**Week 2: Advanced Communication in Systems Leadership**

**Assignment Guidelines with Scoring Rubric**

# Purpose

The purpose of this assignment is to apply leadership self- knowledge, skills, and strategies necessary for effective communication in advanced communication situations. (CO 4)

Due Date: Sunday 11:59 PM MT at the end of **Week 2**

# Total Points Possible: 150

# Requirements

**Description of the Assignment**

The assignment provides an opportunity for the student to:

* Develop and leadership profile based on leadership style and personality profile
* Apply their leadership profile to advanced communication situations
* Develop strategies that will improve and/enhance advanced communication skills
* Engage in reflective practice through writing

# Preparing the Assignment

1. Address all components of the Advanced Communication in Systems Leadership paper as outlined under “Assignment Directions and Criteria”.
2. The paper is graded on quality and completeness of information, depth of thought, organization following outline provided, substantive narrative, use of citations, use of standard English, and writing conventions.
3. Format:
   1. American APA format, using most current edition, is required for citations and references in this assignment
      1. Required elements
         1. Title page, reference page
         2. Use Microsoft Word
         3. Page numbers, doubles-spaced, times new roman, 12pt font, 1” margins, level 1 headings
         4. Paper length: 6 maxima, excluding reference page, title page, and assessment tool
   2. Scholarly sources
      1. Minimum of four (4) scholarly resources no older than 5 years
   3. Proof-reading
      1. Use spell check and grammar check and correct all errors
      2. Compare final draft to detailed outline directions to ensure all required elements included
      3. Submitting the paper
         1. Submit to Week 2 Assignment portal by Sunday, 11:59 p.m. MT
         2. Must achieve TII score < 24% to be graded
         3. Final submission only will be graded

**DIRECTIONS AND ASSIGNMENT CRITERIA**

This paper is a reflective practice experience that requires you to describe selected communication experiences, analyze them through the lens of your newly developed leadership profile, and describe implications for future experiences. You will need to draw on knowledge of advanced communication skills as well as past experiences and knowledge in certain communication situations. Scholarly inquiry into the specified communication types will be needed from at least one (1) peer reviewed journal per situation. Use the following detailed outline to organize your paper. The following headings should be used for your paper and represent what is included in a completed paper.

1. Introduction
   1. Approach to paper
   2. Statement of purpose
   3. Overview of paper components
2. Leadership Profile
   1. Identify Leadership Style (per questionnaire)
      1. The Blake and Mouton Managerial Grid: Leadership Self-Assessment Questionnaire

https://www.bumc.bu.edu/facdev-medicine/files/2010/10/Leadership-Matrix-Self-Assessment-Questionnaire.pdf

* 1. Identify Personality Profile (per questionnaire)
     1. Personality Typology Explained

http://www.humanmetrics.com/personality/type

* 1. Create the synthesized Personal Leadership Profile

1. Reflective Practice # 1: Negotiation
   1. Experience
   2. Reflection
   3. Implications
2. Reflective Practice # 2: Conflict
3. Experience
4. Reflection
5. Implications
6. Reflective Practice # 3: Student Selection
7. Experience
8. Reflection
9. Implications
10. Summary

**Directions**

1. Provide an introduction that describes to the reader the purpose of the paper and what will be included. Refer to general components described under “Directions and Assignment Criteria”.
2. Create a Personal Leadership Profile using the information you’ve obtained from completing your Leadership Style questionnaire and Personality Profile Inventory, The profile should include inherent/dominant preference at each stage of the communication cycle; correlation of leadership style to personality profile with inconsistencies identified; potential conflicts in communication (within self and others) during advanced communication situations
3. Reflective Practice: Use the reflective practice guidelines to address the required three experiences. These guidelines must be used as grading for this portion of the paper will follow them. The following are the general scenarios for the “experiences” you are to relate for reflection and implications. The experiences should be those in which you were personally involved, not an observer. Notice that the first two are required for all students. The third is your choice among three options. Be sure to indicate clearly which you choose as your third scenario
   1. Experiences
      1. Reflective Practice # 1: Negotiation

Describe an experience in which you had to negotiate for an important issue that did not end up in your favor.

* + 1. Reflective Practice # 2: Conflict

Describe an experience in which you were engaged in a conflict situation which was not resolved or ended in a lose-lose resolution

* + 1. Reflective Practice # 3: Choose among one of the three topics: Persuasive conversation; leading a team; or interdepartmental collaboration
       - 1. Persuasive conversation: Describe an experience in which you were unable to persuade a colleague to “buy in” to a project, a change is procedure, etc.
         2. Leading a team: Describe an experience in which you were asked to lead a team project and you were unable to get the team to the work together
         3. Interdepartmental collaboration: Describe an experience in which you had to collaborate with an interdepartmental team on a decision related to reducing costs within the healthcare system and consensus could not be reached
  1. Reflections

To guide your reflection on the each of the three experiences include the following:

* + - 1. What went well in the exchange?
      2. Based on your study of personality profiles, what might you guess was the profile of your receiver(s)?
      3. What was the potential impact of those styles on the success or failure of communication?
      4. Where did the communication exchange break down?
         1. Address each component of the communication cycle (send, receive, process information, and through the lens of your leadership profile) for you and the other party. Based on these observations:

Were there any strategies you might could have used to improve any part of the cycle?

Were there any profile characteristics of the other person might have alerted you to use another tact?

* 1. Implications

To guide your thoughts in describing future implications derived from your reflections include the following. If you have other thoughts, feel free to include these as well.

* + - 1. Through awareness of your own profile and the way you best communicate and what you’ve learned through the reflection:
         1. What strategies can you use to ensure you send the message in a way to be best received and understood by the receiver?
         2. How will you know the message has been received in the intended way?
      2. How can you use your self-awareness of your own personal leadership profile to anticipate how communication is received by others?

1. Summary: Provide a summary of what has been addressed in the paper, at least two (2) major points of self-discovery for continuous improvement in advanced communication skills, and the how your Personal Leadership Profile will inform your leadership practice role.

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| --- | --- | --- | --- |
| Category | Points | % | Description |
| Introduction | **10** | **10%** | Approach to paper, statement of purpose, overview of paper components |
| Personal Leadership Profile | **30** | **30%** | Leadership Style and Personality Profile completed and identified; Personal Leadership Profile includes:   * inherent/dominant preference at each stage of the communication cycle; * correlation of leadership style to personality profile with inconsistencies identified; * addresses potential conflicts in communication (within self and others) during advanced communication situations |
| Reflection # 1 Negotiation | **30** | **30%** | Experience description includes five elements: who, what, when, where, how    Reflections on experience: thoughts, feelings, awakenings about experience expressed fully; Evidence of new or different perspectives present; Substantive response shows synthesis off self-discovery and knowledge of topic through reflection and includes scholarly support  Implications for practice: how will new insights be used in future practice and to improve communication skills and abilities |
| Reflection # 2 Conflict | **30** | **30%** | Experience description includes five elements: who, what, when, where, how    Reflections on experience: thoughts, feelings, awakenings about experience expressed fully; Evidence of new or different perspectives present; Substantive response shows synthesis of self-discovery and knowledge of topic through reflection and includes scholarly support  Implications for practice: how will new insights be used in future practice and to improve communication skills and abilities |
| Reflection # 3 Persuasive conversation; team leading; or interdepartmental collaboration | **30** | **30%** | Experience description includes five elements: who, what, when, where, how    Reflections on experience: thoughts, feelings, awakenings about experience expressed fully; Evidence of new or different perspectives present; Substantive response shows synthesis of self-discovery and knowledge of topic through reflection and includes scholarly support  Implications for practice: how will new insights be used in future practice and to improve communication skills and abilities |
| Summary | **10** | **10%** | Recap of paper’s purpose;  Two (2) major points of self-discovery for continuous improvement in advanced communication skills,  Influence of Personal Leadership Profile on leadership practice role. |
| Writing conventions, format, and reference citations | **10** | **10 %** | **Writing is clear concise without grammatical and spelling errors. All references are correctly cited and written.** |
|  | **150** | **150%** | **A quality assignment will meet or exceed all of the above requirements.** |

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| Assignment Criteria | Outstanding or highest level of performance | Very good or high level of performance | Competent or satisfactory level of performance | Poor or failing level of performance | Unsatisfactory level of performance |
| **Content**  **Possible Points = 150 Points** |  |  |  |  |  |
| Introduction | **10** | **8** | **5** |  | **0** |
| Approach to paper is clearly articulated and contains all three elements | Approach to paper is generally described and contains all but one required element | Approach to paper is minimally described, generally stated and missing two key required elements |  | All required elements are missing or are unrelated to required content |
| Personal leadership profile | **30** | **24** | **18** | **12** | **0** |
| Personal Leadership Profile clearly articulated; contains all five (5) required components | Personal Leadership Profile clearly articulated: contains four (4) required components | Personal Leadership Profile addressed; contains only three (3) required components | Personal Leadership Profile generally addressed; contains only two (2) required components | Personal Leadership Profile clearly articulate and contains all five (5) required components |
| Reflective practice # 1 Negotiation | **30** | **24** | **18** | **12** | **0** |
| Experience  Experience description includes five elements: who, what, when, where, how | Description is succinct clearly articulated;  1 paragraph in length; contains all required elements; | Description is succinct clearly articulated;  1 paragraph in length and contains four required; | Description is generally stated; 1 paragraph in length contains only three required elements; | Description is vague;  1 paragraph in length contains only 1 required element; | Description is absent;  or  Is vague and contains insufficientinformation |
| Reflection:  Thoughts, feelings, awakenings about experience guided by content requirements expressed fully;  Evidence of new or different perspectives present;  Substantive response shows synthesis of self-discovery and knowledge of topic through reflection and includes scholarly support | **30** | **24** | **18** | **12** | **0** |
| Reflection is succinct and clearly articulated;  2-3 paragraphs in length; contains all three (3) required elements; | Reflection is succinct and clearly articulated;  2-3 paragraphs in length;  contains two of three required elements; | Reflection is generally stated;  less than two (2) full paragraphs in length;  contains 2 of three required elements; | Reflection is vague;  Less than one (1) paragraph in length;  contains only 1 required element; | Reflections are absent; or  Are vague and contain insufficientinformation |
| Implications  How new insights gained through reflection will be used:   * in future practice * to improve communication skills and abilities | 30 | **24** | **18** | **12** | **0** |
| Implications are succinctly articulated;  1 paragraph in length; contains all required elements; | Implications are succinctly articulated;  1 paragraph in length and contains one (1) required element | Implications are generally stated; 1 paragraph in length contains two required elements; | Implications are vague;  Less than one (1) paragraph in length;  contains only 1 required element; | Implications are absent; or  Implications are vague contain insufficient information |
| Reflective practice # 2 Conflict | 30 | **24** | **18** | **12** | **0** |
| Experience:  Experience description includes five elements: who, what, when, where, how | Description is succinct clearly articulated;  1 paragraph in length; contains all required elements; | Description is succinct clearly articulated;  1 paragraph in length and contains four required; | Description is generally stated; 1 paragraph in length contains only three required elements; | Description is vague;  1 paragraph in length contains only 1 required element; | Description is absent;  or  Is vague and contains insufficientinformation |
| Reflection  Thoughts, feelings, awakenings about experience expressed fully;  Evidence of new or different perspectives present;  Substantive response shows synthesis of self-discovery and knowledge through reflection and includes scholarly support | 30 | **24** | **18** | **12** | **0** |
| Reflection is succinct and clearly articulated;  2-3 paragraphs in length; contains all three (3) required elements; | Reflection is succinct and clearly articulated;  2-3 paragraphs in length;  contains two of three required elements; | Reflection is generally stated;  less than two (2) full paragraphs in length;  contains 2 of three required elements; | Reflection is vague;  Less than one (1) paragraph in length;  contains only 1 required element; | Reflections are absent; or  Are vague and contain insufficientinformation |
| Implications  How new insights gained through reflection will be used:   * in future practice * to improve communication skills and abilities | 30 | **24** | **18** | **12** | **0** |
| Implications are succinctly articulated;  1 paragraph in length; contains all required elements; | Implications are succinctly articulated;  1 paragraph in length and contains one (1) required element | Implications are generally stated; 1 paragraph in length contains two required elements; | Implications are vague;  Less than one (1) paragraph in length;  contains only 1 required element; | Implications are absent; or  Implications are vague contain insufficient information |
| Reflective practice # 3  Choice of persuasive conversation; leading a team, collaboration on project |  | | | | |
| Experience:  Experience description includes five elements: who, what, when,  where, how | **30** | **24** | **18** | **12** | **0** |
| Description is succinct clearly articulated;  1 paragraph in length; contains all required elements; | Description is succinct clearly articulated;  1 paragraph in length and contains four required; | Description is generally stated; 1 paragraph in length contains only three required elements; | Description is vague;  1 paragraph in length contains only 1 required element; | Description is absent;  or  Is vague and contains insufficientinformation |
| Reflection  Thoughts, feelings, awakenings about experience expressed fully;  Evidence of new or different perspectives present;  Substantive response shows synthesis of self-discovery and knowledge of topic through reflection and includes scholarly support | **30** | **24** | **18** | **12** | **0** |
| Reflection is succinct and clearly articulated;  2-3 paragraphs in length; contains all three (3) required elements; | Reflection is succinct and clearly articulated;  2-3 paragraphs in length;  contains two of three required elements; | Reflection is generally stated;  less than two (2) full paragraphs in length;  contains 2 of three required elements; | Reflection is vague;  Less than one (1) paragraph in length;  contains only 1 required element; | Reflections are absent; or  Are vague and contain insufficientinformation |
| Implications  How new insights gained through reflection will be used:   * in future practice * to improve communication skills and abilities | **30** | **24** | **18** | **12** | **0** |
| Implications are succinctly articulated;  1 paragraph in length; contains all required elements; | Implications are succinctly articulated;  1 paragraph in length and contains one (1) required element | Implications are generally stated; 1 paragraph in length contains two required elements; | Implications are vague;  Less than one (1) paragraph in length;  contains only 1 required element; | Implications are absent; or  Implications are vague contain insufficient information |
| Summary | 10 | 8 | 6 | 4 | 0 |
| Recap of purpose;  Two (2) major points of personal CQI;  Impact of Personal Leadership Profile on communication in leadership practice | Summary clearly articulated and contains all four (4) required elements | Summary clearly articulated and contains three (3) required elements | Summary is clearly articulated and contains two (2) required elements | Summary is generally stated and contains one required element | Summary is absent;  or  Summary is vague and contains insufficient information |
| Writing conventions, format, and reference citations | 10 | 8 | 6 | 4 | 0 |
| APA format is followed for paper layout, reference pages, in-text citations  Writing is clear concise without grammatical and spelling errors.  All references follow APA format;  References are less than 5 years old | All requirements met with two (2) or less errors | All requirements met with three (3) errors | All requirements met four (4) errors | All requirements met with five (5) errors | All requirements met with six (6) or more errors |

# Grading Rubric