Syllabus

Course Overview

Being a leader is challenging, exciting, and rewarding, and carries with it many responsibilities.

— Peter G. Northouse

Leadership is a major factor in the success of any organization. Organizations must navigate short-term challenges every day. It takes leadership to stay the course and achieve long-term objectives.

This course is designed to prepare you to assume leadership responsibilities in your public health career. It will also help equip you to develop high-functioning teams. In this course, you will work with a coach to evaluate your leadership values and vision and set goals that support your leadership development. You will go on to create formulate team leadership strategies that facilitate team networking both inside and outside of public health organizations. Additionally, you will identify team building activities you may one day use in your career.

Note: In this course, you have been assigned a coach to support you in your process of leadership development. Contact your coach to set up your initial coaching session, which will occur in Unit 4.

Before your first session, make sure that you have a sense of your own leadership values and vision. Please contact your instructor if you have any questions about the coaching connection.

Discussion Requirements

The requirements for unit discussion postings and peer responses are provided in the School of Nursing and Health Sciences faculty expectations message. Be sure to review these requirements, which apply to all discussions. Contact your faculty member if you have questions.

When you incorporate another writer's ideas in your work (as a quotation, paraphrase, or summary), to support your position or substantiate a claim, be sure to give credit to that writer in a correctly formatted APA citation. Remember that an APA citation includes both the in-text citation (the author's last name and the year of publication) and the full reference for the source.

Reference

Northouse, P. G. (2015). *Introduction to leadership: Concepts and practice* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Course Competencies (Read Only)

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

1. Develop a personal leadership plan.

2. Perform effectively on interprofessional teams.

3. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.

4. Select communication strategies for different audiences and sectors.

5. Communicate audience-appropriate public health content in a logically structured and concise manner, writing clearly with correct use of grammar, punctuation, spelling, and APA style.

Course Prerequisites

Prerequisite(s): MPH5300.

Required

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

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.

- Aga, D. A., Noorderhaven, N., & Vallejo, B. (2016). Transformational leadership and project success: The mediating role of team-building. *International Journal of Project Management*, *34*(5), 806–818.
- al Rahbi, D., Khalid, K., & Khan, M. (2017). The effects of leadership styles on team motivation. *Academy of Strategic Management Journal*, *16*(3), 1–14.
- Anthony, E. L. (2017). The impact of leadership coaching on leadership behaviors. *Journal of Management Development*, *36*(7), 930–939.
- Berg, M. E., & Karlsen, J. T. (2016). A study of coaching leadership style practice in projects. *Management Research Review, 39*(9), 1122–1142.
- Buell, P. H. (2014). Whither the bully pulpit: Leadership communications and corporate transformation. *Journal of Business Strategy*, *35*(6), 66–70.
- Chargualaf, K. A., Elliott, B., & Patterson, B. (2018). From military to academic nursing: Embracing an untapped leadership resource. *Journal of Nursing Education*, *57*(6), 355–358.
- Dryer, C. (2018). President's message: Leadership. *Teaching and Learning in Nursing*, *13*(3), A7–A8.
- El-Den, J., & Dangi, K. (2016, May). A comparative study and analysis between the (positive traits and personal strengths) PP model and current security compliance models. *European Conference on Intellectual Capital*, 79–86.
- Fiaz, M., Su, Q., Ikram, A., & Saqib, A. (2017). Leadership styles and employees' motivation: Perspective from an emerging economy. *Journal of Developing Areas*, *51*(4), 143–156.
- Gandhi, M., & Johnson, M. (2016). Creating more effective mentors: Mentoring the mentor. *AIDS and Behavior, 20* (Supp.), S294–S303.
- Gauche, C., de Beer, L. T., & Brink, L. (2017). Managing employee well-being: A qualitative study exploring job and personal resources of at-risk employees. *SA Journal of Human Resource Management*, *15*, 1–13.
- Hills, L. (2015). Managing pessimistic, gloomy, and cynical employees: Twenty-five do's and don'ts. *Journal of Medical Practice Management: MPM*, *31*(3), 156–161.
- Hinton, M. D. (2016). Women's leadership: Mission strength and personal vulnerability combine. *Diverse Issues in Higher Education*, *33*(3), 34.
- MacKie, D. (2015). The effects of coachee readiness and core self-evaluations on leadership coaching outcomes: A controlled trial. *Coaching: An International Journal of Theory, Research and Practice*, *8*(2), 120–136.
- Marquez, D., Pell, D., Forster-Cox, S., Garcia, E., Ornelas, S., Bandstra, B., & Mata, H. (2017). Promoting health through policy and systems change: Public health students and mentors on the value of policy advocacy experience in academic internships. *Health Promotion Practice*, *18*(3), 323–326.
- Moore, J. M., Everly, M., & Bauer, R. (2016). Multigenerational challenges: Team-building for positive clinical workforce outcomes. *Online Journal of Issues in Nursing, 21*(2), 1–11.
- Norton, W. I., Jr., & Sussman, L. (2016). Team charters: Theoretical foundations and practical implications for quality and performance. *Journal for Quality and Participation*, *39*(3), 33–35,

40.

- O'Brien, J. A. (2018). Motivating employees to top performance and service. *Journal of Medical Practice Management: MPM*, *33*(4), 234–237.
- Ortega, K. E. (2018). Perspectives from a first-generation college student: Reflections on the value of mentoring relationships. *Health Promotion Practice*, *19*(4), 492–494.
- Rafferty, A. E., & Jimmieson, N. L. (2017). Subjective perceptions of organizational change and employee resistance to change: Direct and mediated relationships with employee well-being. *British Journal of Management*, *28*(2), 248–264.
- Ribeiro do Valle Nascimento, T. M., Resnicow, K., Nery, M., Brentani, A., Kaselitz, E., Agrawal, P., . . . Heisler, M. (2017). A pilot study of a community health agent-led type 2 diabetes self-management program using motivational interviewing-based approaches in a public primary care center in São Paulo, Brazil. *BMC Health Services Research*, *17*(1), 1–10.
- Riener, G., & Wiederhold, S. (2016). Team building and hidden costs of control. *Journal of Economic Behavior and Organization*, *123*, 1–18.
- Rubens, A., Schoenfeld, G. A., Schaffer, B. S., & Leah, J. S. (2018). Self-awareness and leadership: Developing an individual strategic professional development plan in an MBA leadership course. *International Journal of Management Education*, *16*(1), 1–13.
- Samardžija, J., Walker, J. K., & Kužnin, M. (2017). Student leadership, career development and personal success profiles. *Ekonomska Misao i Praksa*, *26*(1), 343–361.
- Sang-Woo Hahm. (2017). Communication strategies of online-based leadership and members' work engagement and job burnout. *Journal of Korean Society for Internet Information*, *18*(5), 103–112.
- Schneider, B. Z., & Jones, T. O. (2017). Assessing leadership performance dimensions: A thinking framework for leadership decisions. *Journal of Applied Business and Economics*, *19*(6), 37–50.
- Sheppard, J. (2016). Nonprofit leadership resources. *Online Searcher*, *40*(4), 10–14.
- Silva, A. (2016). What is leadership? *Journal of Business Studies Quarterly*, *8*(1), 1–5.
- Skinner, A. (2018). Leadership styles. *Nursing Standard*, *32*(22), 64–65.
- Sommer, S. A., Howell, J. M., & Hadley, C. N. (2016). Keeping positive and building strength: The role of affect and team leadership in developing resilience during an organizational crisis. *Group & Organization Management*, *41*(2), 172–202.
- Sosik, J. J., Chun, J. U., Ete, Z., Arenas, F. J., & Scherer, J. A. (2018, May 8). Self-control puts character into action: Examining how leader character strengths and ethical leadership relate to leader outcomes. *Journal of Business Ethics*, 1–17.
- Stanhope, V., Tennille, J., Bohrman, C., & Hamovitch, E. (2016). Motivational interviewing: Creating a leadership role for social work in the era of healthcare reform. *Social Work in Public Health*, *31*(6), 474–480.
- Sutton, H. (2017). Key to leadership success is defining personal values and strengths. *Dean & Provost*, *18*(7), 12.

- Sverdrup, T. E., & Schei, V. (2015). "Cut me some slack": The psychological contracts as a foundation for understanding team charters. *Journal of Applied Behavioral Science*, *51*(4), 451–478.
- Temminck, E., Mearns, K., & Fruhen, L. (2015). Motivating employees towards sustainable behaviour. *Business Strategy and the Environment, 24*(6), 402–412.
- Toogood, T., Spadorcia, S., Mishra, B., & Mishra, J. (2017). How to manage difficult employees. *Advances in Management*, *10*(1), 1–6.
- Whissemore, T. (2016). Building teams, building trust. *Community College Journal*, *86*(5), 14–15.
- Wiwanitkit, V. (2016). Professional advisor and mentor: An important process for the higher education system in public health. *Annals of Tropical Medicine and Public Health*, *9*(1), 80–81.

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 Public Health Association (APHA). (2018). State and regional public health associations. Retrieved from https://www.apha.org/apha-communities/affiliates/state-and-regional-public-health-associations
- Coaching4Growth. (n.d.). What is coaching in the workplace? Retrieved from http://coach4growth.com/coaching-skills/what-is-coaching-in-the-workplace
- Doyle, A. (2018). How to use the STAR interview response technique. Retrieved from https://www.thebalancecareers.com/what-is-the-star-interview-response-technique-2061629
- Global Health Workforce Alliance. (n.d.). Full list of all members and partners. Retrieved from http://www.who.int/workforcealliance/members_partners/member_list/en/
- Goldsmith, M. (2014, September 9). *Steps in the coaching process: Coaching for behavioral change* [Video] | Transcript Available from https://www.youtube.com/watch?v=Hwn_W-X2Rds
- Holsinger, J. W., Jr., Carlton, E. L., & Jadhav, E. D. (2015). Editorial: Leading people – managing organizations: Contemporary public health leadership. *Frontiers in Public Health, 3*(268), 1–3. Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4658427/
- Mengel, M. (2015). Public health leadership in international practice. *European Journal of Public Health, 25*(Supp. 3), 253. Retrieved from https://academic.oup.com/eurpub/article/25/suppl_3/ckv174.022/2484272
- MindTools. (n.d.). Team building exercises and activities. Retrieved from https://www.mindtools.com/pages/article/newTMM_52.htm
- MindTools. (n.d.). Team charters: Getting your team off to a great start. Retrieved from https://www.mindtools.com/pages/article/newTMM_95.htm

- MindTools. (n.d.). [What is leadership?](https://www.mindtools.com/pages/article/newLDR_41.htm) Retrieved from https://www.mindtools.com/pages/article/newLDR_41.htm
- Powell, K. (2016). [Team building: Morale boosters.](http://www.nature.com/nature/journal/v534/n7605/full/nj7605-141a.html) *Nature*, *534*(7605), 141–143. Retrieved from http://www.nature.com/nature/journal/v534/n7605/full/nj7605-141a.html

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.

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.

- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act (FERPA)](https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html) https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html
- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html) https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html

Unit 1 ≫ What Is Leadership?

Introduction

Leadership is everyone's business. However, not everyone is qualified to become a leader—or are they? What makes a good leader? Are a person's leadership traits developed over time or is he or

she born with those traits? To be an effective leader, one must possess certain traits, such as intelligence, confidence, charisma, determination, sociability, and integrity.

Leadership involves multidimensional activities that should engage a variety of individuals. Every leader utilizes his or her own set of leadership skills, styles, and interpersonal talents. Every leader should engage in a set of leadership practices and utilize a unique set of tools. All these elements determine whether a leader is successful.

In Unit 1, you will explore the concept of leadership and examine the characteristics of great leaders.

Readings

Read the following articles on leadership and team communications, which will help you with the discussions in this unit and all of the assignments in this course.

From the Capella library:

- Buell, P. H. (2014). Whither the bully pulpit: Leadership communications and corporate transformation. *Journal of Business Strategy*, *35*(6), 66–70.
- Dryer, C. (2018). President's message: Leadership. *Teaching and Learning in Nursing*, *13*(3), A7–A8.
- Sang-Woo Hahm. (2017). Communication strategies of online-based leadership and members' work engagement and job burnout. *Journal of Korean Society for Internet Information*, *18*(5), 103–112.
- Silva, A. (2016). What is leadership? *Journal of Business Studies Quarterly*, *8*(1), 1–5.
- Skinner, A. (2018). Leadership styles. *Nursing Standard*, *32*(22), 64–65.

From the Internet:

- Holsinger, J. W., Jr., Carlton, E. L., & Jadhav, E. D. (2015). Editorial: Leading people – managing organizations: Contemporary public health leadership. *Frontiers in Public Health, 3*(268), 1–3. Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4658427/
- Mengel, M. (2015). Public health leadership in international practice. *European Journal of Public Health*, *25*(Supp. 3), 253. Retrieved from https://academic.oup.com/eurpub/article/25/suppl_3/ckv174.022/2484272

Multimedia

Complete the following Capella multimedia presentation:

- [Coaching Process Questionnaire](#).
  - This media piece provides a brief overview of the coaching process. Understanding the coaching process and its potential value to you as a leader will help you in preparing for your scheduled coaching sessions and in applying feedback to the development of your personal leadership plan.
  - Running time: 05:24.

APA Style Resources

Capella uses the *Publication Manual of the American Psychological Association* (commonly referred to as the APA Manual) as its style guide for scholarly writing. Using a single publication manual ensures a consistent style across degrees, programs, and schools, and APA style is well respected and widely used in scholarly works and academic publications.

For your program, Capella provides a selection of online resources designed to help you understand APA style and use it effectively. See Capella's [APA Module](#), which offers highlights that are designed to help you quickly understand the fundamentals you need to write a course paper that meets APA guidelines.

Optional Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [Public Health Masters Research Guide](#).
- [Capella University Library](#).
- [Journal and Book Locator Library Guide](#).
- [Library Research and Information Literacy Skills](#).

- Define leadership.
- Define one's leadership style.
- Describe the purpose and goals of coaching.
- Identify career opportunities in public health leadership.
- Identify the influence of career aspirations on one's leadership vision.
- Interpret coaching feedback.
- Analyze coaching session outcomes.
- Identify effective team communication strategies.
- Reassess one's leadership goals.
- Identify the factors that most influence effective communications with wide-ranging, diverse audiences.

u01s2 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time, you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines [PDF]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio, visit the Campus [ePortfolio](#) page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act (FERPA)](#) and/or the [Health Insurance Portability and Accountability Act (HIPAA)](#) if you have specific questions or concerns about your choices.

u01d1 - What Is Leadership?

Note: Remember to adhere to the requirements for unit discussion postings and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

Leadership is defined in many ways. How we lead our teams and our projects is very personal and often a reflection of how one prefers to be led.

- Provide your definition of leadership.
- Identify a credible source on leadership from a peer-reviewed journal or professional industry publication.
  - Compare your definition of leadership with that found in your source document.
  - Share your source's definition of leadership so that your colleagues can compare it with yours.

- Explain how your experiences, public events, or readings have influenced your thoughts on leadership.

Response Guidelines

Imagine yourself as a member of a team led by your colleague. From this perspective, offer your assessment of the type of leadership reflected in your colleague's definition.

- What are the pros and cons inherent in this type of leadership?
- What suggestions might you have for the leader?

Course Resources
Graduate Discussion Participation Scoring Guide

u01d1 - Learning Components

- Define leadership.
- Identify the influence of career aspirations on one's leadership vision.

u01d2 - Characteristics of Great Leaders

Note: Remember to adhere to the requirements for unit discussion postings and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

In our lives, we often encounter many different leaders. Some leaders are managers or people in leadership roles, while others are people who provide guidance when needed and may not even recognize the leadership role they fill.

Describe an individual who you value as a great leader.

- Identify the leadership traits this individual possesses that you could incorporate in your own leadership style.
- Explain why you consider this individual to be a great leader.
- Explain how this individual has influenced you as a leader.
- Support your position with references to the unit readings, cited in current APA style.

Response Guidelines

Assume the role of a critic who would not agree that this person is a great leader.

- Explain why you would not consider this person to be a great leader.
- Offer your insight into how this person differs from the leader you described in your initial discussion post.
- What suggestions would you have for the development of this leader?

Course Resources

Graduate Discussion Participation Scoring Guide

u01d2 - Learning Components

- Define leadership.
- Identify the factors that influence leaders.

Unit 2 ❯❯ Exploring Your Personal Leadership Strengths

Introduction

Perhaps it is a cliché to ask, "Is this glass of water half empty, or is it half full?" But when you are thirsty, you probably do not care so much about the part that is half empty. So, when you are thinking about developing your leadership abilities, why should you focus on your weaknesses?

In Unit 2, you will examine leadership strengths and key leadership traits to gain insight into your own strengths as a leader.

Learning Activities

u02s1 - Studies

Readings

Read the following articles from the Capella library on leadership, which will help you with the discussions in this unit and the assignments in Units 3, 4, 9, and 10.

- Schneider, B. Z., & Jones, T. O. (2017). [Assessing leadership performance dimensions: A thinking framework for leadership decisions](). *Journal of Applied Business and Economics, 19*(6), 37–50.
- Sosik, J. J., Chun, J. U., Ete, Z., Arenas, F. J., & Scherer, J. A. (2018, May 8). [Self-control puts character into action: Examining how leader character strengths and ethical leadership relate to leader outcomes](). *Journal of Business Ethics*, 1–17.
- Sutton, H. (2017). [Key to leadership success is defining personal values and strengths](). *Dean & Provost, 18*(7), 12.

Multimedia

Complete the following Capella multimedia presentation:

- [Dimensions of Coaching: Part 1]().
    - View this media piece to gain additional insight into the coaching process for a better understanding of the potential benefits and value of coaching.
    - Running time: 04:35.

Optional Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- [Academic Honesty & APA Style and Formatting]().
- [APA Module]().
- [Introduction to the Writing Center]().

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [Public Health Masters Research Guide]().
- [Capella University Library]().
- [Journal and Book Locator]().
- [Library Research and Information Literacy Skills]().

u02s1 - Learning Components

- Assess one's current leadership skills.

- Describe the purpose and goals of coaching.
- Identify career opportunities in public health leadership.
- Identify the factors that influence leaders.
- Develop a strategy for skill attainment.
- Interpret coaching feedback.
- Analyze coaching session outcomes.
- Analyze one's leadership philosophy and style.

u02s2 - Assignment Preparation

In your upcoming assignment in Unit 3, you will develop a personal leadership plan that you will present to your coach in your first coaching session. In addition, you will develop five or more questions to solicit feedback from the coach on particular topics of interest or concern to you.

To prepare for your assignment in the next unit, you are encouraged to begin thinking about your personal leadership vision, philosophy, and style and the short- and long-term leadership development goals you would like to set for yourself. In addition, you may wish to:

- Review the personal leadership plan assignment and scoring guide to ensure that you understand the work you will be asked to complete.
- Reflect on the studies and discussions you have completed so far, and consider how they might influence or inform your approach to this assignment.
- Ask your faculty member any questions you have at this time about the assignment.

Note: Remember that you can submit all or a portion of your draft plan to [Smarthinking Tutoring](#) for feedback, before you submit the final version for this assessment. If you plan on using this free service, be mindful of the turnaround time of 24–48 hours for receiving feedback.

u02s2 - Learning Components

- Define one's leadership style.
- Identify career opportunities in public health leadership.
- Identify the influence of career aspirations on one's leadership vision.

u02d1 - Examining Leadership Strengths

Note: Remember to adhere to the requirements for unit discussion postings and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

Last week, you discussed different leaders you may have encountered in your life. These leaders likely influenced your ideas about leadership that have helped to mold who you are today as a leader or future leader.

- Describe the characteristics of a strong leader.
- In contrast, describe a person who was, or is, in a leadership position, but who is not a strong leader.
    - Also describe a person who was not a strong leader in your life.
- Describe the differences between a strong leader and those you consider to be less capable.
- Explain how comparing strong and weak leaders can improve your leadership skills.

Response Guidelines

Compare your leadership style with the strong and weak leaders characterized in your colleague's post.

- Drawing on your colleague's leader characterizations, what aspects of leadership would you like to incorporate into your leadership style?
- Explain how you might modify your leadership style and further develop your leadership skills.

Course Resources
Graduate Discussion Participation Scoring Guide

u02d1 - Learning Components

- Assess one's current leadership skills.
- Develop a strategy for skill attainment.

u02d2 - Assessing Leadership Strengths and Key Traits

Note: Remember to adhere to the requirements for unit discussion postings and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

Consider the relative value of the leadership strengths of implementation, innovation, encouragement, analysis, and mediation, as well as the six key leadership traits of intelligence, confidence, charisma, determination, sociability, and integrity. Then, answer the following questions:

- Which of these leadership strengths or traits are **most** important to you? Why?
- Which of these leadership strengths or traits are **least** important to you? Why?
- Does any leader possess all of these characteristics? Explain.

Response Guidelines

Find one posting identifying important leadership strengths or traits similar to those you consider to be important, then find one posting identifying important leadership strengths or traits different from those you consider to be important.

Compare the similarities and differences among you and your colleagues.

- Are these strengths and traits universal?
- What types of patterns or trends did you see in the responses?
- Did your colleagues list any strengths or traits that you had not considered or that you might like to cultivate as a leader?

Course Resources
Graduate Discussion Participation Scoring Guide

u02d2 - Learning Components

- Assess one's current leadership skills.
- Develop a strategy for skill attainment.
- Analyze one's leadership philosophy and style.

Unit 3 ≫ Leadership Development Planning

Introduction

Just as it is hard to get to new places without a map or GPS, it is hard to develop new competencies without a plan.

In Unit 3, you will identify your leadership vision, your philosophy, motivations, desired accomplishments, blind spots, and skills you would like to augment. You will use this information to create a personal leadership plan to develop your leadership skills. In Unit 4, you will meet with your coach to discuss your plan and get feedback that you can use to refine your plan.

Learning Activities

u03s1 - Studies

Readings

Read the following articles from the Capella library on leadership, which will help you with the discussion and assignment in this unit, as well as the assignments in Unit 9 and 10.

- Hinton, M. D. (2016). [Women's leadership: Mission strength and personal vulnerability combine](#). *Diverse Issues in Higher Education*, *33*(3), 34.
- Rubens, A., Schoenfeld, G. A., Schaffer, B. S., & Leah, J. S. (2018). [Self-awareness and leadership: Developing an individual strategic professional development plan in an MBA leadership course](#) *International Journal of Management Education*, *16*(1), 1–13.
- Samardžija, J., Walker, J. K., & Kužnin, M. (2017). [Student leadership, career development and personal success profiles](#). *Ekonomska Misao i Praksa*, *26*(1), 343–361.

Internet Resources

Read the article on this web page and explore the links to additional resources. These resources will also help you with the discussion and assignment in this unit.

- MindTools. (n.d.). [What is leadership?](#) Retrieved from https://www.mindtools.com/pages/article/newLDR_41.htm

Optional Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [Public Health Masters Research Guide](#).
- [Capella University Library](#).
- [Journal and Book Locator](#).
- [Library Research and Information Literacy Skills](#).

u03s1 - Learning Components

- Define leadership.
- Describe the purpose and goals of coaching.
- Identify career opportunities in public health leadership.
- Analyze coaching session outcomes.
- Reassess one's leadership goals.

u03a1 - Personal Leadership Plan

Professional Context

This assignment provides an opportunity for you to articulate your leadership vision and philosophy, set leadership development goals, and plan for skills development.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Develop a personal leadership plan.
  - Establish short- and long-term leadership goals.
  - Plan for the development of skills related to one's leadership goals.

- Competency 3: Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision making.
  - Articulate a personal leadership vision, based on one's career goals.
  - Articulate a personal leadership philosophy and one's reasons for employing a particular leadership style.

- Competency 4: Select communication strategies for different audiences and sectors
  - Describe one's current communication strategy when leading or collaborating with diverse individuals and groups.

- Competency 5: Communicate audience-appropriate public health content in a logically structured and concise manner, writing clearly with correct use of grammar, punctuation, spelling, and APA style.
  - Write clearly and concisely in a logically coherent and appropriate form and style.

Instructions

Develop a personal leadership plan that you will present to your coach in your first coaching session. In addition, develop at least five questions to solicit feedback from the coach on particular topics of interest or concern to you. Be sure to address your leadership philosophy and style and interprofessional collaboration. You will apply feedback received on these topics to help you further develop your leadership plan in Unit 4.

As you develop your plan, consider what you have learned from this course and knowledge gained from any other relevant sources on leadership.

Document Format and Length

Format your personal leadership plan using APA style.

- Use the APA Style Paper Template, linked in the Resources. An APA Style Paper Tutorial is also provided to help you in writing and formatting your plan. Be sure to include:
  - A title page and references page. An abstract is not required.
  - A running head on all pages.
  - Appropriate section headings.
- Your personal leadership plan should be 3–5 pages in length, **not including** the title page and references page.

Supporting Evidence

Cite 3–5 credible sources from peer-reviewed journals or professional industry publications that inform your leadership vision, goals, and philosophy.

Leadership Plan Requirements

The personal leadership plan requirements, outlined below, correspond to the grading criteria in the Personal Leadership Plan Scoring Guide, so be sure to address each point. These actions will assist you in identifying what motivates you professionally. Read the performance-level descriptions for each criterion to see how your work will be assessed.

- Articulate a personal leadership vision, based on your career goals.
  - What do you hope to accomplish in your field?

- Describe the type of leadership role you want to assume within the public health field five years from now.
    - Why have you chosen this role?
    - What do you hope to accomplish in this role?
    - What strengths do you bring to this role?
        - How would you apply them?
        - How can you build on them?
- Establish short- and long-term leadership goals.
    - What steps are required to reach your goals?
    - When do you expect to achieve them?
    - Account for uncertainty by strategizing alternative courses of action.
- Articulate your personal leadership philosophy and reasons for employing a particular leadership style.
    - What examples of personal leadership can you cite that reflect your leadership vision?
- Plan for the development of skills related to your leadership goals.
    - What shortcomings or blind spots might hold you back from accomplishing your leadership goals?
        - How can you ameliorate them?
    - What skills will you need to improve to reach your goals?
    - What new skills will you need to develop?
        - How could you develop them?
    - How could educational and professional organizations help you reach your goals?
- Describe your current communication strategy when leading or collaborating with diverse individuals and groups.
    - What examples can you cite that illustrate this strategy?
- Write clearly and concisely in a logically coherent and appropriate form and style.
    - Adhere to scholarly and disciplinary writing standards and APA formatting requirements.

Submission Requirements

Proofread your personal leadership plan, before you submit it, to minimize errors that could distract readers and make it more difficult for them to focus on the substance of your plan.

Course Resources

APA Style Paper Template [DOCX]

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

[Smarthinking Tutoring](#)

u03d1 - Personal Leadership Style

Note: Remember to adhere to the requirements for unit discussion postings and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

Leadership style is unique to each individual. In some organizations, there is an overarching theme to the type of leadership used in the organization.

- Describe your leadership style.
- Describe the style of leadership under which you perform best.
- Identify some leadership skills you would like to improve upon.
    - Identify some resources that could possibly help you in further developing these skills.

Response Guidelines

Consider the following questions as you prepare your response:

- Has your leadership style changed over time? If yes, how?
- Did any one event or person influence your leadership style? If so, explain.
- What activities might improve your leadership style?
    - For example, attending conferences, taking classes, or on-the-job activities.

- Are there things, such as stress at work or demands from upper management, that you think may negatively influence your leadership style?

Course Resources

Graduate Discussion Participation Scoring Guide

u03d1 - Learning Components

- Assess one's current leadership skills.

- Define one's leadership style.
- Develop a strategy for skill attainment.

Unit 4 ➤➤ Coaching

Introduction

Coaching is essential for growth and development of every leader. Regardless of the leader's position, every leader must take steps to assess his or her leadership style and can benefit from coaching to explore effective ways to become a better leader. Leaders also have responsibility for the effectiveness of their teams. Again, coaching can be beneficial in helping the team members reach their full potential.

In Unit 4, you will meet with your coach to discuss your leadership plan. You will then have the opportunity to reflect on the coaching session and apply feedback and suggestions to further define your leadership goals, reassess your leadership philosophy and style, and improve your approach to interprofessional collaboration. In addition, you will explore the concept of coaching and consider the characteristics you would look for in those who might coach others.

Learning Activities

u04s1 - Studies

Readings

Read the following articles from the Capella library on coaching and motivational interviewing, which will help you with the discussions in this unit and the assignment in Unit 6.

- Anthony, E. L. (2017). The impact of leadership coaching on leadership behaviors. *Journal of Management Development*, *36*(7), 930–939.
- Berg, M. E., & Karlsen, J. T. (2016). A study of coaching leadership style practice in projects. *Management Research Review*, *39*(9), 1122–1142.
- Ribeiro do Valle Nascimento, T. M., Resnicow, K., Nery, M., Brentani, A., Kaselitz, E., Agrawal, P., . . . Heisler, M. (2017). A pilot study of a community health agent-led type 2 diabetes self-management program using motivational interviewing-based approaches in a public primary care center in São Paulo, Brazil. *BMC Health Services Research*, *17*(1), 1–10.
- MacKie, D. (2015). The effects of coachee readiness and core self-evaluations on leadership coaching outcomes: A controlled trial. *Coaching: An International Journal of Theory,*

Research and Practice, *8*(2), 120–136.

- Stanhope, V., Tennille, J., Bohrman, C., & Hamovitch, E. (2016). Motivational interviewing: Creating a leadership role for social work in the era of healthcare reform. *Social Work in Public Health*, *31*(6), 474–480.

Internet Resources

Read the article on this web page and explore the links to additional resources. These resources will also help you with the discussion and assignment in this unit.

- Coaching4Growth. (n.d.). What is coaching in the workplace? Retrieved from http://coach4growth.com/coaching-skills/what-is-coaching-in-the-workplace

Multimedia

Complete the following Capella multimedia presentations:

- Coaching Guidelines.
  - View this media piece to examine the four steps of a coaching model: (1) observe and collaborate, (2) analyze, (3) interact, and (4) follow-up.

- Wheel of Life.
  - In this presentation, you will engage in a simple exercise that enables you to reflect on and assess your satisfaction with seven different factors affecting in your life. This exercise may help you to gain some insight into how what you value in life influences your professional goals and aspirations.

Optional Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- Academic Honesty & APA Style and Formatting.
- APA Module.
- Introduction to the Writing Center.

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- Public Health Masters Research Guide.

- [Capella University Library](#).
- [Journal and Book Locator](#).
- [Library Research and Information Literacy Skills](#).

u04s1 - Learning Components

- Describe the purpose and goals of coaching.
- Interpret coaching feedback.
- Analyze coaching session outcomes.
- Draws conclusions about the value and implications of applying specific coaching feedback.
- Reassess one's leadership goals.

u04a1 - Coaching Session 1 Reflection

Professional Context

This assignment provides an opportunity for you to reflect on your recent coaching session and apply feedback and suggestions to further define your leadership goals, reassess your leadership philosophy and style, and improve your approach to interprofessional collaboration.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Develop a personal leadership plan.
  - Assess the value of a coaching session in helping to define one's leadership goals.

- Competency 2: Perform effectively on interprofessional teams.
  - Apply coaching feedback to the development of one's interprofessional collaboration strategies.

- Competency 3: Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision making.
  - Reassess one's leadership philosophy and style, based on coaching feedback.

- Competency 5: Communicate audience-appropriate public health content in a logically structured and concise manner, writing clearly with correct use of grammar, punctuation, spelling, and APA style.
  - Write clearly and concisely in a logically coherent and appropriate form and style.

Instructions

Take a moment to reflect on your coaching session. Think about what aspects of the session went well and what aspects could be improved upon. Then, create a debriefing document that captures your thoughts about the session and its value to you. In addition, use the feedback you receive to reassess your leadership philosophy and style and begin formulating a strategy for interprofessional collaboration.

The coaching debrief requirements, outlined below, correspond to the grading criteria in the Coaching Debrief 1 Scoring Guide, so be sure to address each point. Read the performance-level descriptions for each criterion to see how your work will be assessed.

- Assess the value of the coaching session in helping you to define your leadership goals.
    - What was the direction provided on your leadership plan?
    - Was this information helpful to you in further developing the plan? If so, why?
    - What follow-up questions might you have for your coach on the next session?
    - What are some ways you could improve your leadership by taking on additional tasks at work?

- Reassess your leadership philosophy and style, based on coaching feedback.
    - What, if any, changes in philosophy and style will you make or consider? Why?

- Apply coaching feedback to the development of interprofessional collaboration strategies.
    - What feedback influenced your current strategies and thinking? Why?
    - What skills, if any, do you currently lack or need to develop further?

- Write clearly and concisely in a logically coherent and appropriate form and style.
    - Adhere to scholarly and disciplinary writing standards and APA formatting requirements.

u04d1 - What Is Coaching?

Note: Remember to adhere to the requirements for unit discussion postings and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

Coaching often conjures up a sports-related image. Lifestyle coaching and executive coaching are professional avenues of seeking support when additional insight is needed. You may be struggling on a project or may even be struggling with an employee. Opportunities exist to reach out to others to get support in navigating these difficult situations.

- Provide your definition of coaching.

- Explain how lifestyle, wellness, or executive coaching differs from traditional coaching.
    - How might you benefit from aligning yourself with a lifestyle or executive coach?

- Contrast coaching with counseling, managing, and mentoring.
- Describe a time in your life when coaching would have been beneficial to you.
    - What happened?
    - How would coaching have helped?
    - Do you think coaching is essential for your growth as a leader? Why or why not?

Response Guidelines

Analyze your colleague's views on coaching. Consider the following questions as you prepare your response:

- In what ways are your colleague's views similar to, or different from, yours?
- What assumptions, if any, does your colleague seem to make about coaching, counseling, managing, and mentoring?
- What evidence can you provide that either supports or contradicts your colleague's views?
- What additional insights can you offer about the value of coaching?

Course Resources

Graduate Discussion Participation Scoring Guide

---

u04d1 - Learning Components

- Describe the purpose and goals of coaching.
- Interpret coaching feedback.

u04d2 - Selecting Coaches

Note: Remember to adhere to the requirements for unit discussion postings and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

Imagine you are managing a group of employees. Some of them are doing a great job, but a few continue to struggle. You are tasked with identifying some of the stronger members on the team to coach those who are struggling.

- Identify the characteristics you would look for in those who might coach others.

- Explain how you might approach those employees about taking on this extra work.
- Explain how you would know when coaching was complete or no longer needed.
- Explain how coaching might influence the overall goals of the employee being coached.
  - How might it influence the coach?

Response Guidelines

Place yourself in the role of a team member who has been asked to coach another employee. From that perspective, consider the following questions as you prepare your response:

- How would you prepare for a coaching session?
- What concerns might you have about being a coach?
- What are some strengths you bring to being a coach?
- In what areas do you think you lack the necessary skills or experience to be of help in coaching others?

u04d2 - Learning Components

- Describe the purpose and goals of coaching.
- Analyze coaching session outcomes.
- Draws conclusions about the value and implications of applying specific coaching feedback.

Unit 5 >> Building Trust

Introduction

Leadership is a team effort. All leaders have a responsibility for instilling trust and fostering strong working relationships that can transform shared visions into reality. Leaders also have a responsibility for helping their team members maximize their full potential. Leaders should assist team members by nurturing self-esteem and strengthening teamwork among all team members with a spirit of cohesion. Effective leadership employs high-performing teams that set out to achieve the same end goal. Exemplary leaders know they cannot accomplish any goal alone and therefore must invest effort in building a strong team based on trust. It is imperative that leaders recognize and leverage team member strengths.

In Unit 5, you will examine the issue of trust and explore ways of recognizing the contributions that team members make toward achieving established goals.

u05s1 - Studies

Readings

Read the following articles on team building, which will help you with the discussions in this unit and the assignment in Unit 6.

From the Capella library:

- Aga, D. A., Noorderhaven, N., & Vallejo, B. (2016). [Transformational leadership and project success: The mediating role of team-building](#). *International Journal of Project Management*, *34*(5), 806–818.
- Riener, G., & Wiederhold, S. (2016). [Team building and hidden costs of control](#). *Journal of Economic Behavior and Organization*, *123*, 1–18.
- Whissemore, T. (2016). [Building teams, building trust](#). *Community College Journal*, *86*(5), 14–15.

From the Internet:

- Powell, K. (2016). [Team building: Morale boosters](#). *Nature*, *534*(7605), 141–143. Retrieved from http://www.nature.com/nature/journal/v534/n7605/full/nj7605-141a.html

Internet Resources

Read the article on this web page and explore the links to additional resources, as well as the toolkit links on the left-hand side of the page. These resources will also help you with the discussions in this unit and the assignment in Unit 6 and are a good source of ideas for team-building exercises.

- MindTools. (n.d.). [Team building exercises and activities](#). Retrieved from https://www.mindtools.com/pages/article/newTMM_52.htm

Multimedia

Complete the following Capella multimedia presentation:

- [Dimensions of Coaching: Part 2](#).

- View this media piece to gain additional insight into the coaching process for a better understanding of the potential benefits and value of coaching.
- Running time: 05:46.

Optional Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [Public Health Masters Research Guide](#).
- [Capella University Library](#).
- [Journal and Book Locator](#).
- [Library Research and Information Literacy Skills](#).

u05s1 - Learning Components

- Describe the purpose and benefits of a team-building activity.
- Identify performance issues that can be mitigated or rectified through team building activities.
- Set expectations for team networking, participation, and productive cooperation.
- Determine the goals and expected outcomes of a team-building activity.
- Identify effective team communication strategies.
- Identify the factors that encourage participation.
- Identify performance goals.
- Determine relevant performance measures.

u05s2 - Assignment Preparation

In your upcoming assignment in Unit 6, you will develop a proposal to your leadership team for a team-building activity.

To prepare for your assignment in the next unit, you are encouraged to begin thinking about activities that you might propose to address tensions among team members. In addition, you may wish to:

- Review the team building proposal assignment and scoring guide to ensure that you understand the work you will be asked to complete.
- Reflect on the studies and discussions you have completed so far, and consider how they might influence or inform your approach to this assignment.
- Ask your faculty member any questions you have at this time about the assignment.

Note: Remember that you can submit all or a portion of your draft team building proposal to Smarthinking Tutoring for feedback, before you submit the final version for this assessment. If you plan on using this free service, be mindful of the turnaround time of 24–48 hours for receiving feedback.

u05s2 - Learning Components

- Describe the purpose and benefits of a team-building activity.
- Identify performance issues that can be mitigated or rectified through team building activities.

u05d1 - Building Trust Among Team Members

Note: Remember to adhere to the requirements for unit discussion postings and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

Trust among team members is instilled over time. Relate an experience in which you had to instill trust among your team members so that the end goal could be accomplished. If you have not had such an experience, explain how you would instill trust among your team members.

- Describe the situation.
  - Who was involved and what was the outcome?

- Explain why trust among team members is important.
- Describe the benefits derived from developing trust among team members.
- Describe the possible implications and consequences of people working in an organization where there is a general lack of trust.

Response Guidelines

Read this week's discussion posts and identify a situation that stands out or resonates with you.

- Explain how you would have reacted in the same situation.
- Describe the actions you would have taken.
- Explain how important the issue of trust is for you.

u05d1 - Learning Components

- Describe the purpose and benefits of a team-building activity.
- Set expectations for team networking, participation, and productive cooperation.
- Identify effective team communication strategies.
- Identify the factors that encourage participation.
- Identify performance goals.
- Determine relevant performance measures.

u05d2 - Evaluating Team Member Strengths

Note: Remember to adhere to the requirements for unit discussion postings and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

We all desire to feel needed and important to others. One's sense of being valued can be even more acute in the workplace; we want to feel validated in our roles.

Validation can be received in a variety of ways:

- How do you prefer to be recognized in the workplace?
- Are there ways in which you prefer not to be recognized?

As a leader, explain how you recognize the strengths and contributions of your team members.

Explain why it is important to ascertain a team member's strengths based upon observation, rather than on what they say?

Response Guidelines

Analyze your colleague's views on team member recognition, then assume a viewpoint contrary to that of your colleague.

- Explain why you think your colleague's approach to recognizing team members' contributions would be ineffective.
- Describe the potential negative impact of that approach in the workplace.
- Provide suggestions on ways your colleague might make their approach to team member recognition more effective.

Unit 6 ≫ Team-Building and Networking

Introduction

Effective leaders understand the importance of creating a vision for their teams that clearly communicates positive outcomes. Leaders must also promote the growth and development of their teams. One way to do this is through team-building activities.

In Unit 6, you will develop a proposal for a team-building activity and discuss the process and benefits of professional networking.

Learning Activities

u06s1 - Studies

Readings

Read the following articles from the Capella library on team building and team charters, which will help you with the discussions and assignment in this unit.

- Moore, J. M., Everly, M., & Bauer, R. (2016). [Multigenerational challenges: Team-building for positive clinical workforce outcomes](#). *Online Journal of Issues in Nursing, 21*(2), 1–11.
- Norton, W. I., Jr., & Sussman, L. (2016). [Team charters: Theoretical foundations and practical implications for quality and performance](#). *Journal for Quality and Participation, 39*(3), 33–35, 40.
- Sverdrup, T. E., & Schei, V. (2015). ["Cut me some slack": The psychological contracts as a foundation for understanding team charters](#). *Journal of Applied Behavioral Science, 51*(4), 451–478.

Internet Resources

Read the article on this web page and explore the links to additional resources, as well as the toolkit links on the left-hand side of the page. These resources will also help you with the discussion and assignment in this unit.

- MindTools. (n.d.). [Team charters: Getting your team off to a great start](#). Retrieved from https://www.mindtools.com/pages/article/newTMM_95.htm

Optional Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [Public Health Masters Research Guide](#).
- [Capella University Library](#).
- [Journal and Book Locator](#).
- [Library Research and Information Literacy Skills](#).

u06s1 - Learning Components

- Describe the purpose and benefits of a team-building activity.

- Identify performance issues that can be mitigated or rectified through team building activities.
- Set expectations for team networking, participation, and productive cooperation.
- Determine the goals and expected outcomes of a team-building activity.
- Identify performance goals.
- Determine relevant performance measures.

u06a1 - Team-Building Proposal

Professional Context

Cohesive and effective teams are vital to organizational success. A vital part of a leader's role is the development of effective team-building activities that help to improve team member productivity and motivation. This assignment provides an opportunity for you to develop a proposal for a team-building activity.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 2: Perform effectively on interprofessional teams.
    - Describe a team-building activity and the performance problems it is intended to address.
    - Establish goals and objectives for a team-building activity.

- Competency 3: Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision making.
    - Explain how a team-building activity will facilitate team networking, participation, and productive cooperation.
    - Formulate methods to assess individual and team performance.

- Competency 4: Select communication strategies for different audiences and sectors
    - Describe the communication strategies for engaging diverse participants.

- Competency 5: Communicate audience-appropriate public health content in a logically structured and concise manner, writing clearly with correct use of grammar, punctuation, spelling, and APA style.
    - Write clearly and concisely in a logically coherent and appropriate form and style.

Scenario

You are the leader of a public health team in your organization. Your team is composed of both clinical and nonclinical staff. Lately, you have noticed tension in the team between these two groups

and you are working to address this issue. In addition, the leadership team has asked you to propose a team-building activity for your team.

Instructions

Develop a proposal to your leadership team for a team-building activity. Be sure to include:

- The purpose of the activity.
- What you hope to gain from the activity.
- When and where the activity will be held.
- Any costs associated with the activity.

Document Format and Length

Format your team-building proposal using APA style.

- Use the APA Style Paper Template, linked in the Resources. An APA Style Paper Tutorial is also provided to help you in writing and formatting your proposal. Be sure to include:
  - A title page and references page. An abstract is not required.
  - A running head on all pages.
  - Appropriate section headings.

- Your proposal should be 5–8 pages in length, **not including** the title page and references page.

Supporting Evidence

Cite 3–5 credible sources from peer-reviewed journals or professional industry publications to support the activity outlined in your proposal.

Proposal Requirements

The proposal requirements, outlined below, correspond to the grading criteria in the Team-Building Proposal Scoring Guide, so be sure to address each point. Read the performance-level descriptions for each criterion to see how your work will be assessed. In addition, be sure to note the requirements below for document format and length and for citing supporting evidence.

- Describe the team-building activity and the performance problems it is intended to address.
  - What are the expected outcomes?
  - What levels of approval are needed for the activity?

- Establish goals and objectives for the activity.
  - Are the goals and objectives clear and measurable?

- Do they accurately describe expected outcomes affecting specific performance problems?

- Explain how the activity will facilitate team networking, participation, and productive cooperation.
    - What effects are the outcomes of this activity likely to have on other departments?

- Describe the communication strategies you would employ to engage diverse participants.
    - Why do you expect these strategies to be successful in this regard?

- Formulate methods to assess individual and team performance.
    - What will you measure?
    - How do these measurements relate to the goals of the activity and expected outcomes?

- Write clearly and concisely in a logically coherent and appropriate form and style.
    - Write with a specific purpose and audience in mind.
    - Adhere to scholarly and disciplinary writing standards and APA formatting requirements.

Submission Requirements

Proofread your team-building proposal, before you submit it, to minimize errors that could distract readers and make it more difficult for them to focus on the substance of your proposal.

Portfolio Prompt: You may choose to save your proposal to your ePortfolio.

Course Resources
[APA Style Paper Template [DOCX]](#)
[APA Style Paper Tutorial [DOCX]](#)
[Smarthinking Tutoring](#)
[ePortfolio](#)

u06d1 - Team Networking Events

Note: Remember to adhere to the requirements for unit discussion postings and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

Networking is an important part of any profession. Making connections with others in the field can help you to create alliances, find your next job, and develop professional relationships.

- Describe some of the ways in which you could network in your field.
- Describe ways that you, as a public health leader, could coach your team to network effectively with stakeholders outside of your organization.
- Explain why networking events are important for career development.
- List the types of networking events or actions you would recommend for extending one's professional network. For example, attending a conference or connecting with someone on LinkedIn.
    - Which of these events or actions might be more effective and useful?
    - Which events or actions would be easier or more comfortable for you?

Response Guidelines

Assume the role of a remote employee who works from home or that of an employee who works in the office. From either perspective:

- Identify the role you have chosen.
- Explain how your work environment might influence your networking activities.
- Provide ideas about how to bridge the geographic gap.
    - For example, Web conferencing, Skype, or annual face-to-face meetings.
- Identify some resources that may assist in networking.

Course Resources

Graduate Discussion Participation Scoring Guide

u06d1 - Learning Components

- Describe the purpose and benefits of a team-building activity.
- Set expectations for team networking, participation, and productive cooperation.
- Identify effective team communication strategies.
- Identify the factors that encourage participation.

Introduction

Motivating team members is key to achieving your organization's goals and is a major responsibility of leaders. Leaders accomplish this by creating a supportive working environment, making team members feel competent, and by helping them overcome obstacles, meet expectations, and value their accomplishments and the work they do.

In Unit 7, you will explore ways of motivating team members and discuss effective leadership strategies.

Learning Activities

u07s1 - Studies

Readings

Read the following articles from the Capella library on leadership and motivation, which will help you with the discussions in this unit and the assignments in Unit 9 and 10.

- Fiaz, M., Su, Q., Ikram, A., & Saqib, A. (2017). Leadership styles and employees' motivation: Perspective from an emerging economy. *Journal of Developing Areas*, *51*(4), 143–156.
- O'Brien, J. A. (2018). Motivating employees to top performance and service. *Journal of Medical Practice Management: MPM*, *33*(4), 234–237.
- al Rahbi, D., Khalid, K., & Khan, M. (2017). The effects of leadership styles on team motivation. *Academy of Strategic Management Journal*, *16*(3), 1–14.
- Sommer, S. A., Howell, J. M., & Hadley, C. N. (2016). Keeping positive and building strength: The role of affect and team leadership in developing resilience during an organizational crisis. *Group & Organization Management*, *41*(2), 172–202.
- Temminck, E., Mearns, K., & Fruhen, L. (2015). Motivating employees towards sustainable behaviour. *Business Strategy and the Environment, 24*(6), 402–412.

Internet Resources

- Goldsmith, M. (2014, September 9). *Steps in the coaching process: Coaching for behavioral change* [Video] | Transcript. Available from https://www.youtube.com/watch?v=Hwn_W-X2Rds
    - In this video, Marshall Goldsmith presents his process for coaching leaders.
    - Run time: 10:01.

Multimedia

Complete the following Capella multimedia presentations:

- [Managing Mindset versus Coaching Mindset](#).
  - In this media piece, you will examine the difference between managing and coaching.

- [Self-Assessment](#).
  - Before you can coach others, you must be firmly grounded in self-awareness. Completing the following self-assessment exercise will help you to develop a plan for increasing your capacity to coach others.
  - You will examine the cycle of change, our approach in leading and managing people, our awareness of our emotions and responses to others, as well as our applicable skills for coaching others.

Optional Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [Public Health Masters Research Guide](#).
- [Capella University Library](#).
- [Journal and Book Locator](#).
- [Library Research and Information Literacy Skills](#).

u07s1 - Learning Components

- Identify factors that enhance and diminish motivation.
- Determine how leadership style affects team member motivation.
- Analyze one's current strategies for motivating team members.

u07d1 - Motivating Your Team

Note: Remember to adhere to the requirements for unit discussion postings and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

Each person is motivated by a different incentive. Some employees respond to monetary incentives, some are more interested in career growth, and others are motivated by positive reinforcement.

- Describe the types of incentive programs in place in your current job.
- Explain how you would motivate employees?
    - How can you remain consistent and fair?
    - Would you ask employees what motivates them?
    - Who might you need to gain approval from in your organization to implement these motivational strategies?
    - What evidence do you have to support your ideas?

Response Guidelines

In preparing your response, assume the role of a human resources executive who is evaluating the motivational strategies and incentives proposed by your colleague and who is offering their perspective:

- What type of information should you consider collecting to support the suggested motivational strategies and incentives?
- Would this information be qualitative or quantitative?
- How would you determine whether proposed motivational strategies and incentives are successful?

Course Resources

Graduate Discussion Participation Scoring Guide

u07d1 - Learning Components

- Identify factors that enhance and diminish motivation.
- Determine how leadership style affects team member motivation.
- Analyze one's current strategies for motivating team members.

u07d2 - Leading Your Team

Note: Remember to adhere to the requirements for unit discussion postings and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

As a leader, you will be responsible for managing and leading a variety of individuals with more or less need for help and guidance. People also differ in how they prefer to be led and what they expect of their leaders. For example, some people enjoy knowing they have the support of their leader but prefer to work independently, while others need or prefer closer supervision.

Reflect on your own experiences as an employee.

- Describe a situation or set of circumstances in which micromanagement was needed to ensure a positive outcome.
- Describe a time when you were micromanaged.
  - How did it make you feel?
  - Did your work improve as a result?

Now, reflect on your own experiences as a leader:

- How do you prepare or adjust your leadership style to support those individuals who require significant help and guidance?
- How do you prepare or adjust your leadership style to support those individuals who enjoy working independently?

Response Guidelines

In preparing your response, address the following questions from micromanager's perspective:

- How might micromanagement affect your work as a manager?
- In what situations might micromanagement be needed?
- Do you consider micromanagement a form of punishment for an employee?
  - Why or why not?

Course Resources

Graduate Discussion Participation Scoring Guide

u07d2 - Learning Components

- Determine how leadership style affects team member motivation.

- Analyze one's current strategies for motivating team members.

Introduction

One must overcome many obstacles in life to be successful. If you were to survey successful people, they could often cite a long list of obstacles they faced and overcame. As a leader, it is important to understand how to face and overcome obstacles, no matter how big or small. A leader also has a responsibility for aiding team members in overcoming any obstacles, including unclear goals, vague directions, and a lack of motivation. As a leader, it is imperative that you work with your team members to overcome these obstacles.

In Unit 8, you will examine how various leadership challenges are overcome and explore ways of resolving conflict.

Learning Activities

u08s1 - Studies

Readings

Read the following articles on conflict, managing employees in difficult situations, and behavioral interviewing, which will help you with the discussions in this unit and the assignments in Units 9 and 10.

From the Capella library:

- El-Den, J., & Dangi, K. (2016, May). A comparative study and analysis between the (positive traits and personal strengths) PP model and current security compliance models. *European Conference on Intellectual Capital*, 79–86.
- Gauche, C., de Beer, L. T., & Brink, L. (2017). Managing employee well-being: A qualitative study exploring job and personal resources of at-risk employees. *SA Journal of Human Resource Management*, *15*, 1–13.
- Hills, L. (2015). Managing pessimistic, gloomy, and cynical employees: Twenty-five do's and don'ts. *Journal of Medical Practice Management: MPM*, *31*(3), 156–161.
- Rafferty, A. E., & Jimmieson, N. L. (2017). Subjective perceptions of organizational change and employee resistance to change: Direct and mediated relationships with employee well-being

British Journal of Management, 28(2), 248–264.

- Toogood, T., Spadorcia, S., Mishra, B., & Mishra, J. (2017). How to manage difficult employees. *Advances in Management, 10*(1), 1–6.

From the Internet:

- Doyle, A. (2018). How to use the STAR interview response technique. Retrieved from https://www.thebalancecareers.com/what-is-the-star-interview-response-technique-2061629

Multimedia

Complete the following Capella multimedia presentation:

- Effective Performance Feedback.
  - View this media piece to apply what you have learned about leadership and coaching in a realistic situation.

Optional Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- Academic Honesty & APA Style and Formatting.
- APA Module.
- Introduction to the Writing Center.

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- Public Health Masters Research Guide.
- Capella University Library.
- Journal and Book Locator.
- Library Research and Information Literacy Skills.

u08s1 - Learning Components

- Determine best practices for managing difficult leadership situations and resolving conflict.
- Analyze one's current strategies for managing difficult situations and resolving conflict.

u08s2 - Assignment Preparation

In your upcoming assignment in Unit 9, you will revise your personal leadership plan based on the feedback received from your coach and your instructor

To prepare for your assignment in the next unit, you are encouraged to begin thinking about strategies for coaching interprofessional team members and enhancing your leadership skills and your influence as a leader. In addition, you may wish to:

- Review the revised leadership plan assignment and scoring guide to ensure that you understand the work you will be asked to complete.
- Reflect on the studies and discussions you have completed so far and consider how they might influence or inform your approach to this assignment.
- Ask your faculty member any questions you have at this time about the assignment.

Note: Remember that you can submit all or a portion of your draft revised leadership plan to Smarthinking Tutoring for feedback, before you submit the final version for this assessment. If you plan on using this free service, be mindful of the turnaround time of 24–48 hours for receiving feedback.

u08s2 - Learning Components

- Identify opportunities and resources for enhancing one's leadership skills.

u08d1 - Meeting Leadership Challenges

Note: Remember to adhere to the requirements for unit discussion postings and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

As a leader, you will encounter a variety of situations that present a range of leadership challenges. For example, employees can, at times, have personal problems that adversely affect their performance on the job, and sometimes, employees are simply not in a job that is a good fit for them.

- Share a challenging time or situation requiring difficult decisions.
- Describe the actions you took or the decisions you made to resolve the problem.
- Describe some of your concerns about handling difficult situations.

Response Guidelines

Analyze the situation your colleague describes. Assess your colleague's handling of the situation and address their concerns. Consider the following questions as you prepare your response:

- How important is it to consider the personal lives of employees in these situations?
- What are the potential consequences of avoiding the employee in a team environment?
- How do you ensure you are managing employees fairly, given all types of employees?

Course Resources

Graduate Discussion Participation Scoring Guide

u08d1 - Learning Components

- Determine best practices for managing difficult leadership situations and resolving conflict.
- Analyze one's current strategies for managing difficult situations and resolving conflict.

u08d2 - Resolving Conflict

Note: Remember to adhere to the requirements for unit discussion postings and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

Review the assigned readings and search the library or Internet for additional sources on the STAR (Situation, Task, Action, Result) interviewing response technique, commonly used in job interviews. Using this technique, recount an experience of a conflict you had with a subordinate or coworker.

- Explain the situation, the nature of the conflict, and why it was challenging.
- Describe the tasks you felt had to be completed to resolve the conflict.
- Describe the actions you took and their final results.
    - What was the final outcome?
    - In hindsight, what might you have done differently?
- Identify resources available in the workplace to address conflict resolution.

Response Guidelines

Research methods of interviewing, other than STAR, that could be applied to conflict resolution.

- Describe the results of your research.
- Did you identify an interview method that is more effective when applied to resolving conflict?
    - If so, why is it better?
    - Provide a link to the source.
- How comfortable would you feel taking this approach?
    - Why?
- Are there ever times when a confrontational employee's behavior can be excused?

Course Resources

Graduate Discussion Participation Scoring Guide

u08d2 - Learning Components

- Determine best practices for managing difficult leadership situations and resolving conflict.
- Analyze one's current strategies for managing difficult situations and resolving conflict.

Unit 9 ❯❯ Career Development Resources

Introduction

The most effective leaders reach out beyond their own workplace to expand their access to resources for support and expertise.

In Unit 9, you will revise your personal leadership plan, based on the feedback received from your coach and your instructor, as well as new learning and reflection since you submitted the first iteration of your plan in Unit 3. In addition, you will have an opportunity to explore various professional associations that can be valuable resources for professional development.

Learning Activities

u09s1 - Studies

Readings

Read the following articles from the Capella library on leadership resources, which will help you with the discussion and assignment in this unit, as well as the assignment in Unit 10.

- Chargualaf, K. A., Elliott, B., & Patterson, B. (2018). From military to academic nursing: Embracing an untapped leadership resource. *Journal of Nursing Education*, *57*(6), 355–358.
- Sheppard, J. (2016). Nonprofit leadership resources. *Online Searcher*, *40*(4), 10–14.

Internet Resources

Explore the following websites, which will also help you with the discussion and assignment in this unit.

- American Public Health Association (APHA). (2018). State and regional public health associations. Retrieved from https://www.apha.org/apha-communities/affiliates/state-and-regional-public-health-associations
  - Use this web page to locate information about your APHA affiliate.

- Global Health Workforce Alliance. (n.d.). Full list of all members and partners. Retrieved from http://www.who.int/workforcealliance/members_partners/member_list/en/
  - This Web page contains member profiles of all alliance members and partners.

Multimedia

- Dimensions of Coaching: Part 3.
  - View this media piece to gain additional insight into the coaching process for a better understanding of the potential benefits and value of coaching.
  - Running time: 04:30.

Optional Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- Academic Honesty & APA Style and Formatting.
- APA Module.
- Introduction to the Writing Center.

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [Public Health Masters Research Guide](#).
- [Capella University Library](#).
- [Journal and Book Locator](#).
- [Library Research and Information Literacy Skills](#).

u09s1 - Learning Components

- Identify opportunities and resources for enhancing one's leadership skills.
- Set goals and objectives for extending one's leadership network.
- Identify opportunities for extending one's leadership network.
- Set career development goals and objectives.
- Identify career development opportunities.

u09a1 - Revised Leadership Plan

Professional Context

This assignment provides an opportunity for you to develop coaching, leadership development, and communication strategies.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Develop a personal leadership plan.
  - Develop a strategy for enhancing one's leadership skills by accepting new responsibilities at work or by volunteering.
  - Develop a strategy for enhancing one's reputation, widening one's sphere of influence, and sharing expertise in professional contexts.

- Competency 2: Perform effectively on interprofessional teams.
  - Develop strategies for motivating and leading diverse teams.
  - Develop strategies for managing difficult leadership situations and resolving conflict.
  - Develop a strategy for extending one's leadership network.

- Competency 4: Select communication strategies for different audiences and sectors
  - Develop a continuous improvement plan for communication strategies focused on wide-ranging, diverse audiences.

- Competency 5: Communicate audience-appropriate public health content in a logically structured and concise manner, writing clearly with correct use of grammar, punctuation, spelling, and APA style.

- Write clearly and concisely in a logically coherent and appropriate form and style.

Instructions

Revise your personal leadership plan, based on the feedback received from your coach and your instructor, as well as new learning and reflection since you submitted the first iteration of your plan in Unit 3.

Document Format and Length

Format your leadership plan using APA style.

- Use the APA Style Paper Template, linked in the Resources. An APA Style Paper Tutorial is also provided to help you in writing and formatting your plan. Be sure to include:
  - A title page and references page. An abstract is not required.
  - A running head on all pages.
  - Appropriate section headings.
- Your leadership plan should be 5–8 pages in length, **not including** the title page and references page.

Supporting Evidence

Cite 3–5 credible sources from peer-reviewed journals or professional industry publications that inform your leadership vision, goals, and philosophy.

Revised Leadership Plan Requirements

The leadership plan requirements, outlined below, correspond to the grading criteria in the Revised Leadership Plan Scoring Guide, so be sure to address each point. Read the performance-level descriptions for each criterion to see how your work will be assessed.

- Develop strategies for motivating and leading diverse teams.
  - What evidence do you have that these strategies are effective?
- Develop a strategy for managing difficult leadership situations and resolving conflict.
  - What evidence do you have that these strategies are effective?
- Develop a strategy for enhancing your leadership skills by assuming new responsibilities at work or in volunteer positions.
  - What skills would these new responsibilities or volunteer opportunities help you to develop?
  - Which skills are most important to you?
  - What assumptions are you making about these responsibilities and opportunities?

- What factors have the most influence on your approach?

- Develop a strategy for extending your leadership network.
    - What are your goals and objectives?
    - What factors have the most influence on your approach?
    - Why do you consider this approach to be effective?

- Develop a strategy for enhancing your reputation, widening your sphere of influence, and sharing expertise in professional contexts.
    - What are your goals and objectives?
    - What factors have the most influence on your approach?
    - Why do you consider this approach to be effective?
    - Consider developing expertise in one or more areas in your field, writing related articles or blog posts, and giving presentations in professional contexts.

- Develop a continuous improvement plan for communication strategies focused on wide-ranging, diverse audiences.
    - What are your goals and objectives?
    - What key factors have the most influence on effective communications with diverse audiences?
    - How will you address inherent uncertainties in your plan?

- Write clearly and concisely in a logically coherent and appropriate form and style.
    - Adhere to scholarly and disciplinary writing standards and APA formatting requirements.

Submission Requirements

Proofread your leadership plan, before you submit it, to minimize errors that could distract readers and make it more difficult for them to focus on the substance of your plan.

Portfolio Prompt: You may choose to save your leadership plan to your ePortfolio.

Course Resources
[APA Style Paper Template [DOCX]](#)
[APA Style Paper Tutorial [DOCX]](#)
[Smarthinking Tutoring](#)
[ePortfolio](#)

Note: Remember to adhere to the requirements for unit discussion postings and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

Earlier in the course, you discussed the concept of networking and making connections in the field. This can be done in a variety of ways. In addition to networking, it is be important to stay abreast of current topics and developments in the field.

Describe at least two professional associations you currently belong to or are interested in becoming involved with.

- Include association contact information and a brief overview.
- Explain why you are or would like to become a member of these associations.
- Is there a cost for membership?
- Do either or both of these associations offer continuing education?

Response Guidelines

Identify at least one association you are interested in that you did not find on your own.

- Why is this association of interest to you?
- Do you plan to contact this association?
    - Why or why not?
- Do you think continuing education will benefit your career?
    - Why or why not?

Course Resources

Graduate Discussion Participation Scoring Guide

u09d1 - Learning Components

- Identify opportunities and resources for enhancing one's leadership skills.
- Set goals and objectives for extending one's leadership network.
- Identify opportunities for extending one's leadership network.

- Set career development goals and objectives.
- Identify career development opportunities.

Unit 10 ❯❯ Continuing Your Growth as a Leader

Introduction

As this course comes to its conclusion, take some time to reflect on your leadership growth over the last quarter, and explore how to get help for further development throughout your career.

In Unit 10, you will reflect on your career development plans, learning new skills, and remaining competitive in the job market. In addition, you will explore the value of mentoring as a means of continued professional growth.

Learning Activities

u10s1 - Studies

Readings

Read the following articles from the Capella library on mentoring, which will help you with the discussions in this unit.

- Gandhi, M., & Johnson, M. (2016). Creating more effective mentors: Mentoring the mentor. *AIDS and Behavior*, *20*(Supp.), S294–S303.
- Marquez, D., Pell, D., Forster-Cox, S., Garcia, E., Ornelas, S., Bandstra, B., & Mata, H. (2017). Promoting health through policy and systems change: Public health students and mentors on the value of policy advocacy experience in academic internships. *Health Promotion Practice*, *18*(3), 323–326.
- Ortega, K. E. (2018). Perspectives from a first-generation college student: Reflections on the value of mentoring relationships. *Health Promotion Practice*, *19*(4), 492–494.
- Wiwanitkit, V. (2016). Professional advisor and mentor: An important process for the higher education system in public health. *Annals of Tropical Medicine and Public Health*, *9*(1), 80–81.

Optional Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [Public Health Masters Research Guide](#).
- [Capella University Library](#).
- [Journal and Book Locator](#).
- [Library Research and Information Literacy Skills](#).

u10s1 - Learning Components

- Assess the value of a mentoring relationship.
- Identify mentor candidates.

u10a1 - Coaching Session 2 Reflection

Professional Context

This assignment provides an opportunity for you to reflect on your recent coaching session and apply feedback and suggestions to further define your leadership goals and improve your approach to interprofessional collaboration and communication.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Develop a personal leadership plan.
  - Assess the value of a coaching session in helping to further define one's leadership goals.
  - Reassess one's current leadership and career development strategies.
- Competency 2: Perform effectively on interprofessional teams.
  - Reassess one's current strategies for motivating team members, based on coaching feedback.

- Reassess one's current strategies for managing difficult situations and resolving conflict, based on coaching feedback.
  - Competency 4: Select communication strategies for different audiences and sectors
    - Reassess one's plan for improving communication strategies focused on wide-ranging, diverse audiences, based on coaching feedback.
  - Competency 5: Communicate audience-appropriate public health content in a logically structured and concise manner, writing clearly with correct use of grammar, punctuation, spelling, and APA style.
    - Write clearly and concisely in a logically coherent and appropriate form and style.

Instructions

Take a moment to reflect on your coaching session. Think about what aspects of the session went well and what aspects could be improved upon. Then, create a debriefing document that captures your thoughts about the session and its value to you. In addition, use the feedback you receive to reassess your interprofessional collaboration and communication strategies.

The coaching debrief requirements, outlined below, correspond to the grading criteria in the Coaching Session Debrief 2 Scoring Guide, so be sure to address each point. Read the performance-level descriptions for each criterion to see how your work will be assessed.

  - Assess the value of the coaching session in helping you to further define your leadership goals.
    - What was the direction provided on your leadership plan?
    - Was this information helpful to you in further developing the plan?
  - Reassess your current strategies for motivating team members, based on coaching feedback.
    - What, if any, changes to current strategies will you make or consider? Why?
  - Reassess your current strategies for managing difficult situations and resolving conflict, based on coaching feedback.
    - What, if any, changes to current strategies will you make or consider? Why?
  - Reassess one's current leadership and career development strategies.
    - What, if any, changes to current strategies will you make or consider? Why?
  - Reassess your plan for improving communication strategies focused on wide-ranging, diverse audiences, based on coaching feedback.
    - What, if any, changes to your communication strategies will you make or consider? Why?
  - Write clearly and concisely in a logically coherent and appropriate form and style.
    - Adhere to scholarly and disciplinary writing standards and APA formatting requirements.

u10d1 - Career Planning

Note: Remember to adhere to the requirements for unit discussion postings and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

Growth is an important part of your career. You want to continue to grow in the field and learn new skills to remain competitive in the job market.

- When you begin the job search process, how important to you is educational support?
- What are your plans for continuing to grow as a leader?
- What professional certifications, if any, are you interested in obtaining?
- What continuing education opportunities are available to you?
- What are some milestones you have set regarding your growth as a practitioner and leader?

Response Guidelines

In your response, identify a post that interests you.

- Offer suggestions about the growth milestones your colleague identified.
- Identify any of the milestones that are significant for you, too, and explain why.
- Share your thoughts on collaboration with regard to one's continuing growth as a practitioner and leader.

Course Resources

Graduate Discussion Participation Scoring Guide

u10d1 - Learning Components

- Analyze one's current leadership and career development strategies.
- Identify professional development and educational opportunities.

u10d2 - Mentoring Relationships

Note: Remember to adhere to the requirements for unit discussion postings and peer responses addressed in the School of Nursing and Health Sciences faculty expectations message.

Mentors can be people with whom you have formal relationships, or they could be people you admire because of their reputations and accomplishments in their field. Mentors can guide you in your career and/or personal life in a variety of ways. They may be managers, peers, or even public figures you wish to emulate.

Describe the type of person would you look to as a mentor.

- What are some of the characteristics you would expect this person to exhibit?
- What type of relationship would you like to develop with this person?
- Where would you expect to find the type of person you would choose as a mentor?

Response Guidelines

In preparing your response, consider the following questions from mentor's perspective:

- Would you be selective about who you mentored?
- What criteria might you be looking for in someone you would like to mentor?
- What are some things would you want to share with a mentee?
  - Why?

Course Resources
Graduate Discussion Participation Scoring Guide

u10d2 - Learning Components

- Analyze one's current leadership and career development strategies.
- Assess the value of a mentoring relationship.
- Identify mentor candidates.