**APPENDIX D**

**DNPU-702 Social Network Map CLO 1-2**

The Social Network Map tests your ability to create a visual map and to think deeply about the impact of collaboration on productive work. You must prepare a sociogram, answering the question: With whom do I interact at work?

The assignment has three parts: field work, map creation, and a portfolio:

* **Field work**: You should observe yourself at work, noting all the people with whom you communicate during a normal workday.2 You should use a real, entire day, not a

hypothetical one. Data from up to three days may be combined, if need be, to get a representative sample of work contacts.

* **Map creation**: After completing the field work, you will use your notes to draw a map of your professional network. Use titles for the nodes (Boss, Consultant, etc.),  
  not real names. Provide a legend that explains the parameters of the map (e.g., what is the significance of color, shape, line width, line length, arrows, etc.). Limit the map to no more than 20 people/groups. To meet this limit, you may have to prioritize which contacts are included, how they are grouped, and how “communicate” and “contact” are defined (face- to-face talking, phone conversation, email, etc.). If you have a job that requires very little interaction with others (less than 3 contacts of any kind per day,

contact the instructor for further instructions). No special software is required for creating

the map. PowerPoint can be used to create a network of nodes and connecting lines. A link to a brief instructor tutorial is provided on Blackboard. The map must have a clear representation of proximity and priority of relationships.

* **Portfolio**: The portfolio should have three sections: a sociogram, an explanation of the sociogram, and a discussion of what the student learned during this activity about opportunities for “working at the intersection.” It should be written in APA style, including the tone and use of language discussed in the APA manual

2 Everybody works – even if you do not have a paid job. If you are a student, you work at being a student. If you are a stay-at-home parent then you work at organizing a household and children’s activities. If you spend your time gardening, then you are a gardener.

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*The assignment will be completed and submitted to BlackBoard. It will be graded using the rubric shown below:*

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| **Criteria** | **Exemplary 4** | page2image821251920  **Proficient 3**  page2image821270496 | page2image821223136  **Developing 2**  page2image821253248 | **Emerging 1** | page2image821340544page2image821338432  **Points Awarded and Comments**  page2image821343024page2image821343536 |
| **Sociogram**  **6.25 points (25/100)** | Visually appealing and meaningful diagram of workplace relationships | Meaningful diagram of workplace relationships | Somewhat unclear diagram of workplace relationships | Poorly organized and incomplete diagram of workplace relationships |  |
| **Explanation**  **6.25 points (25/100)** | Clear and engaging description of map and the relationships portrayed | page2image821334656  Sufficient description of map and the relationships portrayed  page2image821705056 | page2image821705664  Vague or incomplete description of map and the relationships portrayed  page2image821713376 | Poorly organized and incomplete description of map and the relationships portrayed | page2image821724896page2image821722816page2image821723648page2image821724160 |
| **Reflection**  **6.25 points (25/100)** | Clear evidence of critical thinking about opportunities for intersectional collaboration in the workplace | Sufficient evidence of integrative thinking about opportunities for intersectional collaboration in the  page2image821751104 | Some evidence of integrative thinking about opportunities for intersectional collaboration in the workplace  page2image821761776 | Limited evidence of critical thinking about opportunities for intersectional collaboration in the workplace | page2image821772864page2image821773376 |
| **Expression**  **6.25 points (25/100)** | Professional tone and style of writing throughout. Rare errors in grammar, punctuation, or spelling. Sources of information clearly and completely specified | wProrfkepsslaiocneal tone and style of writing for most of the portfolio. Occasional errors in grammar, punctuation, or spelling. Most sources of information clearly specified  page2image821700576 | Lacking professional tone and style of writing for parts of the portfolio. Multiple errors in grammar, punctuation, or spelling. Sources of information partially specified  page2image821657424 | Unprofessional tone and style of writing. Poor formatting or disregarded. | page2image821665792page2image821666304 |

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