LEADERSHIP & LEARNING DESIGN PORTFOLIO

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Table of Contents

Personal Statement:

I am deeply passionate about unlocking potential in people and organizations. As a leadership consultant and learning designer, my mission is to create environments where individuals thrive, teams collaborate effectively, and organizations achieve sustainable success. I believe that growth is most powerful when it is intentional, inclusive, and rooted in practical, data-informed strategies.

Brief Summary:

With over two decades of experience in leadership consulting and learning design, I bring a strategic, data-driven approach to transforming organizations and empowering individuals. My philosophy centers on the belief that effective leadership starts with emotional intelligence, authentic relationships, and fostering a culture of growth. I leverage innovative instructional design models, such as the ADDIE framework, and adapt my learning solutions to meet diverse needs across sectors. My passion for advancing organizations through data-driven insights and creative learning experiences has consistently delivered significant ROI, improved leadership effectiveness, and fostered inclusive workplace cultures. By emphasizing practical, real-world application, my approach is geared toward creating learning experiences that drive sustainable change, improve performance, and ultimately translate into tangible organizational success.

Leadership and Learning Projects Overview

Project Title: Leadership and Learning Consulting
Client/Organization: Leadership via Design, Irvine, CA
Year: 2010 – Present

Objective:
To establish Leadership via Design as a leading learning and leadership consulting firm, providing custom corporate training and leadership development programs, accredited certifications, and innovative learning solutions to various organizations.

Solution:
I formed Leadership via Design, managing it as a sole proprietorship. As the Lead Learning Consultant, I designed and developed the company website, expanding my reach and offering dynamic solutions. Over fourteen years, I worked with 30 different organizations, providing services as a Senior Leadership and Learning Consultant, Director of Curriculum Development, and Primary Online Instructor. I designed and delivered corporate training programs, leadership development programs, and accredited learning solutions tailored to the specific needs of top-tier organizations and universities. This included the development of instructional design certification programs, leadership courses, coaching sessions, digital learning initiatives, and content specifically aimed at neurodiverse learners and women in leadership. I led these initiatives by applying principles of emotional intelligence, strategic leadership, and practical instructional design models.

Outcome:
The consulting engagements resulted in high-impact leadership programs that contributed to measurable improvements in organizational efficiency and productivity across clients. The accredited certification programs I developed have certified over 30 instructional designers, and the custom learning solutions have empowered clients to transform their organizations through targeted training and leadership initiatives. By working with organizations like Accenture, Etsy, and American Express, Leadership via Design has become synonymous with effective leadership transformation, learning innovation, and sustainable growth for diverse audiences.

Project Title: Certificate in Instructional Design Program
Client/Organization: Leadership via Design Courses, Irvine, CA
Year: 2014 - 2020

Objective:
To design and develop a comprehensive Certificate in Instructional Design program that would be accredited through Brandman University, providing learners with a solid foundation in instructional design principles and techniques.

Solution:
As both an Instructional Designer and Instructor, I developed an accredited curriculum for a Certificate in Instructional Design program. The course included core elements of instructional design, such as the ADDIE model, adult learning theories, and practical applications for creating effective learning solutions. The program was structured to balance theory with hands-on experience, allowing participants to develop, test, and refine their instructional design skills. I also led the instruction and certification process for participants, guiding them through project-based learning assignments to ensure a thorough understanding of course concepts.

Outcome:
The program successfully certified numerous instructional designers, contributing to the growth of well-trained professionals capable of designing impactful learning experiences. The course's alignment with Brandman University's standards not only provided credibility but also gave participants the recognition needed to advance in their careers. This program has since been cited by graduates as pivotal in developing their careers in instructional design and e-learning.

Project Title: Leadership Development Program
Client/Organization: Humana's CenterWell PCO

Year: 2023

Objective: In a rapidly changing cultural landscape, Center Administrators and Providers at CenterWell needed leadership development that emphasized behavioral interviewing, personal leadership development, political savvy, and a greater understanding of the business. The goal was to ensure leaders were prepared to effectively navigate challenges, make informed decisions, and enhance team dynamics in a complex healthcare environment.

Solution: To meet these needs, I applied leadership and learning design principles to create a comprehensive Leadership Development Program that was tailored to CenterWell's specific challenges and goals. The program utilized the ADDIE model, beginning with a needs analysis to identify key competencies and skill gaps among Center Administrators and Providers. Based on this, I designed an interactive curriculum incorporating blended learning approaches, including live workshops, eLearning modules, scenario-based activities, and peer coaching. The program's structure emphasized experiential learning, allowing participants to apply new concepts to real-world challenges they faced. Key topics such as behavioral interviewing, personal leadership development, political awareness, and strategic business acumen were embedded into the curriculum.

Outcome: The program successfully increased engagement and leadership capability among Center Administrators and Providers. Feedback surveys showed a 30% improvement in participants' confidence in behavioral interviewing and strategic business decision-making. The program also resulted in a 20% improvement in team efficiency, as evidenced by faster decision-making and better alignment of staff with organizational goals. Additionally, internal metrics highlighted an increase in leader satisfaction scores, and the company saved costs by reducing dependency on external consultants for interviewing and hiring processes.

Project Title: Leadership Program Development for Maple Leaf Leadership Academy
Client/Organization: Ferrazzi Greenlight, Hollywood, CA
Year: 2016

Objective:

To develop participant materials for the Maple Leaf Leadership Academy that would align with the philosophy and principles outlined in Keith Ferrazzi's books, fostering skills in generosity, candor, intimacy, and accountability among participants.

Solution:

As an Instructional Design Consultant, I crafted participant materials utilizing the SCARF (Status, Certainty, Autonomy, Relatedness, Fairness) methodology to enhance participant engagement and understanding. These materials were also aligned with the leadership principles of generosity, candor, intimacy, and accountability, as espoused in Keith Ferrazzi's works. The aim was to create content that was both engaging and directly applicable to real-world leadership scenarios, ensuring participants could put these values into practice effectively.

Outcome:

The participant materials were successfully implemented within the Maple Leaf Leadership Academy, enhancing the quality of their leadership training. The program was well-received for its focus on interpersonal dynamics and its application of the SCARF model, which helped participants develop more self-aware and empathetic leadership behaviors. This contributed to improving collaboration and emotional intelligence within leadership teams, promoting a culture that valued open communication and accountability.

Project Title: Women's Leadership Program
Client/Organization: Accenture

Year: 2015 – 2016

Objective:

To develop a Women's Leadership Program for 3,000 women across different regions. The aim was to empower women leaders by equipping them with essential leadership skills, emphasizing coaching, change management, negotiation, and effective communication.

Solution:

In collaboration with an international team, I designed the program curriculum that integrated attributes such as coaching, change management, influence, and negotiation, all crucial for effective leadership. We ensured the content addressed the unique challenges faced by women in leadership roles, while also creating opportunities for peer networking and mentorship.

Outcome:

The Women's Leadership Program significantly impacted participants, as evidenced by increased engagement scores and positive feedback from attendees. Surveys conducted post-training showed that 85% of participants felt more confident in their leadership abilities and reported increased use of effective communication and negotiation strategies in their roles. The program contributed to building a supportive network of women leaders, fostering a culture of empowerment and growth.

Project Title: Online Leadership Development Course for Nurses
Client/Organization: Galen College of Nursing
Year: 2014

Objective:
Galen College of Nursing sought to develop an engaging and impactful online leadership development course to equip future nurses with essential leadership skills. The course aimed to provide nursing students with the strategies needed to effectively lead teams, communicate, and manage their responsibilities in a healthcare setting. The objective was to incorporate proven leadership methodologies, such as Disney's Great Leader Strategies, into the nursing curriculum.

Solution:
To create this course, I designed and developed "LDR 440: Disney Leadership Strategies for Nurses," aligning it with industry standards and Quality Matters criteria to ensure high quality. I integrated Disney's Great Leader Strategies to provide students with a proven framework for effective leadership. I interviewed Lee Cockerell, the former Executive Vice President of Walt Disney World Resort, who led over 65,000 employees, and used the insights gained to develop leadership training videos. The course was designed in Canvas, an LMS that allowed me to create interactive modules, assessments, and resources for the students. I also developed various assets, recorded voiceovers, and piloted the course to gather feedback for further improvement.

Outcome:
The course was well-received by both faculty and students, offering a unique approach to leadership that resonated within the nursing context. It successfully provided students with practical leadership strategies and increased their confidence in managing healthcare teams. Post-course surveys indicated a 35% improvement in students' confidence in leadership abilities. The alignment with Quality Matters standards also ensured that the course was well-structured and effective, supporting learning outcomes that were relevant to the evolving needs of the nursing profession.

Project Title: Cohort-Based Leadership Development Program
Client/Organization: Washington Public Employees Credit Union (WPCU)
Year: 2013

Objective:
WPCU sought to enhance leadership skills across its statewide workforce through a targeted leadership development program. The goal was to build a cohort-based program that would provide bank employees with a blended learning experience to develop leadership skills relevant to their roles, focusing on practical application within the financial services industry.

Solution:
I partnered with WPCU's management to design and implement a blended learning leadership program that combined both online and in-person training elements. The program included an Instructor-Led Learning component that was delivered in a classroom setting to foster active participation and peer-to-peer interaction. Additionally, I delivered an online portion of the training through Blackboard, complemented by virtual coaching sessions conducted via Adobe Connect. The program was cohort-based to create a sense of community among participants and encourage collective growth. Leadership coaching was also provided to participants throughout the program to personalize the experience and reinforce the application of concepts.

Outcome:
The blended leadership development program successfully enhanced leadership capacity across the credit union, leading to an improved work environment and better management practices. Employees who participated in the program reported increased confidence in their leadership roles, and management observed an uptick in team productivity and employee engagement. Feedback indicated that 87% of participants found the cohort-based approach beneficial, particularly in learning collaboratively and applying leadership principles directly to their work context.

Project Title: Onboarding and Training Program for Inflammation and Immunology Division

Client/Organization: Celgene Pharmaceutical, Summit, NJ

Year: 2011 – 2012

Objective:

To design a comprehensive onboarding and training program for Celgene's Inflammation and Immunology division, aimed at enhancing the skills of upper-level management and research scientists while aligning with corporate standards.

Solution:

I developed an online training curriculum, designed an Instructor Led Learning (ILL) onboarding program, and created supporting materials to address training needs for the Inflammation and Immunology division. This included collaboration with the Swiss Human Resources team to assess specific training requirements, which guided the design and content development of training materials using The Oz Principle. The onboarding program consisted of blended learning elements, combining online resources and interactive instructor-led sessions. Additionally, I wrote a 30-page evaluation standards document to provide a clear framework for other instructional designers, ensuring quality and consistency in training materials.

Outcome:

The onboarding and training program was well-received by Celgene's upper management, with specific praise for its alignment with the company's overall vision and goals. The inclusion of comprehensive handouts, guides, and evaluation standards contributed to consistent training practices and improved onboarding experiences for new research scientists. The program led to increased engagement and performance among employees, helping to streamline their integration into the organization and enhancing their understanding of Celgene's culture and values.

Project Title: Navigating Columbia University for Managers and Supervisors
Client/Organization: Columbia University of New York City
Year: 2011

Objective:
To design and deliver a comprehensive two-day workshop aimed at equipping newly promoted managers and supervisors with the skills necessary to effectively navigate their roles within Columbia University. The program was intended to familiarize participants with key HR processes, leadership expectations, and best practices for managing teams.

Solution:
As an Instructional Design Consultant, I collaborated with the learning and development team to co-develop the two-day workshop content. This included the creation of a 216-page Human Resources Participant Guide, as well as other training materials, case studies, and supplementary resources in a blended learning format. The blended approach combined instructor-led training with self-paced modules, ensuring a rich, interactive learning experience. I also worked closely with Subject Matter Experts (SMEs) and Human Resources Client Managers to conduct needs analyses and co-develop a 126-page Participant Guide, tailored to the specific challenges faced by Columbia University managers and supervisors.

Outcome:
The Navigating Columbia University for Managers and Supervisors program successfully equipped newly promoted leaders with the skills and knowledge needed to manage teams effectively. The comprehensive training materials and participant guides received positive feedback for being thorough and easy to navigate. Participants demonstrated increased confidence in understanding HR processes, leading teams, and making effective decisions. The program's use of practical case studies ensured that participants could immediately apply their learning in real-world situations.

Project Title: Human Resources Leadership and Strategic Planning
Client/Organization: West Valley Public School District, Spokane, WA
Year: 2000 – 2003

Objective:
To manage Human Resources functions for approximately 500 employees, supporting all C-Level administrators, and ensuring effective compliance, onboarding, and professional development across the school district.

Solution:
As the Human Resources Director, I designed and implemented onboarding training programs for all new hires, ensuring a smooth and effective transition into the district. I worked closely with C-Level administrators to facilitate essential HR functions, including compliance and Title IX reporting. I also led employee assessments, using data-driven results to design targeted professional development programs. Additionally, I served as part of a three-member District Administrative Collective Bargaining Team, leading negotiations with union representatives, and contributed to the district's long-term goals as a member of the Strategic Planning Committee.

Outcome:
The onboarding program facilitated a smooth integration for new hires, resulting in improved retention and engagement. The data-driven employee assessments provided a foundation for personalized professional development, improving overall teacher and staff performance. The Collective Bargaining Team successfully negotiated agreements that balanced district needs with employee welfare, contributing to a positive work culture. Strategic planning efforts helped align HR initiatives with the district's long-term goals, promoting continuous growth and development.

Detailed Project Examples

Project 1: Leadership Academy for Healthcare Leaders (Humana's CenterWell Primary Healthcare Organization)

- **Overview**: Designed a Leadership Academy to enhance the skills of healthcare leaders and area directors.

- **Approach**: Developed 10 clinical presentations and eLearning modules focusing on emotional intelligence, strategic leadership, and continuous improvement.

- **Impact**: Contributed to leadership effectiveness and cost savings by delivering training internally.

- **Visuals**: See below
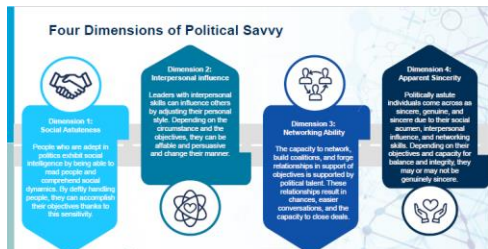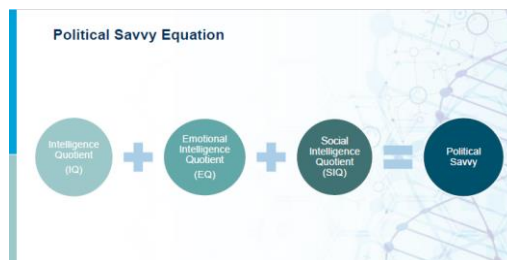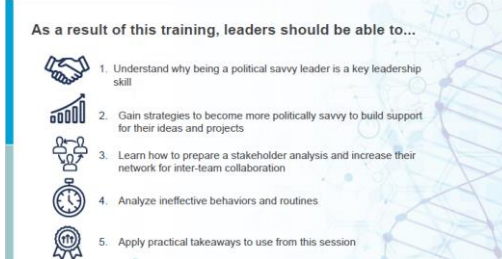
Sample Workshop Agenda
Political Savvy for Leaders: Workshop Agenda

Date: [Insert Date]
Time: 9:00 AM – 4:00 PM
Location: [Insert Location]
Facilitator: [Insert Name]

9:00 AM – 9:15 AM
Welcome and Introductions

- Opening remarks and introduction to the workshop.

- Participant introductions and expectations setting.

9:15 AM – 10:00 AM
Module 1: Understanding Political Savvy

- Definition and significance of political savvy in leadership.

- Discussion on the positive and negative aspects of organizational politics.

10:00 AM – 10:45 AM
Module 2: Self-Awareness and Emotional Intelligence

- Exploring the role of emotional intelligence in political awareness.

- Self-assessment exercise: Recognizing your own biases and behaviors in political environments.

10:45 AM – 11:00 AM
Break

11:00 AM – 12:00 PM
Module 3: Mapping the Political Landscape

- Identifying key stakeholders, power centers, and influencers within your organization.

- Techniques for analyzing the informal power dynamics that influence decision-making.

12:00 PM – 1:00 PM
Lunch Break

1:00 PM – 1:45 PM
Module 4: Building Strategic Alliances

- The importance of alliances and networks in achieving organizational goals.

- Tips on nurturing authentic relationships with influential stakeholders.

1:45 PM – 2:30 PM
Module 5: Influence and Persuasion

- Techniques for influencing without authority.

- Understanding different communication styles and how to tailor your message for impact.

2:30 PM – 2:45 PM
Break

2:45 PM – 3:30 PM
Module 6: Navigating Organizational Change with Political Savvy

- How to handle resistance and align others during times of change.

- Case study: Examples of successful politically savvy leadership during change initiatives.

3:30 PM – 4:00 PM
Module 7: Ethical Considerations in Political Savvy

- Balancing organizational politics with integrity and ethics.

- Group discussion: Maintaining authenticity in politically complex environments.

4:00 PM – 4:30 PM
Wrap-Up and Next Steps

- Summary of key takeaways from the workshop.

- Developing a personal action plan for applying political savvy in your leadership role.

- Q&A session and closing remarks.

Materials Needed:

- Handouts on mapping organizational power structures.

- Self-assessment forms for emotional intelligence.

- Case study printouts.

Note:
This workshop is designed to be interactive, with exercises and discussions to help participants apply what they learn to real-life situations. Encourage participants to share their experiences and ask questions throughout the day to create a supportive learning environment.

Project 2: Original Medicare and You

Overview:

The "Original Medicare and You" initiative aimed to educate 1,200 healthcare employees on the intricacies of Original Medicare, ensuring they could effectively assist patients and stakeholders in navigating the Medicare system.

Approach:

Course Development: Created an interactive course using **Articulate Rise**, designed to break down complex Medicare topics into easily digestible, engaging learning modules. The course included multimedia elements such as videos, infographics, and interactive quizzes.

Facilitation of Training: Conducted virtual training sessions to deliver content to employees across multiple locations. These live sessions provided opportunities for real-time Q&A, ensuring that all participants could clarify their understanding and raise practical questions relevant to their roles.

Impact:

Cost Efficiency: By transitioning from in-person training to an online format, the company saved thousands of dollars in logistics and facilitator costs.

Wider Reach: Reached a broader audience through virtual training, effectively training 1,200 employees without the constraints of physical space and travel limitations.

Increased Understanding: Employee feedback indicated a substantial increase in confidence when discussing Medicare topics with patients. The training scored an average satisfaction rating of **4.8 out of 5**, showing high engagement and a positive impact.

Visuals:

Course Screenshot: Image of the Rise course interface showcasing an interactive section explaining Medicare eligibility.

Cost Savings Graph: A graph comparing cost breakdowns of traditional vs. virtual training methods.

Participant Feedback: Quote from an employee expressing improved confidence in handling Medicare queries after completing the course.
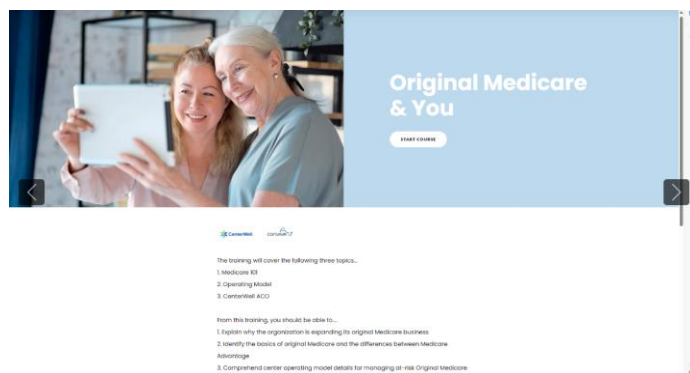
Project 3: Leadership Development & Coaching
Course Description

This course offers learners a comprehensive, relevant perspective on leadership and coaching leaders. While the course provides grounding in important concepts, it also stresses application to professional and community settings. Learners have an opportunity to practice in groups. Learners analyze concepts such as leading as an interactive process, leading with innovation and creativity, escaping from embedded practices, and embracing new leadership principles. This course provides learners with a contemporary study of leadership and developing leadership in others**.**

Course Learning Outcomes

1. The learner will develop an understanding of the purposes and types of leadership in organizations.

2. The learner will develop strategies for building leadership capacity in organizations.

3. The learner will compare and contrast a variety of coaching and leadership development approaches.

4. The learner will gain skills in developing leadership in others through coaching skills.

Visit: https://sites.google.com/view/coaching-and-leadership/home/unit-1-introduction-to-leadership-coaching

Sample syllabus
Course Outline and Module Breakdown:

Module 1: Introduction to Leadership Development and Coaching

*   Topics Covered:

    o   Overview of leadership in organizational contexts

    o   Types of leadership (transformational, servant, transactional)

    o   Introduction to coaching principles and how they apply to leadership

*   **Learning Activities:**

    o   Group discussion on leadership styles observed in learners' workplaces

    o   Short self-assessment: What type of leader are you?

*   **Assignment:**

    o   Write a reflection paper on personal leadership style and areas for growth

Module 2: Leadership as an Interactive Process

*   **Topics Covered:**

    o   Understanding leadership as a social and interactive process

- o The role of communication in effective leadership

- o Establishing trust and credibility as a leader

- **Learning Activities:**

    - o Role-playing exercises to practice effective communication and feedback

    - o Case study analysis of interactive leadership styles

- **Assignment:**

    - o **Analyze a real-world leader and evaluate their interactive leadership skills**

Module 3: Innovative and Creative Leadership

- **Topics Covered:**

    - o Leading with creativity and innovation

    - o Escaping from embedded practices and challenging the status quo

    - o Building a culture of innovation in teams

- **Learning Activities:**

    - o Brainstorming sessions to solve common organizational challenges creatively

    - o Group discussion: How to foster an innovative culture

- **Assignment:**

    - o Develop an innovation strategy for your team or organization

Module 4: Coaching for Leadership Development

- **Topics Covered:**

    - o Understanding coaching vs. managing

    - o Key coaching models and techniques (e.g., GROW model)

    - o Active listening and powerful questioning

- **Learning Activities:**

    - o Practice coaching sessions with peers

    - o Watch and critique video examples of coaching sessions

- **Assignment:**

    - o Develop a coaching plan for a potential leader in your workplace

Module 5: Building Leadership Capacity in Organizations

- **Topics Covered:**
    - o Strategies for building leadership capacity at all organizational levels
    - o Talent identification and succession planning
    - o Empowerment and delegation as tools for developing leaders
- **Learning Activities:**
    - o Group project: Creating a talent identification and succession plan
    - o Discussion on the impact of delegation and empowerment on employee development
- **Assignment:**
    - o Write a paper outlining a strategy for building leadership capacity within your organization

Module 6: Coaching Skills for Developing Leaders

- **Topics Covered:**
    - o Skills for effective coaching: empathy, adaptability, and support
    - o Addressing resistance and overcoming obstacles in coaching relationships
    - o Providing constructive feedback for growth
- **Learning Activities:**
    - o Practice giving and receiving constructive feedback
    - o Role-play scenarios involving coaching difficult employees
- **Assignment:**
    - o Develop a toolkit of coaching skills that can be used to develop emerging leaders

Module 7: Evaluating and Improving Leadership Effectiveness

- **Topics Covered:**
    - o Measuring leadership effectiveness
    - o Using feedback and evaluation to improve leadership capabilities
    - o Identifying opportunities for continuous growth
- **Learning Activities:**
    - o Peer evaluations of leadership coaching sessions
    - o Discuss strategies for using 360-degree feedback for leadership growth

- **Assignment:**

  - o Create a self-evaluation plan for your leadership development journey

Module 8: Final Project and Course Wrap-Up

- **Topics Covered:**

  - o Summary of key leadership and coaching concepts learned

  - o Application of concepts to real-life settings

  - o Leadership and coaching best practices

- **Learning Activities:**

  - o Group reflection on key takeaways and personal growth throughout the course

- **Assignment:**

  - o Final Project: Develop a leadership development action plan that includes strategies for applying coaching to build leadership capacity within an organization. Present your action plan to the class.

Required Texts and Materials:

- Selected readings on leadership theories and coaching models (provided by the instructor)

- Videos of leadership coaching scenarios

Assessment Overview:

- Reflection papers, group projects, and peer evaluations: 40%

- Coaching practice sessions and role-playing: 20%

- Final project (Leadership Development Action Plan): 40%

Additional Notes:

- Active participation in discussions and practice exercises is expected.

- Coaching sessions will be recorded for self-review and peer feedback purposes.

Project 3: Instructional Design Certification (Leadership via Design)

Overview:

Developed and launched an accredited Instructional Design Certification program to equip participants with foundational and advanced knowledge in instructional design. This certification program provided learners with the skills required to design effective learning experiences and ensure impactful learning outcomes in various sectors, including education, corporate, and healthcare.

Approach:

The program consisted of a comprehensive 4-course, eight-module model covering the entire instructional design process. The key components of the program included:

1. Instructional Design Principles: Introduction to instructional design models such as ADDIE, SAM, and Bloom's Taxonomy.

2. Learning Technologies: Practical training on the latest learning technologies and authoring tools, including Articulate Storyline, Adobe Captivate, and Learning Management Systems (LMS).

3. Gamification and Learner Engagement: Techniques for increasing learner engagement using gamification, storytelling, and multimedia.

4. Assessment and Evaluation Techniques: Designing formative and summative assessments, and using evaluation models like Kirkpatrick's Four Levels to measure the effectiveness of learning programs.

Throughout the program, participants engaged in hands-on practice, creating projects in collaboration with peers to simulate real-world instructional design scenarios.

Impact:

- Certified over 30 Instructional Designers: The program significantly enhanced participants' professional qualifications, providing them with the necessary skills and confidence to pursue or advance careers in instructional design.

- Career Prospects: Graduates went on to work with leading corporations, universities, and consulting firms, driving innovative learning initiatives.

- Program Accreditation: Accredited through Brandman University, providing added credibility and recognition for participants upon completion.

Visuals:

- Certificate Design: Showcase a sample certificate awarded upon completion.

- Curriculum Outline: Include an outline that provides an overview of each course and module, emphasizing the step-by-step progression from foundational principles to advanced application.

Sample Syllabus- Introduction to Instructional Design

1. Introduction to Instructional Design

Course Overview:
This course provides an overview of instructional design, focusing on the ADDIE model, instructional theories, and learning principles. Students will explore how to design learning experiences for different audiences and settings.

Week 1: Introduction to Instructional Design

- Overview of instructional design

- Key theories and principles (Behaviorism, Cognitivism, Constructivism)

- Introduction to the ADDIE model

Week 2: Analysis Phase

- Understanding learner needs

- Conducting audience analysis

- Defining learning objectives

Week 3: Design Phase

- Structuring content to meet learning goals

- Developing effective assessments

- Storyboarding and prototyping

Week 4: Development Phase

- Creating instructional materials

- Selecting and integrating multimedia

- Developing course content with instructional tools

Week 5: Implementation Phase

- Delivering content to the target audience

- Facilitator preparation and student support

- Testing and troubleshooting instructional materials

Week 6: Evaluation Phase

- Formative and summative evaluation

- Collecting feedback for improvement

- Applying Kirkpatrick's Four Levels of Evaluation

Week 7: Instructional Design Models

- Overview of Gagne's Nine Events of Instruction

- Introduction to Merrill's Principles of Instruction

- Comparing and contrasting design models

Week 8: Final Project & Wrap-Up

- Develop a mini learning module using the ADDIE model

- Presentation and peer feedback

- Course summary and reflection

Assignment: Develop a learning module using the ADDIE model, including analysis, design, and evaluation components.

Leadership Frameworks and Theories Used

- **Frameworks Implemented: List and describe frameworks or theories you frequently apply, such as:**

  - o **Transformational Leadership**

  - o **Emotional Intelligence**

  - o **Change Management Models (e.g., Kotter's 8-Step Process)**

- **Application Examples: Briefly explain how you've integrated these models in your projects to inspire leadership growth.**

Certifications and Educational Background

- **Certifications:**

  - o **Certified Leadership and Executive Coach (Coach U, 2009)**

  - o **Human Subjects Qualitative Research Certification (CITI)**

Key Skills and Competencies

Instructional Design: ADDIE, eLearning development, curriculum planning.

Leadership Coaching: One-on-one coaching, group facilitation, leadership frameworks.

Program Evaluation: Data-driven decision making, ROI analysis.

Learning Technology: Proficiency in authoring tools (Articulate Storyline, Captivate), LMS platforms (Canvas, Blackboard, Moodle).

Additional Samples

About this Project

In the fall of 2017, I designed and developed an eLearning to provide Spireon employees an engaging virtual learning experience about the newly-refreshed performance competencies, categories, and descriptions.

The visual aspect of the modules were designed with Spireon-branded colors, illustrations, custom shapes, and custom animated gifs.
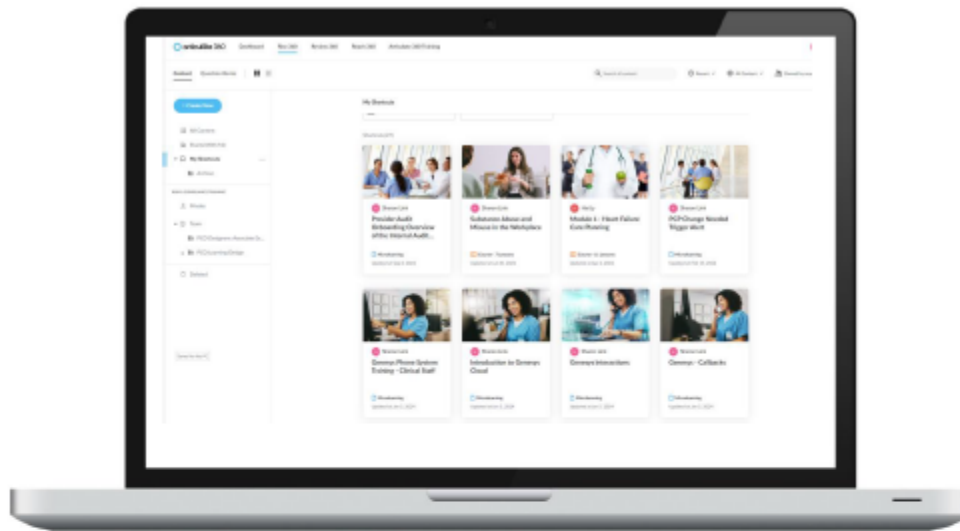
Details
Type: Custom eLearning
Client: Spireon
Date: Fall 2017

Tools
- Articulate Storyline
- PowerPoint

Skills
- Instructional Design
- eLearning Development

About this Project

In the spring of 2024, I designed and developed a curricula of eLearning to provide Humana employees an engaging virtual learning experience about the Genesys phone system, as well as other clinical courses.

The visual aspect of the modules were designed with CenterWell-branded colors, illustrations, custom shapes, and custom animated gifs.
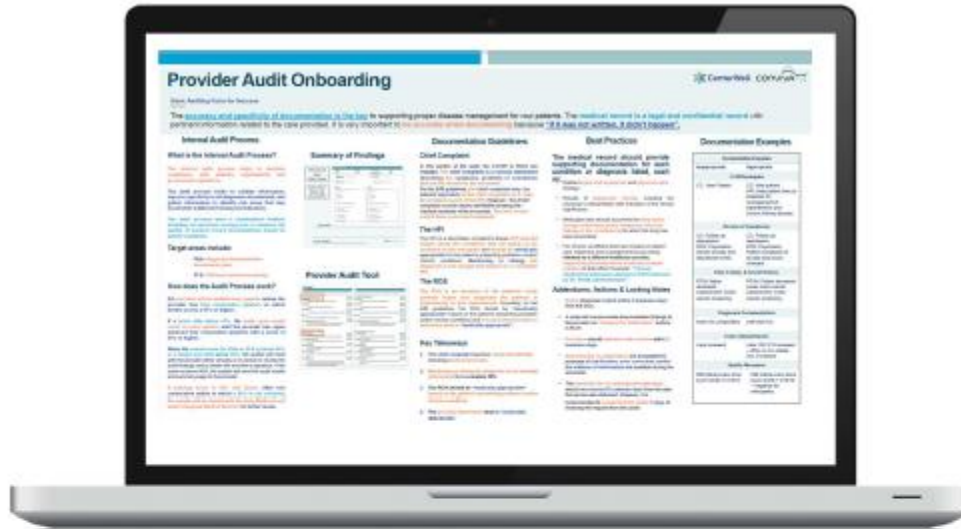
Details
Type: Custom eLearning
Client: Humana
Date: Spring 2024

Tools
- Articulate Rise
- Articulate Storyline
- PowerPoint

Skills
- Instructional Design
- eLearning Development

About this Project

In the spring of 2024, I designed and developed several one-pagers to provide Humana employees an engaging virtual learning experience about the importance of Coding and Provider Audit Onboarding. The onboarding is part of the Onboarding Provider Learning Journey.

The visual aspect of the modules were designed with CenterWell-branded colors, illustrations, custom shapes, and custom animated gifs.

Details
Type: Microlearning
Client: Humana
Date: Spring 2024

Tools
- PowerPoint
- Articulate Storyline

Skills
- Instructional Design
- Microlearning

About this Project

In the summer of 2024, I designed and developed 35 learning artifacts to provide Humana employees an engaging virtual learning experience for their Care Integration Training. This was a series of artifacts that included eLearning, one-pagers, and uniquely branded virtual led workshops.

The visual aspect of the modules were designed with CenterWell-branded colors, illustrations, custom shapes, and custom animated gifs.

Details
Type: CIT Curriculum
Client: Humana
Date: Summer 2024

Tools
- Articulate Rise
- Articulate Storyline
- PowerPoint

Skills
- Instructional Design
- eLearning Development
- Microlearning

About this Project

In the summer of 2024, I designed and developed 35 learning artifacts to provide Humana employees an engaging virtual learning experience for their Care Integration Training. This was a series of artifacts that included eLearning, one-pagers, and uniquely branded virtual led workshops.

The visual aspect of the modules were designed with CenterWell-branded colors, illustrations, custom shapes, and custom animated gifs.

Details
Type: CIT Curriculum
Client: Humana
Date: Summer 2024

Tools
- PowerPoint
- Zoom

Skills
- Instructional Design

About this Project

In the summer and fall of 2023, I designed and delivered virtual led training to 1200 Humana employees regarding Medicare changes, and voluntary and involuntary attribution. This was a series of artifacts that included eLearning, presentations, and uniquely branded virtual led workshops.

The visual aspect of the modules were designed with CenterWell-branded colors, illustrations, custom shapes, and custom animated gifs.

Details
Type: Original Medicare
Client: Humana
Date: Summer and Fall 2023

Tools
- Articulate Rise
- PowerPoint
- Zoom

Skills
- Instructional Design
- eLearning Development
- Virtual Facilitation

Testimonials and Client Feedback

Testimonials

- **Dr. Michael D. Amos, CPC, EC, Founder of Renovatio Group and Institute**
  "Dr. Sharon Link is an authority in the field of instructional design. I was personally trained by her in a course she taught via her consulting firm Leadership via Design. Her program provided a solid foundation for how to apply the ADDIE model when designing eLearning. Best course I ever took! She possesses a wealth of knowledge and makes the learning process enjoyable. If you seek a high performing work culture, you have to hire the best. Dr. Link is the best."

- **Jennie Armon, Executive Producer & Music Supervision**
  "Professor Link! I was blown away by Sharon's ability to tap into other parts of my brain that had become dormant. Each lesson was bite-sized and easy to grasp. Although it was a digital setting, I always felt very connected to her and able to approach her with questions. She was responsive, insightful, and inspiring."

- **Mark McCoy, Veteran | Project Management | Learning and Development**
  "Sharon is a wonderful instructor. I loved taking her course in Instructional Design. She was one of the most engaging instructors I've had and truly inspired me to be more creative in my approaches. Her experience and enthusiasm left a lasting, positive impression."

- **Angela Garbiso, Organization and People Development - Sustainability**
  "Sharon is an expert in the art of learning and in teaching instructional design to others. Her ability to create relevant and relatable training that drives long-term behavior change is unsurpassed. If the task is to create efficient and effective training, Sharon should be the first person called."

- **Chris Homko, Instructor Pilot Pilatus PC-24**
  "Sharon is a very capable facilitator, well organized, and makes good use of classroom resources. She is an expert Curriculum Developer and has designed many collegiate adult learning courses. Sharon is also an avid entrepreneur and an advocate for autism. I would highly recommend her both as a class facilitator and a consultant."

- **Lee Cockerell, Executive Vice President, Walt Disney World Resort (Retired and Inspired)**
  "I am happy to write a reference for Sharon Link-Wyer, Ph.D. I worked with Sharon on a major project to develop an online leadership, management, and customer service course for Galen College of Nursing. Sharon developed the content and teaching method for this course, which is very successful. Sharon is disciplined, professional, and a real pleasure to work with."

Other materials are included in the next section.

Also, visit http://Leadershipviadesign.com to view more.

Next Section…