**Communication Skills: Status Reports**

**Overview and Rationale**

In order to demonstrate proficiency with the content in this course and allow you to implement relevant practices in a real-world setting, you are asked to create appropriate status reports based on data about a project. This assignment is a continuation of the Contact Center Case Study.

**Program and Course Outcomes**

The following learning objectives are addressed through these assignments

LO5: Create an appropriate communication strategy and plan based on a thorough analysis of project communication needs.

LO6: Integrate best practices, tools and techniques to identify and mitigate communication barriers.

LO7 Create a status report evidencing an ability to communicate via various mediums to technical and non-technical audiences.

LO8: Interpret the value of communicating accurate, appropriate, and relevant information to various stakeholder groups.

**Essential Components**

In this assignment you will review technical information from the Contact Center Case Study and develop two different Status Reports based on the communication plan you developed in Week 3 and 4. Based on the technical data provided (see below), create two different Phase 1 Status Reports to provide to the stakeholders identified and included within your communication plan as:

* High Power/Low Interest (quadrant 3 – Keep Satisfied)
* Low Power/High Interest (quadrant 2 – Keep Informed)

There are no guidelines on length, information to include, format etc. for the status reports. Instead, your status reports should demonstrate that you have an understanding of how to take raw technical data, translate it, and then communicate it effectively.

Items to consider when creating your status reports will be an update on the project’s goals, stakeholder expectations on action items, your recommendations, etc.

As part of the case study, we were going to conduct a Phase 1 pilot with the following goals:

* Conduct a pilot in a specific district for 60 days
* Categorize all calls as 1st or 2nd level support
* Analyze call data to determine feasibility of the entire scope of the project
* Complete pilot by March

Assume Phase 1 is complete and you are provided the technical data in an Excel document that contains the following 3 tabs of technical data:

* Weekly Call Summary: This shows the overall call volume from each of the support groups, contact center, and emergency support across the four weeks (28 days) the pilot was conducted.
* Contact Center Calls – Raw Data: This has the raw data from each of the 818 calls received by the contact center
* CC Calls – Pivot Tables: Theses provide a few of the basic data summaries in a pivot table for those that may not be comfortable using Excel. If you are familiar with creating pivot tables and pivot charts, you are encouraged to look at the raw data in others ways to provide the stakeholders the information you feel they need.

You are also provided with screen captures of the Weekly Call Summary and the Pivot Tables in a pdf for printing. However, the raw data was too large to provide in a printable format.

**Format & Guidelines**

Your final submission should be one document with the following sections clearly identified:

* Title Page including your name and the assignment name
* High Power/Low Interest status report
* Low Power/High Interest status report
* **A one page summary, discussing your approach to creating the status reports and the key differences between the two types of status reports**
* References (if using a template from another source)

Your work must be original. If you utilize templates or formats from other sources outside of this class, you must provide proper citations and references. Failure to do so will result in no credit for the assignment.

It is understood that this case study may not be your area of expertise and you may not understand some of the language/jargon within the document. If you have any questions regarding the Excel document, please send an email to your instructor.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Above Standard**  **(100-95%)** | **Meets Standards**  **(94.9 – 84%)** | **Approaching Standards**  **(83.9 – 77%)** | **Below Standard**  **(76.9 – 70%)** | **Not Evident**  **(69.9 – 0%)** | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Above Standard**  **(100-95%)** | **Meets Standards**  **(94.9 – 84%)** | **Approaching Standards**  **(83.9 – 77%)** | **Below Standard**  **(76.9 – 70%)** | **Not Evident**  **(69.9 – 0%)** | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Above Standard**  **(100-95%)** | **Meets Standards**  **(94.9 – 84%)** | **Approaching Standards**  **(83.9 – 77%)** | **Below Standard**  **(76.9 – 70%)** | **Not Evident**  **(69.9 – 0%)** | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Above Standard**  **(100-95%)** | **Meets Standards**  **(94.9 – 84%)** | **Approaching Standards**  **(83.9 – 77%)** | **Below Standard**  **(76.9 – 70%)** | **Not Evident**  **(69.9 – 0%)** | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Above Standard**  **(100-95%)** | **Meets Standards**  **(94.9 – 84%)** | **Approaching Standards**  **(83.9 – 77%)** | **Below Standard**  **(76.9 – 70%)** | **Not Evident**  **(69.9 – 0%)** | |
| **High Power/Low Interest status report**  **30%** | Illustrates an discerning awareness of executive level reporting and contains all required elements | Illustrates an understanding of executive level reporting and contains all required elements including:   * project overview, * project status, * risks/issues * recommendations | Illustrates an understanding of executive level reporting, but does not include all required elements or 1 or more elements provide insufficient data | Illustrates only a basic understanding of executive level reporting and includes minimal elements and does not significantly differential between audiences | Does not illustrate an understanding of executive level reporting and provides the same report for both high power/ low interest and low power/high interest audiences. |
| **Low Power/High Interest status report**  **30%** | Illustrates an discerning awareness of how to report a project overview and technical information and contains all required elements | Illustrates an understanding of how to report a project overview and technical information and contains all required elements including:   * project overview * project status * items completed * upcoming activities * risks/issues * technical data * action items | Illustrates an understanding of how to report a project overview and technical information, but does not include all required elements or 1 or more elements provide insufficient data | Illustrates only a basic understanding of how to report a project overview or technical information and includes minimal elements and does not significantly differential between audiences | Does not illustrates an understanding of how to report a project overview and technical information and provides the same report for both high power/ low interest and low power/high interest audiences |
| **Personal Competencies**  **15%** | Displays a refined ability to process data from sources, summarize and present appropriate information that a given audience needs and will understand | Displays the ability to process data from sources, summarize and present appropriate information that a given audience needs and will understand | Displays the ability to process data from sources, summarize and present information for a given audience, but not all information is pertinent or contains too much/not enough detail | Displays minimal ability to process data from sources, summarize and present information for an audience. Data presented is not particularly relevant to the audience. | Does not display the ability to process data from sources, summarize and present information for a given audience |
| **Format**  **15%** | Presents a logical and organized format that can be followed. Clearly evident to reader what is contained in each section. Sections are unified and not redundant or contradictory with other sections. Virtually no errors in formatting, citations, or references. | Presents a well-organized format that can be followed. Evident to reader what is contained in each section. Sections are well integrated but not redundant or contradictory with other sections. Rare errors in formatting, citations, or references. | Presents a reasonably organized format that can be followed. It is generally clear to reader what is contained in each section. Sections are integrated but not redundant or contradictory with other sections. Few errors in formatting, citations, or references. | Presents a somewhat organized format that is difficult to follow. It is unclear to reader what is contained in each section. There is some integration between sections but there may be redundancy or contradictions with other sections. Some errors in formatting, citations, or references. | Not presented in an organized format. Not evident to reader what is contained in each section. Sections are not integrated and there is redundancy or contradictions with other sections. Multiple errors in formatting, citations, or references. |
| **Grammar**  **10%** | All work grammatically correct with rare misspellings. Expresses ideas and opinions clearly and concisely in a manner appropriate to the assignment. | Assignment work follows normal conventions of grammar and spelling and has been carefully proofread. Transitions between paragraphs are generally easy to follow. Appropriate conventions of style and format are used consistently. | Minimal errors in spelling, grammar, sentence structure and/or other writing conventions. The reader is able to understand what the writer meant. Some transitions between paragraphs are choppy but not difficult to follow. | Frequent errors in spelling, grammar, sentence structure, and/or other writing conventions that distract the reader. Does not express opinions or ideas clearly. Transitions between paragraphs are choppy and difficult to follow. Limited connection to the topic. | Writing contains numerous errors in spelling, grammar, sentence structure, etc. that interfere with comprehension. The reader is unable to understand some of the intended meaning. Limited connection to the topic. |