**TO:** GSBA 542 Scholars

**FROM:** Professor Colman

**DATE:** August 28, 2019

**SUBJECT:** GSBA 542 Individual Project: Your Personal Communication Development Plan (CDP)

A focus of this course is to provide you an opportunity to engage in a personal communication development experience. This assessment touches on many issues we will discuss during the semester. During the semester, you will learn and realize new insights into your communication behaviors. The goal plan will resonate in your daily work situations. In fact, the CDP will position you for success in the coming year and throughout your career—it provides a roadmap for success.

**Process**  
Please complete all pages below. Start with the questionnaire and determine your score. Next, you will answer a few questions and fill in your goal sheet.

**Before You Complete the Questionnaire – Please Read the Following Instructions**

Instructions: To calculate your average in each communication area, take the following steps:

1. Add the number of marks within each column under the capability area
2. Multiply the number of checks times the scale number (1 – 5) at the top of each column
3. Record this number in each column in the totals row provided
4. Total the row across
5. Then, divide by the number of capabilities listed and record your average in the box.

Example:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Internal Organizational Communication** | **1** | **2** | **3** | | **4** | **5** | **Avg** |
| 1. Developing an internal communication strategy |  |  |  | |  | **X** |  |
| 1. Developing a vision |  |  |  | |  | **X** |  |
| 1. Communicating a vision |  |  |  | | **X** |  |  |
| 1. Targeting messages to different levels in an organization |  |  |  | | **X** |  |  |
| 1. Creating a change communication program |  |  |  | |  | **X** |  |
| 1. Implementing a change communication program |  |  |  | |  |  |  |
| **Totals** |  |  | |  | **8** | **15** | **3.8** |

**8+15=23/6 = 3.8**

**Self-Assessment of Leadership Communication Capabilities**

Read the list of capabilities and for each one mark your present level of expertise in the table below. The instructions on determining your average follows the table.

**1 = Need to develop, essentially need lots of work on this capability**

**2 = Need some work on this capability**

**3 = Acceptable, but could be stronger**

**4 = Very good abilities, close to leadership communication level**

**5 = Excellent abilities, leadership communication level achieved**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Area and Capability** | **1** | **2** | **3** | **4** | **5** | **Avg** |
| **Part I – Assessment of the Core Capabilities** |  |  |  |  |  |  |
| **Audience Analysis and Strategy** |  |  |  |  |  |  |
| 1. Analyzing the context for communication |  |  |  |  |  |  |
| 1. Analyzing audiences |  |  |  |  |  |  |
| 1. Tailoring messages to different audiences |  |  |  |  |  |  |
| 1. Selecting the most effective medium (channel) |  |  |  |  |  |  |
| 1. Developing a complete communication strategy |  |  |  |  |  |  |
| **Totals** |  |  |  |  |  |  |
| **Written Communication** |  |  |  |  |  |  |
| 1. Deciding on communication purpose |  |  |  |  |  |  |
| 1. Clarifying your purpose |  |  |  |  |  |  |
| 1. Generating support for each purpose |  |  |  |  |  |  |
| 1. Organizing your written communication |  |  |  |  |  |  |
| 1. Using formatting effectively |  |  |  |  |  |  |
| 1. Using language correctly |  |  |  |  |  |  |
| 1. Writing clearly |  |  |  |  |  |  |
| 1. Writing concisely |  |  |  |  |  |  |
| 1. Writing confidently |  |  |  |  |  |  |
| 1. Using an appropriate tone |  |  |  |  |  |  |
| 1. Writing correspondence (e-mails, memos, text messages) |  |  |  |  |  |  |
| 1. Writing formal reports |  |  |  |  |  |  |
| 1. Writing executive summaries |  |  |  |  |  |  |
| 1. Proofreading own work |  |  |  |  |  |  |
| **Totals** |  |  |  |  |  |  |
| **Oral Communication** |  |  |  |  |  |  |
| 1. Delivering an impromptu presentation |  |  |  |  |  |  |
| 1. Delivering an extemporaneous presentation |  |  |  |  |  |  |
| 1. Organizing presentation |  |  |  |  |  |  |
| 1. Creating PowerPoint slides |  |  |  |  |  |  |
| 1. Talking in small groups |  |  |  |  |  |  |
| 1. Talking in large groups |  |  |  |  |  |  |
| 1. Answering questions |  |  |  |  |  |  |
| 1. Asking questions |  |  |  |  |  |  |
| 1. Drawing others out |  |  |  |  |  |  |
| 1. Summarizing and clarifying others' ideas |  |  |  |  |  |  |
| 1. Keeping to the topic |  |  |  |  |  |  |
| 1. Summarizing a discussion |  |  |  |  |  |  |
| 1. Dealing publicly with more senior people |  |  |  |  |  |  |
| **Totals** |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Area and Capability** | **1** | **2** | **3** | | **4** | **5** | **Avg** |
| **Visual Communication** |  |  |  | |  |  |  |
| 1. Recognizing when to use graphics |  |  |  | |  |  |  |
| 1. Selecting and designing effective data charts |  |  |  | |  |  |  |
| 1. Creating meaningful and effective text layouts |  |  |  | |  |  |  |
| 1. Employing fundamental graphics content and design principles |  |  |  | |  |  |  |
| 1. Ensuring “so what” is captured |  |  |  | |  |  |  |
| 1. Creating presentation visuals and slides |  |  |  | |  |  |  |
| **Totals** |  |  | |  |  |  |  |
| **Part II – Organizational Communication Capabilities** |  |  |  | |  |  |  |
| **Ethos/Image** |  |  |  | |  |  |  |
| 1. Understanding how I am seen by others |  |  |  | |  |  |  |
| 1. Knowing how my personal style differs from others |  |  |  | |  |  |  |
| 1. Asking others to comment on my style |  |  |  | |  |  |  |
| 1. Assessing my own strengths and weaknesses |  |  |  | |  |  |  |
| 1. Setting goals for personal change |  |  |  | |  |  |  |
| 1. Willing to work on improving personal effectiveness |  |  |  | |  |  |  |
| 1. Influencing the behavior of others |  |  |  | |  |  |  |
| 1. Inspiring trust in others |  |  |  | |  |  |  |
| 1. Projecting confidence |  |  |  | |  |  |  |
| 1. Making ethical decisions |  |  |  | |  |  |  |
| 1. Creating an ethical environment |  |  |  | |  |  |  |
| **Totals** |  |  | |  |  |  |  |
| **Emotional Intelligence 1: Dealing with Own Feelings** |  |  |  | |  |  |  |
| 1. Being aware of own feelings |  |  |  | |  |  |  |
| 1. Identifying feelings |  |  |  | |  |  |  |
| 1. Asserting own ideas and rights |  |  |  | |  |  |  |
| 1. Stating own needs |  |  |  | |  |  |  |
| 1. Expressing feelings to others |  |  |  | |  |  |  |
| **Totals** |  |  | |  |  |  |  |
| **Emotional Intelligence 2: Dealing with Others** |  |  |  | |  |  |  |
| 1. Listening |  |  |  | |  |  |  |
| 1. Recognizing non-verbals |  |  |  | |  |  |  |
| 1. Being sensitive to others’ feelings |  |  |  | |  |  |  |
| 1. Asking people how they feel |  |  |  | |  |  |  |
| 1. Acknowledging people’s feelings |  |  |  | |  |  |  |
| 1. Helping others express their feelings |  |  |  | |  |  |  |
| 1. Dealing with anger |  |  |  | |  |  |  |
| 1. Dealing with hostility and suspicion |  |  |  | |  |  |  |
| 1. Being comfortable with conflict |  |  |  | |  |  |  |
| 1. Withstanding silences |  |  |  | |  |  |  |
| 1. Mentoring others |  |  |  | |  |  |  |
| 1. Coaching others |  |  |  | |  |  |  |
| 1. Networking |  |  |  | |  |  |  |
| **Totals** |  |  |  | |  |  |  |
| **Area and Capability** | **1** | **2** | **3** | | **4** | **5** | **Avg** |
| **Emotional Intelligence 3: Observation and Feedback** |  |  |  | |  |  |  |
| 1. Being aware of high and low participators |  |  |  | |  |  |  |
| 1. Noting if people are excluded |  |  |  | |  |  |  |
| 1. Recognizing who talks to whom |  |  |  | |  |  |  |
| 1. Being aware of who takes on leadership roles |  |  |  | |  |  |  |
| 1. Giving feedback on behavior in the group |  |  |  | |  |  |  |
| 1. Giving praise and appreciation |  |  |  | |  |  |  |
| 1. Providing constructive feedback to individuals or groups |  |  |  | |  |  |  |
| 1. Helping team members give each other feedback |  |  |  | |  |  |  |
| 1. Soliciting feedback from others |  |  |  | |  |  |  |
| 1. Receiving feedback without being defensive |  |  |  | |  |  |  |
| **Totals** |  |  | |  |  |  |  |
| **Cultural Literacy and Cross-Cultural Communication** |  |  |  | |  |  |  |
| 1. Realizing the value of cultural literacy |  |  |  | |  |  |  |
| 1. Defining and appreciating cultural differences |  |  |  | |  |  |  |
| 1. Understanding differences is values and preferences |  |  |  | |  |  |  |
| 1. Recognizing general communication preferences (direct or indirect, explicit or implicit, high or low context) |  |  |  | |  |  |  |
| 1. Understanding differences in attitudes toward authority, time, risk, and change |  |  |  | |  |  |  |
| 1. Knowing customs common to cultures encountering |  |  |  | |  |  |  |
| 1. Communicating in social situations |  |  |  | |  |  |  |
| **Totals** |  |  | |  |  |  |  |
| **Team Communication and Dynamics** |  |  |  | |  |  |  |
| 1. Sensing tension in the group |  |  |  | |  |  |  |
| 1. Being sensitive to how people in the group are feeling |  |  |  | |  |  |  |
| 1. Being aware of how open or closed the group is |  |  |  | |  |  |  |
| 1. Identifying those issues which are avoided |  |  |  | |  |  |  |
| 1. Identifying and clarifying goals and objectives |  |  |  | |  |  |  |
| 1. Clearly defining the problem under discussion |  |  |  | |  |  |  |
| 1. Examining all facets of the problem |  |  |  | |  |  |  |
| 1. Exploring people aspects of the problem |  |  |  | |  |  |  |
| 1. Surfacing vested interests and feelings about the problem |  |  |  | |  |  |  |
| 1. Encouraging others to generate ideas |  |  |  | |  |  |  |
| 1. Using creativity to develop new ideas |  |  |  | |  |  |  |
| 1. Evaluating options |  |  |  | |  |  |  |
| 1. Helping groups make decisions |  |  |  | |  |  |  |
| **Totals** |  |  | |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Area and Capability** | **1** | **2** | **3** | **4** | **5** | **Avg** |
| **Team Communication and Dynamics (continued)** |  |  |  |  |  |  |
| 1. Helping groups explore their commitment to group decisions and or agreements |  |  |  |  |  |  |
| 1. Encouraging groups to develop action plans |  |  |  |  |  |  |
| 1. Helping the team to confront difficult issues |  |  |  |  |  |  |
| 1. Drawing attention to unhelpful behavior |  |  |  |  |  |  |
| 1. Helping the team deal with conflict or other tension |  |  |  |  |  |  |
| 1. Supporting individuals against group pressure |  |  |  |  |  |  |
| 1. Helping team members acknowledge each other's strengths |  |  |  |  |  |  |
| 1. Facilitating team review and critique |  |  |  |  |  |  |
| **Totals** |  |  |  |  |  |  |
| **Part III – Organizational Communication Capabilities** |  |  |  |  |  |  |
| **Internal Organizational Communication** |  |  |  |  |  |  |
| 1. Developing an internal communication strategy |  |  |  |  |  |  |
| 1. Developing a vision |  |  |  |  |  |  |
| 1. Communicating a vision |  |  |  |  |  |  |
| 1. Targeting messages to different levels in an organization |  |  |  |  |  |  |
| 1. Creating a change communication program |  |  |  |  |  |  |
| 1. Implementing a change communication program |  |  |  |  |  |  |
| **Totals** |  |  |  |  |  |  |
| **External Organizational Communication** |  |  |  |  |  |  |
| 1. Developing an external communication strategy |  |  |  |  |  |  |
| 1. Managing organizational image |  |  |  |  |  |  |
| 1. Analyzing external stakeholders |  |  |  |  |  |  |
| 1. Developing targeted messages for all external stakeholders |  |  |  |  |  |  |
| 1. Communicating with the news media |  |  |  |  |  |  |
| 1. Dealing with a communication crisis situation |  |  |  |  |  |  |
| **Totals** |  |  |  |  |  |  |

Worksheet to Develop Personal

Leadership Communication Development Plan

Using the information gained from completing the *Self-Assessment of Overall Leadership Communication Capabilities*, assign a score for your improvement need in each capability area using the same scale from the assessment (which is provided next to the table below for your reference) based on the average in under each capability area in the assessment form.

|  |  |  |
| --- | --- | --- |
| **Score** | **Capability area** | 1 = Need lots of work in this area  2 = Need some work in this area  3 = Acceptable, but could be stronger  4 = Very good abilities, close to leadership communication level  5 = Excellent abilities, leadership communication level achieved |
|  | Communication Strategy |
|  | Written Communication |
|  | Oral Communication |
|  | Visual Communication |
|  | Ethos/image |
|  | Dealing with own feelings |
|  | Dealing with Others |
|  | Observation and Feedback |
|  | Cultural Literacy |
|  | Team Communications and Dynamics |
|  | Internal Organizational Communication |
|  | External Organizational Communication |  |

**DELIVERABLE**

Start your memo with a couple of sentences as your intro, (remember OABC) before you answer these questions briefly:

1. What do you consider your major communication strengths?
2. What do you consider your major communication weaknesses?
3. Include a visual interpretation of the results of the CDP (any area you feel is relevant).
4. What leadership communication roles do you currently play in your organization?

**TECHNICAL CONSIDERATIONS**

*Sample “top matter”*

**TO:** Professor Colman

**FROM:** Your Name

**DATE:** September 11, 2019

**SUBJECT:** Interpreting the Results of the Self-Assessment (CDP)

Your memo should:

* Be single-spaced, double-spaced between paragraphs, with 1” margins
* Keep paragraphs under 10 lines
* Use 12-point font Times New Roman
* Use correct memo format (“top matter,” headings, bullets)
* Be no longer than 1 ½ pages
* Page numbers should start on page 2

**DUE**

Wednesday, September 11, 2019. Hard-copy required.

**POINTS:** 50

# NEXT PAGE: Determining Your Leadership Communication Goals

**Consider answering the following questions to help you develop your goals and plan.**

1. What communication leadership roles would you like to play in the future (at your organization or in your career overall)?

2. What are your short-term and long-term leadership communication improvement goals?

3. What new skills do you want to work on first, second, third, etc.?

4. What barriers do you anticipate having to overcome to reach your improvement goals?

5. How long do you think it will take you to achieve your goals?

6. How will you know you are succeeding?

7. How will you obtain feedback?

**Developing a Plan to Achieve your Goals**

Using the table below, list your primary improvement goals, and then establish actions, deadlines, and measurement for each. The more specific the goal, the more likely you are to achieve it.

|  |  |  |  |
| --- | --- | --- | --- |
| **Improvement Goal** | **Action Steps to Achieve Goal** | **Deadline** | **Method to Measure Success** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |