

## Syllabus

### Course Overview

In this course, you will gain awareness of your personal leadership style and develop communication approaches appropriate for a diverse set of stakeholders. You will also build your knowledge and skills in cultural competence, effective teamwork, cross-functionality, and collaboration through the use of authentic, real-world scenarios.

### Course Format

This course has 10 units and is taught over 10 weeks. Each course is six credit quarter hours. Over 10 weeks, your workload per unit equates to 12–18 hours, and should total no more than 165 hours.

Each unit will include:

- Unit introduction.
- Unit learning activities:
  - Studies: Textbook readings, webinars, Internet articles, Capella University Library journal articles, and multimedia.
  - Assignments: Two to four assignments spread over 10 units.
  - Discussion questions: One to two discussion questions in each unit.
    - **Note:** There will be one or two discussion questions in each unit based on the materials introduced in the studies to stimulate your thinking about upcoming assignments. The discussions require a thorough and supported post.

### Kaltura Activities

This course requires learners to record a presentation using Kaltura. Refer to [Using Kaltura](#) for more information about this courseroom tool.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.

### Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Assess one's leadership style in a professional setting.
- 2 Explain cultural competence and its relevance to health care management.
- 3 Analyze communication styles and the impact on teamwork and collaboration.
- 4 Communicate in a manner that is scholarly, professional, and respectful of the diversity, dignity, and integrity of others and is consistent with health care professionals.

### Course Prerequisites

*There are no prerequisites for this course.*

## Syllabus >> Course Materials

### Required

The materials listed below are required to complete the learning activities in this course.

### Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Daft, R. L. (2015). *The leadership experience* (7th ed.). Stamford, CT: Cengage. ISBN: 9781337102278.

### Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Al-Sawai, A. (2013). [Leadership of healthcare professionals: Where do we stand?](#) *Oman Medical Journal*, 28(4), 285–287.
- Bahreman, N. T., & Swoboda, S. M. (2016). [Honoring diversity: Developing cultural competent communication skills through simulation.](#) *Journal of Nursing Education*, 55(2), 105–108.
- Berry-Cabán, C. S., & Crespo, H. (2008). [Cultural competency as a skill for health care providers.](#) *Hispanic Health Care International*, 6(3), 115–121.
- Blosky, M. A., & Spegman, A. (2015). [Let's talk about it: Communication and a healthy work environment.](#) *Nursing Management (Springhouse)*, 46(6), 32–38.
- Connelly, C. E., & Turel, O. (2016). [Effects of team emotional authenticity on virtual team performance.](#) *Frontiers in Psychology*, 7, 1336.
- Desir, E. (2014). [Exploring obstacles to success for early careerists in healthcare leadership.](#) *Journal of Healthcare Management*, 59(4), 250–253.
- Eubanks, D. L., Palanski, M., Olabisi, J., Joinson, A., & Dove, J. (2016). [Team dynamics in virtual, partially distributed teams: Optimal role fulfillment.](#) *Computers in Human Behavior*, 61, 556–568.
- Garman, A. N., & Johnson, M. P. (2006). [Leadership competencies: An introduction.](#) *Journal of Healthcare Management*, 51(1), 13–17.
- Hannah, S. T., Sumanth, J. J., Lester, P., & Cavarretta, F. (2014). [Debunking the false dichotomy of leadership idealism and pragmatism: Critical evaluation and support of newer genre leadership theories.](#) *Journal of Organizational Behavior*, 35(5), 598–621.
- Haynes, J., & Strickler, J. (2014). [TeamSTEPPS makes strides for better communication.](#) *Nursing*, 44(1), 62–63.
- Hendel, T. (2007). [Nurse/physician conflict management mode choices: Implications for improved collaborative practice.](#) *Nursing Administration Quarterly*, 31(3), 244–253.
- Jacobs, S., Rouse, P., & Parsons, M. (2014). [Leading change within health services.](#) *Leadership in Health Services*, 27(2), 72–86.
- Kotter, J. P. (2007). [Leading change: Why transformation efforts fail.](#) *Harvard Business Review*, 85(1), 95–103.
- Longnecker, C. O. & Longnecker, P. D. (2014). [Why hospital improvement efforts fail: A view from the front line.](#) *Journal of Healthcare Management*, 59(2), 147–157.

- Markova, T., & Broome, B. (2007). Effective communication and delivery of culturally competent health care. *Urologic Nursing*, 27(3), 239–242.
- Morrison, J. (2008). The relationship between emotional intelligence competencies and preferred conflict-handling styles. *Journal of Nursing Management*, 16(8), 974–983.
- Ortega, A., Van den Bossche, P., Sánchez-Manzanares, M., Rico, R., & Gil, F. (2014). The influence of change-oriented leadership and psychological safety on team learning in healthcare teams. *Journal of Business and Psychology*, 29(2), 311–321.
- Payton, J. (2014). Conflict in the dialysis clinic. *Nephrology Nursing Journal*, 41(4), 365–368.
- Rogers, R. (2012). Leadership communication styles: A descriptive analysis of health care professionals. *Journal of Healthcare Leadership*, 2012(4), 47–57.
- Rosenstein, A. H., Dinklin, S. P., & Munro, J. (2014). Conflict resolution: Unlocking the key to success. *Nursing Management (Springhouse)*, 45(10), 34–39.
- Seifert, M., Brockner, J., Bianchi, E. C., & Moon, H. (2016). How workplace fairness affects employee commitment. *MIT Sloan Management Review*, 57(2), 15–17.
- Shewchuk, R. M., O'Connor, S. J., Fine, D. J., & Tyler, J. L. (2005). Building an understanding of the competencies needed for health administration practice. *Journal of Healthcare Management*, 50(1), 32–47.
- Sportsman, S., & Hamilton, P. (2007). Conflict management styles in the health professions. *Journal of Professional Nursing*, 23(3), 157–166.
- Steff, M. E., & Bontempo, C. A. (2008). Common competencies for all healthcare managers: The Healthcare Leadership Alliance Model. *Journal of Healthcare Management*, 53(6), 360–373.
- Stretch, S., & Wyatt, D. A. (2013). Partnering to lead change: Nurses' role in the redesign of health care. *AORN Journal: The Official Voice of Perioperative Nursing*, 98(3), 260–266.
- Whiteside, D. B., & Barclay, L. J. (2016). The face of fairness: Self-awareness as a means to promote fairness among managers with low empathy. *Journal of Business Ethics*, 137(4), 721–730.
- Yardley, J. (2014). Team dynamics: The role it plays in shaping service delivery. *Nursing & Residential Care*, 16(5) 284–286.

### External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American College of Healthcare Executives. (2019). ACHE healthcare executive 2019 competencies assessment tool [PDF]. Retrieved from [https://www.ache.org/-/media/ache/career-resource-center/competencies\\_booklet.pdf](https://www.ache.org/-/media/ache/career-resource-center/competencies_booklet.pdf)
- Dinkin, S. P. (2013). Transforming conflict to collaboration in healthcare [Video]. | Transcript Retrieved from <https://www.youtube.com/watch?v=XY3gCn1i5TI>
- Goleman, D. (2012). Daniel Goleman introduces emotional intelligence [Video]. | Transcript Retrieved from <https://www.youtube.com/watch?v=Y7m9eNoB3NU>

### Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

### Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

## Unit 1 >> Introduction to Leadership

### Introduction

As stated by Daft (2015), leadership is defined as "an influence relationship among leaders and followers who intend real changes and outcomes that reflect their shared positions" (p. 5). However, as you will learn in this unit, experts have differing opinions on the definition of leadership and the dynamics at play. Currently, there is a paradigm shift from past leadership to future leadership, in which leaders must now be change managers, facilitators, collaborators, and diversity promoters (Daft, 2015). You will discuss each of these functions throughout the course as well as many others.

In this unit, you will also explore some of the key differences between management and leadership. These terms are often used interchangeably, but they are indeed two very different functions. Managers tend to create stability and focus more on specific goals where leaders tend to create instability,

encourage change, focus more on the big picture, and share their vision for a future (Daft, 2015). Both roles are important to any organization and you will have an opportunity to consider an example of each.

#### Reference

Daft, R. L. (2015). *The leadership experience* (6th ed.). Stamford, CT: Cengage.

### Learning Activities

#### u01s1 - Studies

## Readings

Use *The Leadership Experience* text to complete the following:

- Read Chapter 1, "What Does It Mean to Be a Leader?" pages 2–30.

## Multimedia

- Click **How Do You Define Leadership?** to launch the audio presentation.
- Click **The Art and Science of Leadership** to launch the audio presentation.
- Click **Leadership, Managership and Followership in Today's World** to launch the audio presentation.
- Click **Leadership and Management** to launch the audio presentation.
- Click **Critical Conversations** to launch the audio presentation.
- Click **Leadership Perception Questionnaire** to launch the interactive multimedia presentation.

#### Course Resources

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[Leadership and Management](#) | [Transcript](#)

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[Leadership Perception Questionnaire](#) | [Transcript](#)

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[The Art and Science of Leadership](#) | [Transcript](#)

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[Leadership, Managership and Followership in Today's World](#) | [Transcript](#)

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[How Do You Define Leadership?](#) | [Transcript](#)

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[Critical Conversations](#) | [Transcript](#)

#### u01s2 - Personal Leadership Reflection Assignment Preparation

Complete the ACHE Healthcare Executive 2019 Competencies Assessment Tool. The assessment is broken up into five domains:

- Communication and Relationship Management.
- Leadership.
- Professionalism.
- Knowledge of the Healthcare Environment.
- Business Skills and Knowledge.

Take your time while completing the assessment; self-reflection takes time. It is worth the effort to accurately assess the starting point of your leadership journey. You may want to print the document so you can make notes on it and save it for future reference. It would be beneficial to take the assessment again in the future so you can see how much progress you have made.

This will be used to complete your Personal Leadership Reflection assignment, due in Unit 2.

Use the Internet to complete the ACHE Healthcare Executive 2019 Competencies Assessment Tool, linked in the Resources.

[ACHE Healthcare Executive 2019 Competencies Assessment Tool \[PDF\]](#).

### u01d1 - Leadership Defined

Note: please follow the discussion guidelines outlined in the Faculty Expectations message (FEM) as you prepare your initial posts and responses throughout the course.

Leadership means different things to different people. After reviewing the multimedia presentations and completing your readings for this unit, what is your definition of *leadership*? What does leadership mean to *you*? As you will discover, you do not need to have an official leadership title to be a leader. Outside of work, you are a leader to our children, to your friends, or you may be a leader in our community. Discuss a specific time where you functioned as a leader and explain how your unique qualities contributed to a positive outcome.

### Response Guidelines

Referring to the Faculty Expectations message for discussion response guidelines, identify one peer who defined leadership similarly to you and one peer who had a very different definition of *leadership*. Discuss what was similar or different and offer an alternate view to your peers' responses.

[Undergraduate Discussion Participation Scoring Guide](#)

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[Leadership, Managership and Followership in Today's World | Transcript](#)

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[Critical Conversations | Transcript](#)

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[Leadership and Management | Transcript](#)

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[How Do You Define Leadership? | Transcript](#)

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[The Art and Science of Leadership | Transcript](#)

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[Leadership Perception Questionnaire | Transcript](#)

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### u01d2 - Leaders Versus Managers

As you learned this week, key differences exist between *leaders* and *managers*. Summarize at least two similarities and two differences between leaders and managers. Briefly describe the best leader you have known and the best manager you have known. What qualities did they possess and what style and technique did they use? Remember to follow the guidelines in the FEM as you prepare your post.

### Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines. Share your memory of an experience that was evoked by a peer's post; your response should be different from your original post to this discussion. What was similar about your experience and your peer's response? What qualities did that leader or manager possess that were similar to the qualities that your peer shared?

[Undergraduate Discussion Participation Scoring Guide](#)

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[Critical Conversations | Transcript](#)

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[Leadership, Managership and Followership in Today's World | Transcript](#)

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[Leadership and Management | Transcript](#)

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[How Do You Define Leadership? | Transcript](#)

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[The Art and Science of Leadership | Transcript](#)

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[Leadership Perception Questionnaire | Transcript](#)

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## Unit 2 >> Personal Leadership Reflection

### Introduction

Before one can begin to lead other people, they must first understand themselves, including their strengths and weaknesses. During this unit, you will have an opportunity to explore the concept of competency based assessments. The ACHE Healthcare Executive Competency Tool, that you have either completed or started in Unit 1 in preparation for the assessment due in this unit, is particularly important. This assessment was developed by the Healthcare Leadership Alliance (HLA), which is comprised of six member organizations:

- American College of Healthcare Executives.
- American Association of Physician Leadership.
- American Organization of Nurse Executives.
- Healthcare Financial Management Association.
- Healthcare Information and Management Systems Society.
- Medical Group Management Association.

This collaborative effort between both clinical and administrative organizations suggests the importance and applicability of the tool across professions (Garman & Johnson, 2006).

As you noticed, the assessment attempts to define the health care field by using five competency domains: communication and relationship management, leadership, professionalism, knowledge of the health care environment, and business skills and knowledge (Garman & Johnson, 2006). If you have completed the assessment in Unit 1, this is your opportunity to review it; if you did not have a chance to complete it, now is the time to do so. Additionally, you should review and fully develop your plan for improvement going forward. You will also be asked to analyze the five domains and offer your opinion on the accuracy of the assessment based on your own external research. Enjoy the self-discovery process! You will be able to use this as a starting point as you begin your professional health care career.

### Reference

Garman, A. N., & Johnson, M. P. (2006). Leadership competencies: An introduction. *Journal of Healthcare Management*, 51(1), 13–17.

### Learning Activities

#### u02s1 - Studies

## Readings

Use Daft's *The Leadership Experience* text to complete the following:

- Read Chapter 2, "Traits, Behaviors, and Relationships," pages 34–60.
- Read Chapter 3, "Contingency Approaches to Leadership," pages 64–95.

Use the Capella Library to complete the following:

- Read Garman and Johnson's 2006 article, "[Leadership Competencies: An Introduction](#)," from *Journal of Healthcare Management*, volume 51, issue 1, pages 13–17.
- Read Shewchuk, O'Connor, Fine, and Tyler's 2005 article, "[Building an Understanding of the Competencies Needed for Health Administration Practice](#)," from *Journal of Healthcare Management*, volume 50, issue 1, pages 32–47.

- Read Steff and Bontempo's 2008 article, "[Common Competencies for all Healthcare Managers: The Healthcare Leadership Alliance Model](#)," from *Journal of Healthcare Management*, volume 53, issue 6, pages 360–373.

Use the Internet to complete the following:

- If you have completed the [ACHE Healthcare Executive 2019 Competencies Assessment Tool \[PDF\]](#), please review the assessment and improvement plan. If you had not done so in Unit 1, you will need to complete the assessment and development plan.

## u02a1 - Personal Leadership Reflection

Before you can begin to lead others, you must first understand yourself. You must understand your strengths so you can further develop those talents, and you must also understand your weaknesses so you can identify areas to improve. Both strengths and weaknesses should be included in a personal development plan. The ACHE Healthcare Executive Competency Assessment Tool that you have either completed or started in Unit 1 in preparation for this assessment is particularly important. Review the results of self-assessment and you will analyze the results and develop a personal leadership plan to set goals for the future.

Write a 7–10 page paper that addresses the following:

- Discuss the five leadership domains assessed by the ACHE assessment tool.
- Determine strategies to develop the identified strengths and weaknesses for each of the five domains.
  - For each of the five domains, summarize both your strengths and your weaknesses.
  - For each domain, identify at least one resource that you can use immediately to further develop your skills, for a total of five resources.
- Describe qualities needed by leaders.
- Analyze leader's qualities you have and the ones you need to work on developing.
  - From your readings and research, define the primary qualities needed by leaders and apply those qualities to your personal assessment. Which qualities do you possess and which qualities present opportunities for improvement?
- Create a one-year personal development plan.
  - This plan should synthesize your assessment results with your research during this unit. Identify at least three things that you would like to work on over the next year and develop a timeline with specific metrics to measure your progress.
    - **Example:** I want to achieve better balance between my personal life and my career. To do this, I will dedicate Saturday and Sunday to family and I will work no more than 10 hours of overtime during the week. I will track my overtime on a calendar and not check work email on the weekend.
- Develop a timeline for personal development plan.

## Additional Requirements

- **Length:** A minimum of 7–10 double-spaced pages, not including title and reference pages.
- **Font and font size:** Arial, 12 point.
- **References:** Cite at least three references from peer-reviewed journals, in addition to your text.
- **Format:** Use current APA style and formatting. *You may use first person for the portions of this paper where it is appropriate to do so.*

Course Resources

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[APA Style Paper Template \[DOCX\]](#)

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[APA Style Paper Tutorial \[DOCX\]](#)

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[Capella Writing Center](#)

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[APA Style and Format](#)

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[Capella University Library](#)

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[ACHE Healthcare Executive 2019 Competencies Assessment Tool \[PDF\]](#).

## u02d1 - Competency-Based Assessments

Discuss each of the five competency domains identified by the HLA in your readings this week. Provide an example, from personal experience or the literature, of how each of the domains can benefit patients of the health care leaders. **Note:** You may use some of this information in your assignment for this unit, which is due on Sunday. Remember to follow the FEM guidelines as you prepare your post.

### Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. Provide examples related to the five competencies presented. Explain your thoughts clearly and concisely.

Course Resources

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Undergraduate Discussion Participation Scoring Guide

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[ACHE Healthcare Executive 2019 Competencies Assessment Tool \[PDF\]](#).

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[Common Competencies for All Healthcare Managers: The Healthcare Leadership Alliance Model](#)

## Unit 3 >> Leadership Theories, Styles, Traits, and Characteristics

### Introduction

Leadership has continued to evolve throughout the years. As you will learn this week, theories, models, approaches, styles, and typology all have different definitions and purposes and no two leaders are cut from the same cloth. Leadership theories are based on research and attempt to look at behaviors and outcomes. Some examples of theories include charismatic, transformational, and transactional leadership. Leadership models take theories one step further and put those theories into action. Models can be tested in different settings. Some examples of models include skills and team leadership models. Leadership approaches look at the actual processes that lead to models and theories such as the trait approach or the situational approach. Styles of leadership focus on the values and preferences of leaders and the way in which they actually lead. Examples of styles include the democratic, autocratic, or laissez-faire style. Finally, types group leadership styles based on commonalities and differences in behavior. One of the most popular leadership assessments to determine leadership types is the Myers-Briggs Type Indicator.

In this unit, you will have an opportunity to explore leadership theories, models, approaches, styles, and types. You will assess the traits and behaviors of a great leader you have had the privilege of working with and you will identify your own personality type using an abridged version of the Myers-Briggs/Jung assessment. As you explore the evolution of leadership, remember that there is no one single best approach. Every leader will have their own style and their own beliefs and every situation will be different. As a new leader, you must identify your strengths and tendencies, and then use those to inspire and motivate your followers to benefit your organization and stakeholders.

### Learning Activities

#### u03s1 - Studies

### Readings

Use the *The Leadership Experience* text to complete the following:

- Read Chapter 4, "The Leader as an Individual," pages 98–130.
- Read Chapter 5, "Leadership Mind and Emotion," pages 134– 162.
- Read Chapter 6, "Courage and Moral Leadership," pages 166–191.

Use the Capella library to complete the following:

- Read Al-Sawai's 2013 article, "[Leadership of Healthcare Professionals: Where Do We Stand?](#)" from *Oman Medical Journal*, volume 28, issue 4, pages 285–287.

Use the Internet to complete the following:

- View "[Daniel Goleman Introduces Emotional Intelligence](#)" | Transcript.

## Multimedia

- Click **Leadership Theories, Models, Approaches, Styles, and Typologies** to view the multimedia presentation.
- Click **Leadership Styles Questionnaire** to complete the questionnaire.
- Click **Emotional Intelligence** to view the multimedia presentation.

Course Resources

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[Emotional Intelligence](#) | [Transcript](#)

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[Leadership Theories, Models, Approaches, Styles, and Typologies](#) | Transcript

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[Leadership Styles Questionnaire](#) | [Transcript](#)

### u03s2 - Vila Health Challenge Preparation

Vila Health is a virtual environment that simulates a real-world health care system. In the various Vila Health scenarios, you will apply professional strategies, practice skills, and build competencies that you can apply to your coursework and in your career.

During this unit, complete the Vila Health: Emotional Intelligence challenge. You will use the information you gather in this scenario to complete upcoming coursework.

Watch the Vila Health challenge and begin thinking about your Unit 4 assignment. Once you have an understanding of emotional intelligence, begin work on the Unit 4 assignment, Emotional Intelligence, particularly the first two questions presented in the bulleted list.

- Click **Launch Activity** to complete this multimedia challenge.

Course Resources

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Vila Health: Emotional Intelligence

### u03d1 - Traits and Behaviors of Leaders

Think of a great leader you have worked with in the past; this should be a different leader from the one you chose for your Unit 1 discussion. Describe the situation. What traits and behaviors did that leader display that you found most beneficial to the situation? Were there any traits or behaviors that impeded progress? Remember to follow the FEM guidelines as you prepare your post.

## Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines. Share one peer-reviewed journal article that supports your peer's statement regarding the beneficial traits and behaviors discussed in his or her post.

Course Resources

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[Undergraduate Discussion Participation Scoring Guide](#)

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[APA Style and Format](#)

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[Capella University Library](#)

## u03d2 - Personalities

Complete the personality assessment on pages 123–125 of *The Leadership Experience* text. Share your personality type. Were you surprised by the results? Why or why not? Suggest at least one strategy that you would use as a leader to lead or work with people with different personality types that caused conflict or stress. Follow the guidelines in the Faculty Expectations message as you prepare your post.

## Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines. Offer a strategy to work more effectively with different personality types that your peer did not discuss.

Course Resources

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Undergraduate Discussion Participation Scoring Guide

## Unit 4 >> Leadership Power and Influence

### Introduction

Leaders use power to influence followers and to establish goals (Daft, 2015). You cannot be a leader if you do not have followers. Successful leaders also understand the role that context or the situation also plays in followership, which you will explore in great detail during this unit. The video that you will watch, entitled Three Circles of Effective Leadership, will explain the dynamics of these three variables and why it is important for leaders to understand this concept.

The assignment for this unit is dedicated to emotional intelligence, which was briefly introduced in the previous unit. Emotional Intelligence, or EQ, was pioneered by Daniel Goleman and has four main components: self-awareness, social awareness, self-management, and relationship management (Daft, 2015). Emotional intelligence is loosely defined as an individual's ability to "perceive, identify, understand and manage emotions in self and others" (Daft, 2015, p. 146). Experts argue that emotional intelligence is a better predictor of successful decision making and interpersonal relationships than cognitive intelligence, or IQ (Daft, 2015). You will have an opportunity to assess your own EQ and explore the role that EQ plays in leadership success.

Reference

Daft, R. L. (2015). *The leadership experience* (6th ed.). Stamford, CT: Cengage.

### Learning Activities

## u04s1 - Studies

## Readings

Use *The Leadership Experience* text to complete the following:

- Read Chapter 7, "Followership," pages 196–221.
- Read Chapter 10, "Leading Teams," pages 292–321.
- Read Chapter 12, "Leadership Power and Influence," pages 360–389.

## Multimedia

- Click **Three Circles of Effective Leadership** to launch the video presentation.
- Click **Leadership Theories** to view the multimedia presentation.

Course Resources

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### u04a1 - Emotional Intelligence

Emotional intelligence is now recognized as a critical factor in leadership development. In Unit 2, you completed a personal leadership assessment to examine five critical domains from a high level. Now, you will dig a little deeper to look specifically at emotional intelligence. Review the Vila Health simulation between a respiratory therapist and two nurses. For this assignment, write a 7–10 page paper that addresses the following:

- Discuss the different elements of emotional intelligence.
  - Discuss the scene and what happened between Christina Robledo and the two nurses. Do you feel the nurses demonstrated strong emotional intelligence in their communications with Christina Robledo? Why or why not?
  - Assess your own emotional intelligence. Reflect on your own interactions with others. Do you feel you are able to identify and understand others' emotions? Are you able to control your own emotions when dealing with others?
- Analyze the reason for health care leaders to develop their emotional intelligence skills.
  - Describe each component and explain why it is important for health care leaders to develop their skills in each area.
- Explain the impact of emotional intelligence on relationships and communication effectiveness in health care organizations.
  - If you were one of the nurses, how could you have communicated differently with Christina Robledo to acknowledge her concerns and her emotions?
- Establish the impact of emotional intelligence
  - What are your overall impressions of the hospital's organizational culture?
- Analyzes the impact of emotional intelligence on cultural competence in health care organizations.
  - How could emotional intelligence be used to improve cultural competence?
- Discuss how emotional intelligence promotes teamwork and collaboration in culturally diverse organizations.
  - Do you feel teamwork and collaboration are valued at this organization?
  - How could emotional intelligence be used to improve teamwork and collaboration between Christina Robledo and the nurses?

### Additional Requirements

- **Length:** A minimum of 7–10 double-spaced pages, not including title and reference pages.
- **Font and font size:** Arial, 12 point.
- **References:** Cite at least three references from peer-reviewed journals, in addition to your text.
- **Format:** Use current APA style and formatting. *You may use first person for the portions of this paper where it is appropriate to do so.*

Course Resources

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[APA Style Paper Template \[DOCX\]](#)

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[APA Style Paper Tutorial \[DOCX\]](#)

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[Capella University Library](#)

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[Vila Health: Emotional Intelligence | Transcript](#)

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[APA Style and Format](#)

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[Capella Writing Center](#)

After completing the reading for this unit and reviewing the Three Circles of Effective Leadership presentation, explain the relationship that exists among leaders, followers, and context. Think about your own style of followership. What kind of follower are you? Think of a specific time you were a follower. Provide the context for the situation. How did your follower type, thinking style, and level of engagement impact the leader and follower relationship and the outcome of the situation? Refer to the FEM as you prepare your post.

## Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines. Choose a follower type other than what your peer discussed. How could the relationship and outcome have changed if a different follower style had been used?

Course Resources

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[Undergraduate Discussion Participation Scoring Guide](#)

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[Three Circles of Effective Leadership | Transcript](#)

### u04s2 - Vila Health Challenge Preparation

Vila Health is a virtual environment that simulates a real-world health care system. In the various Vila Health scenarios, you will apply professional strategies, practice skills, and build competencies that you can apply to your coursework and in your career.

During this unit, complete the Vila Health: Employee Motivation challenge. You will use the information you gather in this scenario to complete upcoming coursework.

In Unit 5, you will complete a discussion activity based on this challenge.

- Click **Launch Activity** to complete this multimedia challenge.

Course Resources

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[Vila Health: Employee Motivation](#)

## Unit 5 >> Motivation and Empowerment

### Introduction

Everyone has needs, interests, and desires that are unique. Motivation is defined as "forces either internal or external to a person that arouse enthusiasm and persistence to pursue a certain course of action" (Daft, 2015, p. 226). In other words, needs lead to behavior and action which will eventually lead to some reaction, such as a reward. During this unit, you will learn about several popular motivation theories, including Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory. Each of these theories is based on the idea that humans are motivated by needs. It is the leader's responsibility to understand each follower and what motivates them, and then, through the use of intrinsic and extrinsic rewards, help each individual reach his or her full potential. You will have an opportunity to apply your new knowledge on motivation to two different case studies. You will be presented with several simulations to help you practice your skills. Enjoy the journey!

Reference

Daft, R. L. (2015). *The leadership experience* (7th ed.). Stamford, CT: Cengage.

### Learning Activities

#### u05s1 - Studies

## Readings

Use *The Leadership Experience* text to complete the following:

- Read Chapter 8, "Motivation and Empowerment," pages 225–250.

Use the Capella Library to complete the following:

- Read Seifert, Brockner, Bianchi, and Moon's 2016 article, "[How Workplace Fairness Affects Employee Commitment](#)," from *MIT Sloan Management Review*, volume 57, issue 2, pages 15–17.
- Read Whiteside and Barclay's 2016 article, "[The Face of Fairness: Self-Awareness as a Means to Promote Fairness Among Managers with Low Empathy](#)," from *Journal of Business Ethics*, volume 137, issue 4, pages 721–730.

## Multimedia

- Click **Job Satisfaction and Motivation** to view the multimedia presentation.
- Click **Motivation Concepts** to view the interactive presentation.

Course Resources

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[Job Satisfaction and Motivation](#) | [Transcript](#)

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[Motivation Concepts](#) | [Transcript](#)

### u05s2 - Cultural Competence Assignment Preparation

## Multimedia

- Click **Culture, Diversity, and Out-Groups in Leadership** interactive multimedia presentation

In preparation for your Unit 6 assignment, complete the presentation. Reflect on your results and complete one of the first components of the assignment, which asks you to address the following:

- Discuss the results of your cultural diversity assessment. What was your score? Were you surprised by the results?
- Discuss at least two areas of improvement that you would like to focus on over the next year.

Begin conducting research for the rest of the Unit 6 assignment using the Capella Library. View the assignment instructions and scoring guide to ensure you meet all grading criteria.

Course Resources

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[Culture, Diversity, and Out-Groups in Leadership](#) | [Transcript](#)

### u05d1 - Job Satisfaction and Motivation

After reviewing the multimedia piece, *Job Satisfaction and Motivation*, apply one of the motivation theories that you learned about in this unit. You may choose Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, Acquired-Needs Theory, or any other motivation theory you researched. Using the theory you selected, do you think the solution presented at the end of the case will be effective? Why or why not? What other recommendations would you make to help resolve the issues identified? Remember to refer to the guidelines in the FEM.

## Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. Provide peer-reviewed supporting evidence to show why you agree or disagree with your peer's conclusions.

Course Resources

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[Undergraduate Discussion Participation Scoring Guide](#)

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[Job Satisfaction and Motivation | Transcript](#)

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[Capella University Library](#)

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[APA Style and Format](#)

## u05d2 - Employee Motivation

After reviewing the Vila Health: Employee Motivation simulation, apply intrinsic and extrinsic motivational strategies to the case study. As you walk through the activity, discuss the decisions you made at each step to motivate Hailey and determine the final outcome. Refer to the guidelines in the FEM as you prepare your post.

### Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines. Offer options not given in the simulation to motivate Hailey. Include peer-reviewed literature to support your recommendations.

Course Resources

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[Undergraduate Discussion Participation Scoring Guide](#)

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[Vila Health: Employee Motivation | Transcript](#)

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[Capella University Library](#)

## Unit 6 >> Cultural Competence in Leadership

### Introduction

Our country is one of the most culturally diverse nations in the world. *Diversity* refers to the idea that people are different based on age, race, gender, marital status, lifestyle, religion, and other factors (Daft, 2015). Health care leaders must be able to work with colleagues, followers, patients, and any internal or external stakeholder who is different from them. Leaders must recognize that everyone, regardless of background, has something of value to contribute.

In a previous unit, you explored emotional intelligence (EQ), and in this unit, you will explore cultural intelligence (CQ). *Cultural intelligence* refers to the idea that an individual can successfully read or interpret unfamiliar situations and verbal and nonverbal communication and respond appropriately (Daft, 2015). Being aware of these cultural differences is one of the first steps to becoming an inclusive leader and you will explore each of these steps in detail this unit.

Reference

Daft, R. L. (2015). *The leadership experience* (6th ed.). Stamford, CT: Cengage.

### Learning Activities

## u06s1 - Studies

## Readings

Use *The Leadership Experience* text to complete the following:

- Read Chapter 11, "Developing Leadership Diversity," pages 326–355.
- Read Chapter 14, "Sharing Culture and Values," pages 428–457.

Use the Capella library to complete the following:

- Read Berry-Cabán and Crespo's 2008 article, "[Cultural Competency as a Skill for Health Care Providers](#)," from *Hispanic Health Care International*, volume 6, issue 3, pages 115–121.
- Read Desir's 2014 article, "[Exploring Obstacles to Success for Early Careerists in Healthcare Leadership](#)," from *Journal of Healthcare Management*, volume 59, issue 4, pages 250–253.
- Read Markova and Broome's 2007 article, "[Effective Communication and Delivery of Culturally Competent Health Care](#)," from *Urologic Nursing*, volume 27, issue 3, page 239–242.
- Read Bahreman and Swoboda's 2016 article, "[Honoring Diversity: Developing Culturally Competent Communication Skills Through Simulation](#)," from *Journal of Nursing Education*, volume 55, issue 2, pages 105–108.

## Multimedia

- Click **Culture, Diversity, and Out-Groups in Leadership** to view the interactive presentation. This presentation will be used for your assignment in this unit.
- Click **Intercultural Communication** to view the interactive presentation.

Course Resources

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[Intercultural Communication | Transcript](#)

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[Culture, Diversity, and Out-Groups in Leadership | Transcript](#)

### u06a1 - Cultural Competence

As a health care leader, you will work with people from different countries, different backgrounds, and with different beliefs. It is important that you respect and understand patients, employees, physicians, and all stakeholders who are different from you, while operating in an environment of dynamic change and exceeding the standards of care that patients deserve. Review the Complete the Culture, Diversity, and Out-Groups in Leadership presentation linked in Resources. For this assignment, write a 7–10 page paper and include the following:

- Discuss the results of your cultural diversity assessment.
  - What was your score? Were you surprised by the results?
- Describe areas of improvement of your cultural diversity skills.
  - Discuss at least two areas of improvement that you would like to focus on over the next year.
- Analyze the relationship between cultural competence and teamwork and collaboration.
- Distinguish between cultural awareness, cultural knowledge, cultural competence, and cultural sensitivity.
  - Why is it important for a health care leader to understand each?
- Explain how verbal and nonverbal communication may be misunderstood due to cultural differences.
  - How can a health care leader minimize these misunderstandings?

## Additional Requirements

- **Length:** A minimum of 7–10 double-spaced pages, not including title and reference pages.
- **Font and font size:** Arial, 12 point.
- **References:** Cite at least three references from peer-reviewed journals, in addition to your text.
- **Format:** Use current APA style and formatting.

Course Resources

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[APA Style Paper Template \[DOCX\]](#)

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[APA Style Paper Tutorial \[DOCX\]](#)

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[APA Style and Format](#)

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[Honoring Diversity: Developing Culturally Competent Communication Skills Through Simulation](#)

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[Capella Writing Center](#)

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[Culture, Diversity, and Out-Groups in Leadership | Transcript](#)

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[Cultural Competency as a Skill for Health Care Providers](#)

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[Exploring Obstacles to Success for Early Careerists in Healthcare Leadership](#)

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[Effective Communication and Delivery of Culturally Competent Health Care](#)

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[Capella University Library](#)

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## u06d1 - Diversity in Health Care

Why do you think it is important for health care leaders to be culturally competent? How can health care leaders develop cultural intelligence and become a more inclusive leader? Refer to the FEM guidelines as you prepare your post.

## Response Guidelines

Read and respond to your peers' posts according to FEM guidelines, offering a strategy to develop cultural intelligence that your peer did not mention.

Course Resources

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[Undergraduate Discussion Participation Scoring Guide](#)

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[Exploring Obstacles to Success for Early Careerists in Healthcare Leadership](#)

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[APA Style and Format](#)

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[Honoring Diversity: Developing Culturally Competent Communication Skills Through Simulation](#)

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[Cultural Competency as a Skill for Health Care Providers](#)

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[Effective Communication and Delivery of Culturally Competent Health Care](#)

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## Unit 7 >> Leadership Communication

### Introduction

Many argue that communication skills are among the most important attributes for a health care leader to possess. Leaders must be able to listen actively to internal and external stakeholders, decipher the message, and then respond accordingly. Equally important, leaders must be able to communicate their visions for the future. Leaders must use their communication skills to inspire, motivate, and persuade others to respond in such a way that the leader's vision is realized.

You will have an opportunity to learn about communication skills at a high level. You will reflect on past experiences and think about how a lack of communication led to a misunderstanding. You will also review the different channels of verbal and nonverbal communication and discuss when it is appropriate to use these different modes of communication.

## Learning Activities

### u07s1 - Studies

## Readings

Use *The Leadership Experience* text to complete the following:

- Read Chapter 9, "Leadership Communication," pages 260–287.

Use the Capella library to complete the following:

- Read Blosky and Spegman's 2015 article, "[Let's Talk About It: Communication and a Healthy Work Environment](#)," from *Nursing Management (Springhouse)*, volume 46, issue 6, pages 32–38.
- Read Haynes and Strickler's 2014 article, "[Team STEPPS Makes Strides for Better Communication](#)," from *Nursing*, volume 44, issue 1, pages 62–63.
- Read Rogers's 2012 article, "[Leadership Communication Styles: A Descriptive Analysis of Health Care Professionals](#)," from *Journal of Healthcare Leadership*, volume 2012, issue 4, pages 47–55.

## Multimedia

- Click **The Big 6: An Active Listening Skill Set** to launch the audio presentation.
- Click **Active Listening: Identifying the Core Message** to view the animation.
- Click **Social Media as a Collaboration Strategy** to view the video presentation.

Course Resources

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[Social Media as a Collaboration Strategy](#) | [Transcript](#)

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[The Big 6: An Active Listening Skill Set](#) | [Transcript](#)

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[Active Listening: Identifying the Core Message](#) | [Transcript](#)

### u07s2 - Vila Health Challenge Preparation

Vila Health is a virtual environment that simulates a real-world health care system. In the various Vila Health scenarios, you will apply professional strategies, practice skills, and build competencies that you can apply to your coursework and in your career.

During this unit, complete the Vila Health:Conflict Resolution challenge. You will use the information you gather in this scenario to complete upcoming coursework.

Begin working on your Conflict Resolution assignment, in which you will create a PowerPoint presentation. You may wish to focus on the introduction and the first two communication slides for Unit 9 assignment after reviewing the simulation. View the assignment instructions and scoring guide to understand the requirements and expectations for the assignment.

- Click **Launch Activity** to complete this multimedia challenge.

Course Resources

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Vila Health: Conflict Resolution

## u07d1 - Effective Listening

Think about a misunderstanding you experienced as a result of poor listening skills. Explain the situation and how the misunderstanding occurred. Offer specific strategies to improve listening skills to prevent similar misunderstandings. Refer to the guidelines in the FEM as you prepare your post.

### Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines. Offer a strategy to your peer for consideration and state why you think it would be effective.

Course Resources

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[Undergraduate Discussion Participation Scoring Guide](#)

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[Let's Talk About It: Communication and a Healthy Work Environment](#)

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[TeamSTEPPS Makes Strides for Better Communication](#)

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[Leadership Communication Styles: A Descriptive Analysis of Health Care Professionals](#)

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[APA Style and Format](#)

## u07d2 - Modes of Communication

Consider all of the different communication channels that are available to health care leaders today, such as e-mail, text messages, phone, face-to-face, memos, and virtual meetings. Pick two different modes of communication and provide one situation where it would be appropriate to use that approach and one situation where it would be inappropriate to use that approach. For example, a text message would be appropriate to notify a coworker that you are running five minutes late to a meeting, but a text message would be inappropriate to notify an employee that his vacation request was denied. Why is it important for health care leaders to choose the right medium for a particular message? Refer to the guidelines in the FEM as you prepare your post.

### Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. Explain how nonverbal communication could enhance one of the messages that your peer shared.

Course Resources

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[Undergraduate Discussion Participation Scoring Guide](#)

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[APA Style and Format](#)

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[Let's Talk About It: Communication and a Healthy Work Environment](#)

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[TeamSTEPPS Makes Strides for Better Communication](#)

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[Leadership Communication Styles: A Descriptive Analysis of Health Care Professionals](#)

## Unit 8 >> Team Development and Collaboration

### Introduction

Health care leaders must not only lead individuals, but they must lead teams. Leading a team and understanding team dynamics can be more difficult than leading an individual. In a team, individuals must not only work with the leader, but they must work with the other individuals on the team. Each individual must make some type of sacrifice for the good of the team. Leaders must consider team roles, team cohesiveness, team norms, and must understand the team development process. Tuckman offers a popular team development model that includes five stages of team development: forming, storming, norming, performing, and adjourning (Daft, 2015). During this unit, you will have the opportunity to learn about Tuckman's model through the course readings and simulations and consider why teamwork is important overall.

Reference

Daft, R. L. (2015). *The leadership experience* (6th ed.). Stamford, CT: Cengage.

## Learning Activities

### u08s1 - Studies

## Readings

Use *The Leadership Experience* text to complete the following:

- Review Chapter 10, "Leading Teams," pages 292–321.

Use the Capella Library to complete the following:

- Read Connelly and Turel's 2016 article, "[Effects of Team Emotional Authenticity on Virtual Team Performance](#)," from *Frontiers in Psychology*, volume 7, page 1336.
- Read Eubanks, Palanski, Olabisi, Joinson, and Dove's 2016 article, "[Team Dynamics in Virtual, Partially Distributed Teams: Optimal Role Fulfillment](#)," from *Computers in Human Behavior*, volume 61, pages 556–568.
- Read Ortega, Van de Bossche, Sánchez-Manzanares, Rico, and Gil's 2014 article, "[The Influence of Change-Oriented Leadership and Psychological Safety on Team Learning in Healthcare Teams](#)," from *Journal of Business and Psychology*, volume 29, issue 2, pages 311–321.
- Read Yardley's 2014 article, "[Team Dynamics: The Role It Plays in Shaping Service Delivery](#)," from *Nursing & Residential Care*, volume 16, issue 5, pages 284–286.

## Multimedia

- Click **Pre-Assessment for Team Development Behaviors** to view the interactive presentation.

Course Resources

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[Pre-Assessment for Team Development Behaviors](#) | [Transcript](#)

### u08s2 - Conflict Resolution Assignment Preparation

Continue work on the Unit 9 assignment. You may wish to focus on the third communication slide specific to team work and collaboration. View the assignment instructions and scoring guide for more information.

Course Resources

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[Vila Health: Conflict Resolution](#) | [Transcript](#)

### u08d1 - Teamwork in Health Care

Why is teamwork important in the health care industry? What is the difference between a group and a team? How does communication contribute to team development? Share a personal experience where you were involved in the formation of a team and the role that you played in the development of that team. Remember to follow the FEM guidelines.

## Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. Offer your perspective on how effective communication enhances collaboration in the team environment.

Course Resources

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[Undergraduate Discussion Participation Scoring Guide](#)

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[Team Dynamics: The Role It Plays in Shaping Service Delivery](#)

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[Team Dynamics in Virtual, Partially Distributed Teams: Optimal Role Fulfillment](#)

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[The Influence of Change-Oriented Leadership and Psychological Safety on Team Learning in Healthcare Teams](#)

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[Effects of Team Emotional Authenticity on Virtual Team Performance](#)

### u08d2 - Virtual Teams and Communication

Team leaders can make a significant difference in how a team performs virtually. What communication strategies would you recommend and which skills would you develop as a team leader to ensure your virtual team was successful? Share a virtual team example demonstrating these strategies and recommendations, following the guidelines in the FEM.

## Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. Share how you would incorporate technology to build relationships and improve communication in the example described by your peer.

Course Resources

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[Undergraduate Discussion Participation Scoring Guide](#)

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[The Influence of Change-Oriented Leadership and Psychological Safety on Team Learning in Healthcare Teams](#)

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[Team Dynamics in Virtual, Partially Distributed Teams: Optimal Role Fulfillment](#)

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[Team Dynamics: The Role It Plays in Shaping Service Delivery](#)

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[Effects of Team Emotional Authenticity on Virtual Team Performance](#)

### Unit 9 >> Conflict Resolution

#### Introduction

Conflict is inevitable in any organization, any industry, and at any level. Leaders must be ready and able to properly address conflict when it arises to minimize disruptions and minimize negative impact to employees. It is also important to remember that not all conflict is negative. Conflict can actually be

positive when it minimizes or prevents groupthink, which occurs when team members are more concerned with cohesiveness and avoiding conflict than they are with high performance. When groupthink occurs, team members simply agree with their peers instead of voicing their opinions or offering alternate solutions. Leaders must recognize when this happens and strive to create a healthy team environment that promotes collaboration, but welcomes differences of opinion.

You will explore the role that cultural differences and a lack of communication play when conflict occurs. You will explore different conflict management solutions such as dominating, avoiding, compromising, accommodating, collaborating, and negotiating. Finally, you will have an opportunity to think about your own preferences when dealing with conflict and identify which strategy you prefer.

## Learning Activities

### u09s1 - Studies

## Readings

Use *The Leadership Experience* text to complete the following:

- Review Chapter 10, "Leading Teams," pages 292–321.

Use the Capella library to complete the following:

- Read Hendel's 2007 article, "[Nurse/Physician Conflict Management Mode Choices: Implications for Improved Collaborative Practice](#)," from *Nursing Administration Quarterly*, volume 31, issue 3, pages 244–253.
- Read Morrison's 2008 article, "[The Relationship Between Emotional Intelligence Competencies and Preferred Conflict-Handling Styles](#)," from *Journal of Nursing Management*, volume 16, issue 8, pages 974–983.
- Read Payton's 2014 article, "[Conflict in the Dialysis Clinic](#)," from *Nephrology Nursing Journal*, volume 41, issue 4, pages 365–368.
- Read Rosenstein, Dinklin, and Munro's 2014 article, "[Conflict Resolution: Unlocking the Key to Success](#)," from *Nursing Management (Springhouse)*, volume 45, issue 10, pages 34–39.
- Read Sportsman and Hamilton's 2007 article, "[Conflict Management Styles in the Health Professions](#)," from *Journal of Professional Nursing*, volume 23, issue 3, pages 157–166.

Use the Internet to complete the following:

- Watch the video, "[Transforming Conflict to Collaboration in Healthcare](#)" | Transcript.

### u09a1 - Conflict Resolution

Conflict is inevitable among any team, but especially during high stress situations, such as health care. As a health care leader, you will be called upon to resolve conflict on your team and within your organization. Not only will you have to manage conflict that occurs with you directly, but you will also have to handle situations where you were not present. The Vila Health challenge presents a scenario that you will review. After the review, prepare a PowerPoint presentation, accompanied by audio recording, that you would give to hospital leadership to train them on how to handle situations such as this.

- Review the Vila Health mission, linked in the Resources.
- Begin your presentation by providing background information into the problem and explain how a lack of cultural competence can compound already stressful situations and impede collaboration.
- Describe the communication techniques that were used in this simulation that should *not* be used as they related to diverse cultures.
- Discuss and recommend communication strategies that hospital leadership should promote within the organization going forward to resolve conflict like this in the future.
- Explain the role of relationships on communication and the impact on teamwork and collaboration. Recommend strategies that could be implemented to improve the relationships between nursing and housekeeping in this situation.

PowerPoint presentation outline:

1. **Cover slide:** One slide that includes the name and number of the course, name of project, submission date, name of learner, and contact information.
2. **Introduction slide:** One slide that provides a brief overview of conflict resolution and the case study. This is the *elevator speech* of the case study and captures an overview in a list format. Provide two short paragraphs in the speaking notes to support the points made in the list.
3. **Background slide:** One slide that explains the background of the case study.

4. **Analysis of the situation:** A section of two slides that explains how a lack of cultural competence can compound already stressful situations and impede collaboration.
5. **Communication slide 1:** One slide that lists at least two communication strategies that leadership can use to help the organization resolve the conflict.
6. **Communication slide 2:** One slide that explains the role of relationships in communication. You may wish to discuss relationships between leaders and followers and leaders overseeing teams.
7. **Communication slide 3:** One slide that explains the role of communication on teamwork and collaboration.
8. **Application of literature to the case study:** Recommend strategies that could be implemented to improve the relationships between nursing and housekeeping.
9. **Summary:** One slide that sums up the case study.
10. **References:** This section should list, in APA format, the scholarly references used to create the plan, especially with regard to the review of the literature.

Use Kaltura to create an audio recording that accompanies the PowerPoint presentation. Do not read directly from the slides; instead, contribute additional information or elaboration on the content provided. You may find it useful to write a detailed outline or script as a reference while you create your audio recording.

## Additional Requirements

- **Length:** Presentation time should be between 5–10 minutes. Review the presentation example for suggestions on slide length.
- **References:** Cite at least three references from peer-reviewed journals, in addition to your text.
- **Format:** Use current APA style and formatting.

Submit your PowerPoint presentation and audio recording to the assignment area. Refer to Using Kaltura for directions on recording and uploading your presentation in the courseroom.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact [DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu) to request accommodations.

Course Resources

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[APA Style Paper Template \[DOCX\]](#)

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[APA Style Paper Tutorial \[DOCX\]](#)

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[Capella Writing Center](#)

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[APA Style and Format](#)

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[Vila Health: Conflict Resolution](#) | Transcript

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[Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

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[Capella University Library](#)

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[Using Kaltura](#)

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[DisabilityServices@Capella.edu](mailto:DisabilityServices@Capella.edu)

## u09d1 - Conflict Resolution Strategies

Discuss at least one common cause of conflict in the health care industry and one strategy to handle conflict. Why is it important that health care leaders learn effective conflict resolution strategies? Which strategy do you use most frequently? Refer to the FEM as you prepare your post.

## Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. Offer an example of a conflict resolution strategy that you use and explain why you find it helpful.

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Undergraduate Discussion Participation Scoring Guide

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[Conflict in the Dialysis Clinic](#)

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[Conflict Resolution: Unlocking the Key to Success](#)

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[Nurse/Physician Conflict Management Mode Choices: Implications for Improved Collaborative Practice](#)

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[The Relationship Between Emotional Intelligence Competencies and Preferred Conflict-Handling Styles](#)

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[Conflict Management Styles in the Health Professions](#)

## Unit 10 >> The Future of Leadership

### Introduction

The health care industry is changing at an alarming rate. Health care leaders are faced with the challenge of maintaining the status quo while monitoring the external and internal environments for opportunities and threats and preparing their organizations for change. Significant change can be difficult to implement due to the complexities faced as well as stakeholders' resistance to change. Fortunately, change management models such as John Kotter's eight-stage model of change can be used to guide change and innovation (Daft, 2015).

### Reference

Daft, R. L. (2015). *The leadership experience* (6th ed.). Stamford, CT: Cengage.

### Learning Activities

#### u10s1 - Studies

## Readings

Use *The Leadership Experience* text to complete the following:

- Read Chapter 15, "Leading Change," pages 462–489.

Use the Capella Library to complete the following:

- Read Hannah, Sumanth, Lester, and Cavarretta's 2014 article, "[Debunking the False Dichotomy of Leadership Idealism and Pragmatism: Critical Evaluation and Support of Newer Genre Leadership Theories](#)," from *Journal of Organizational Behavior*, volume 35, issue 5, pages 598–621.
- Read Jacobs, Rouse, and Parsons's 2014 article, "[Leading Change Within Health Services](#)," from *Leadership in Health Services*, volume 27, issue 2 pages 72–86.
- Read Longenecker and Longenecker's 2014 article "[Why Hospital Improvement Efforts Fail: A View from the Front Line](#)," from *Journal of Healthcare Management*, volume 59, issue 2, pages 147–157.
- Read Strech and Wyatt's 2013 article, "[Partnering to Lead Change: Nurses' Role in the Redesign of Health Care](#)," from *Association of Operating Room Nurses. AORN Journal*, volume 98, issue 3, pages 260–266.
- Read Kotter's 2007 article, "[Leading Change: Why Transformation Efforts Fail](#)," from *Harvard Business Review*, volume 85, issue 1, pages 96–103.

#### u10d1 - Communication and Change

There is no question that health care is changing at a very fast pace. Kotter offers a model that a leader may use to lead change within an organization. Briefly summarize Kotter's eight-step change process and provide an example of change occurring in health care today that would utilize those eight steps. Apply each of the eight steps to your example, following the guidelines in the FEM as you prepare your post.

## Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines. Explain how communication strategies are woven throughout Kotter's eight-step change process and the example your peer presented.

Course Resources

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[Undergraduate Discussion Participation Scoring Guide](#)

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[Leading Change: Why Transformation Efforts Fail](#)

### u10d2 - Helping People Change

As a leader in your organization, what steps would you take to help people within your organization embrace changes taking place internally and externally? What communication strategies would you use to lead the change, motivate, and support your followers throughout the process? Follow the FEM guidelines as you prepare your post.

## Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines. Recommend at least one strategy to lead the change effectively.

Course Resources

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[Undergraduate Discussion Participation Scoring Guide](#)

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[Leading Change: Why Transformation Efforts Fail](#)

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[Partnering to Lead Change: Nurses' Role in the Redesign of Health Care](#)

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[Leading Change Within Health Services](#)