, spelling, syntax, or organization  (16-17) | Submission has major errors related to grammar, spelling, syntax, or organization that negatively impact readability and articulation of main idea (14-15) | Submission has critical errors related to grammar, spelling, syntax, or organization that prevent understanding of ideas  (0-13) | 20 |
| **Total**  **Comments:** | | | | | **100%** |