# Cover Sheet: Request 14516

**PUR 4XXX Internal Communications**

**Info**

| | |
|---|---|
| Process | Course\|New\|Ugrad/Pro |
| Status | Pending at PV - University Curriculum Committee (UCC) |
| Submitter | Marcia DiStaso mdistaso@ufl.edu |
| Created | 12/6/2019 3:42:30 PM |
| Updated | 3/10/2020 2:08:27 PM |
| Description of request | The PR faculty would like to request to make Internal Communications one of the courses offered in our Department. |

**Actions**

| Step | Status | Group | User | Comment | Updated |
|---|---|---|---|---|---|
| Department | Approved | JOU - Public Relations 012306001 | Spiro Kiousis | | 12/7/2019 |
| No document changes | | | | | |
| College | Approved | JOU - College of Journalism and Communications | Michael Weigold | | 12/9/2019 |
| No document changes | | | | | |
| University Curriculum Committee | Recycled | PV - University Curriculum Committee (UCC) | Casey Griffith | Please obtain an external consult with Political Science. | 1/23/2020 |
| Internal Comm Syllabus and Course Schedule REVISED.doc | | | | | 1/14/2020 |
| Cummings_Letter of Support_PR Major_Curriculum Changes.pdf | | | | | 1/14/2020 |
| College | Approved | JOU - College of Journalism and Communications | James Babanikos | | 1/24/2020 |
| No document changes | | | | | |
| University Curriculum Committee | Recycled | PV - University Curriculum Committee (UCC) | Casey Griffith | There is still not an external consult as requested by UCC in January meeting | 1/28/2020 |
| No document changes | | | | | |
| College | Approved | JOU - College of Journalism and Communications | James Babanikos | | 2/11/2020 |
| DIAL APPROVAL.pdf | | | | | 2/11/2020 |
| University Curriculum Committee | Recycled | PV - University Curriculum Committee (UCC) | Casey Griffith | Please obtain a consult from the Political Science department as previously requested by the UCC. | 3/4/2020 |
| No document changes | | | | | |
| College | Approved | JOU - College of Journalism and Communications | James Babanikos | | 3/10/2020 |
| APPROVAL - Political Science for Internal Comms.pdf | | | | | 3/10/2020 |
| University Curriculum Committee | Pending | PV - University Curriculum Committee (UCC) | | | 3/10/2020 |
| No document changes | | | | | |

| Step | Status | Group | User | Comment | Updated |
|---|---|---|---|---|---|
| Statewide Course Numbering System | | | | | |
| No document changes | | | | | |
| Office of the Registrar | | | | | |
| No document changes | | | | | |
| Student Academic Support System | | | | | |
| No document changes | | | | | |
| Catalog | | | | | |
| No document changes | | | | | |
| College Notified | | | | | |
| No document changes | | | | | |

# Course|New for request 14516

## Info

**Request:** PUR 4XXX Internal Communications
**Description of request:** The PR faculty would like to request to make Internal Communications one of the courses offered in our Department.
**Submitter:** Marcia DiStaso mdistaso@ufl.edu
**Created:** 12/6/2019 2:53:49 PM
**Form version:** 1

## Responses

**Recommended Prefix**
*Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.*

Response:
PUR

**Course Level**
*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).*

Response:
4

**Course Number**
*Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.*

Response:
XXX

**Category of Instruction**
*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.*

Response:
Advanced

*• 1000 level = Introductory undergraduate*
*• 2000 level = Introductory undergraduate*
*• 3000 level = Intermediate undergraduate*
*• 4000 level = Advanced undergraduate*
*• 5000 level = Introductory graduate*
*• 6000 level = Intermediate graduate*
*• 7000 level = Advanced graduate*
*• 4000/5000= Joint undergraduate/graduate*
*• 4000/6000= Joint undergraduate/graduate*

*\*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

**Lab Code**
*Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).*

Response:
None

**Course Title**
*Enter the title of the course as it should appear in the Academic Catalog.*

Response:
Internal Communications

**Transcript Title**
*Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).*

Response:
Internal Communicatio

**Degree Type**
*Select the type of degree program for which this course is intended.*

Response:
Baccalaureate

**Delivery Method(s)**
*Indicate all platforms through which the course is currently planned to be delivered.*

Response:
UF Online - Please attach a letter of support from the Director of the UF Online program, Online

**Co-Listing**
*Will this course be jointly taught to undergraduate, graduate, and/or professional students?*

Response:
No

**Effective Term**
*Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.*

Response:

Earliest Available

**Effective Year**
*Select the requested year that the course will first be offered. See preceding item for further information.*

Response:
Earliest Available

**Rotating Topic?**
*Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.*

Response:
No

**Repeatable Credit?**
*Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.*

Response:
No

**Amount of Credit**
*Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.*

Response:
3

**S/U Only?**
*Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.*

Response:
No

**Contact Type**
*Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.*

Response:
Regularly Scheduled

- *Regularly Scheduled [base hr]*
- *Thesis/Dissertation Supervision [1.0 headcount hr]*
- *Directed Individual Studies [0.5 headcount hr]*
- *Supervision of Student Interns [0.8 headcount hr]*
- *Supervision of Teaching/Research [0.5 headcount hr]*
- *Supervision of Cooperative Education [0.8 headcount hr]*

*Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.*

## Weekly Contact Hours
*Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.*

Response:
3

## Course Description
*Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.*

Response:
This course focuses on the influential roles that communication managers play to address the issues, challenges, and opportunities facing internal stakeholders. Employees have long been recognized as the No. 1 stakeholder of the organizations.

## Prerequisites
*Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.*
*Courses level 3000 and above must have a prerequisite.*

Response:
PUR3000 (C)

*Completing Prerequisites on UCC forms:*

- *Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.*
- *Use parentheses to specify groupings in multiple requirements.*
- *Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.*
- *Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).*
- *"Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.*

*Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP should be written as follows:*
*HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor)*

## Co-requisites

*Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.*

Response:
N/A

## Rationale and Placement in Curriculum
*Explain the rationale for offering the course and its place in the curriculum.*

Response:
This course was created as part of our UFO program. We have also been teaching it online to our in-residence students. It has been a popular course that is very well created and delivered. Our faculty and Advisory Council feels that we are ahead of many of our peer universities by offering this course. Addressing communications with employees is a very valuable learning opportunity for our students.

## Course Objectives
*Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.*

Response:
This course will teach you to:
§ Discuss the basic principles of internal communication management, as related to topics of internal public segmentation, ethics, culture, communication strategies, channels, and measurement
§ Counsel organizational leaders such as the C-Suite and supervisors on how to communicate effectively
§ Apply the strategies, techniques, and tools required to engage employees, with specific emphasis on digital and social capabilities
§ Develop a standard of excellence in internal communications by analyzing "real life," award-winning cases
§ Create an internal communication plan applying strategic and creative thinking

## Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned.  Please provide specific examples to evaluate the course.*

Response:
Men, L. R., & Bowen, S. (2017). Excellence in Internal Communication Management. Business Expert Press, New York.

## Weekly Schedule of Topics
*Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.*

Response:
Module 1    Understanding Internal Communication

[What internal communication is and why internal communication is important for the organization's success are discussed.
Five theoretical perspectives (i.e., scientific management, human relations, human resources, systems, and culture) that shaped the development of present companies, businesses, and corporations, which offer insights into the evolution of internal communication are introduced.
Current issues and trends in internal communication are discussed.]

Lectures:
M1.1: Course introduction and defining internal communication M1.2: Theoretical approaches to internal communication
M1.3: Current trends and issues in internal communication

Readings:

M & B: Chapters 1, 2, & 10
Introduction to organizational communication research center Watch Video: "Hawthorne Studies"
https://www.youtube.com/watch?v=W7RHjwmVGhs
Watch Video: "Companies Racing to Develop Artificial Intelligence"
https://www.youtube.com/watch?v=98B5yCjfHFA

Assignment 1:
Video introduction  Due: Thursday, August 29 at 11:00pm

Discussion 1:        Due: Thursday, August 29 at 11:00pm Please choose ONE from the following two discussion questions to answer.

1.1.           Please identify the top three internal communication issues and problems in your organization.
1.2.           "Not all employees are similar." How are millennial employees different from the previous generations? What do millennials want in the workplace?

Additional Recommended Resources:
Watch: "The Exchange: Greg Smith on Leaving Goldman Sachs"
http://www.youtube.com/watch?v=6e5nsn7ytfc

Module 2    Internal Publics

[Various approaches in segmenting internal publics are introduced. Ethical issues related to internal communication are discussed.]

Lectures:
M2.1: Employee segmentation M2.2: Situational theory of publics
M2.3: Ethics and internal communications

Readings:
M & B: Chapters 2 & 3

Activity 1:
Resource site        Due: Thursday, Sept 5 at 11:00pm

Exercise 1 [Group]:Due: Thursday, Sept 5 at 11:00pm
Case analysis: HSBC "Shut up and listen"
Case study [Team 1]        Due: Thursday, Sept 5 at 11:00pm Additional Recommended Resources:
Read: PRSA Code of Ethics http://apps.prsa.org/AboutPRSA/Ethics/CodeEnglish


Module 3    Executive Leadership Communication

[The importance of top leadership and CEO communication style, channels, strategies, and social media presence will be dicscussed.]

Lectures:
M3.1: CEO visionary communication
M3.2: CEO communication strategies, styles, and channels

Readings:
M & B: Chapter 4
Men, L. R., Tsai, W. S., Chen, Z. F., & Ji, Y. G. (2018). Social Presence and Digital Dialogic

Communication: Engagement Lessons from Top Social CEOs. Journal of Public Relations Research, 30(3), 83-99. Men, L. R., & Chen, Z. F., & Ji, Y. G. (2018). Walking the talk: An exploratory examination of executive leadership communication at start-up companies in China. Journal of Public Relations Research, 30, 33– 56.
Watch Video "Satya Nadella addresses Microsoft employees"
https://www.youtube.com/watch?v=jpOqMQABNRw

Assignment 2:
Reaction essay       Due: Thursday, Sept 12 at 11:00pm

Activity 2:
Role play   Due: Thursday, Sept 12 at 11:00pm Case study [Team 2]         Due: Thursday, Sept 12 at 11:00pm

Additional Recommended Resources:
Watch Video: "Dusty McCoy, CEO of Brunswick Welcomes New Hires"
https://www.youtube.com/watch?v=N4cUYoH0jjw

Module 4   Supervisory Leadership Communication

[Supervisory leadership communication with an emphasis on supervisors' and line managers' communication strategies, tactics, channels, and effectiveness is discussed.]

Lectures:
M4.1: Leadership styles and communication
M4.2: Best practices of supervisory leadership communication

Readings:

Jiang, H., & Men, L. R. (2015). Creating an engaged workforce: The impact of authentic leadership, transparent communication, and work-life enrichment. Communication Research, 44(2), 225–243.
Men, L. R. (2014). Why leadership matters to internal communication: Linking transformational leadership, symmetrical communication, and employee outcomes. Journal of Public Relations Research, 26 (3), 256– 279.
Watch Video: "What Leadership Style Is This?"
https://www.youtube.com/watch?v=Bv16yctXaFM&feature=youtu. be

Case study [Team 3] Due: Thursday, Sept 19 at 11:00pm Discussion 2:      Due: Thursday, Sept 19 at 11:00pm Choose ONE from the following two questions to answer.
2.1 Do you follow any CEOs on social media? If so, why? Comment on one CEO's social media presence and communications that you follow.

2.2 What is your supervisor's leadership communication style? Please give specific examples in your answer. (Note. You may refer to your supervisor for your internship or part-time positions if you don't have a full-time job.)

Additional Recommended Resources:
Watch Video: "Tim Cook Reveals a Personal Message"
https://www.youtube.com/watch?v=uHTaEf8zRvQ

Module 5   Reaching Your Internal Stakeholders: Communication Channels

[Various    traditional    and    new    media    channels    for    internal communication are introduced.]

Lectures:
M5.1: Traditional media channels
M5.2: New media and selecting appropriate channels

Readings:
M & B: Chapter 5

Exercise 2 [Group] Due: Thursday, Sept 26 at 11:00pm
Case analysis: Think Yes: How an intranet changed customer service

Case study [Team 4]          Due: Thursday, Sept 26 at 11:00pm

Module 6    The Organization's Internal Use of Social Media

[Opportunities and challenges internal social media tools bring for organizations are discussed.
Focus is on how to capitalize on the advantages of internal social media and mitigate its risks.]

Lectures:
M6.1: Internal social media: Opportunities M6.2: Internal social media: Challenges
M6.3: Best practices in using social media to engage employees

Readings:
Cervellon, M.-C., & Lirio, P. (2017). When employees don't 'like' their employers on social media.
MITSloan Management Review, 58(2), 63-70.
Kane, G. (2015). Enterprise social media: Current capabilities and future possibilities. MIS
Quarterly Executive, 14(1), 1-16.
Ewing, M., Men, L. R., & O'Neil, J. (2018, August). Using social media to enhance employee
communication and engagement. The Arthur W. Page Center. Retrieved from
https://bellisario.psu.edu/page- center/article/using-social-media-to-enhance-employee-
communication-and-engagement

Exercise 3 [Group] Due: Thursday, October 3 at 11:00pm Case analysis: Barclays trains "digital
eagles" to help train coworkers and customers
Case study [Team 5]          Due: Thursday, October 3 at 11:00pm Discussion 3:
      Due: Thursday, October 3 at 11:00pm
What suggestions do you have for companies to encourage their employees to use internal social
media and to share corporate content to their personal social networking sites?

Module 7 Organizational Structure, Culture, and Communication Climate [Discussion is focused
on how organizational factors including organizational structure, culture, and climate influences
internal communication effectiveness.]

Lectures:
M7.1: Contextual factors for excellence in public relations M7.2: Organizational culture

Readings/resources:
M & B: Chapter 6
Barsade, S., & O'Neill, O. A. (2016). Manage your emotional culture.
Harvard Business Review Digital Articles, 2. Watch Video: "Company Culture"

https://www.youtube.com/watch?v=D6LUg-siJVs Watch Video: "Corporate Culture Inspirational
Video" https://www.youtube.com/watch?v=Ip3hCl0BWD8 Watch Video: "Walt Disney Company
Culture"
https://www.youtube.com/watch?v=oEkksmYMvjY&t=3s

Assignment 3:
Communication manager interview Due: Thursday, October 17 at 11:00pm

Exercise 4 [Group] Due: Thursday, October 17 at 11:00pm
Case analysis: IBM cognitive build
Case study [Team 6]          Due: Thursday, October 17 at 11:00pm Additional Recommended
Resources:
Watch Video: "Corporate Culture Apple Example"
https://www.youtube.com/watch?v=WU6d9xcvyvI

Module 8    Employee Engagement

[How employee engagement is defined, why it is important, and how to boost employee engagement through strategic internal communication are discussed.]

Lectures:
M8.1: What is employee engagement?
M8.2: Why does employee engagement matter? M8.3: What drives employee engagement?

Readings:
M & B: Chapter 7
Watch Video: "Why Employee Engagement Matters"
https://www.youtube.com/watch?v=dSfDROxCuxI Watch Video: "How to Boost Employee Engagement?" https://www.youtube.com/watch?v=6RreBKSMMbQ

Exercise 5 [Group] Due: Thursday, October 24 at 11:00pm
Case analysis: Engaging employees in CSR activities
Case study [Team 7]          Due: Thursday, October 24 at 11:00pm Additional Recommended Resources:
"10 Ways to Create a Corporate Culture for Employee Engagement."
http://www.instituteforpr.org/10-ways-create-corporate-culture- employee-engagement/

Module 9   Change Management and Internal Communication


[The roles of strategic internal communication for successful change initiatives are discussed. A roadmap for strategic change communication and management is provided.]

Lectures:
M9.1: The role of communication in strategic change management M9.2: The process of strategic change communication

Readings:
M & B: Chapter 8
Venus, M., Stam, D., & Knippenberg, D. V. (2018, August). Research: To people to embrace change, emphasize what will stay the same. Harvard Business Review.
https://hbr.org/2018/08/research-to- get-people-to-embrace-change-emphasize-what-will-stay-the-same Watch Video: "Overcoming Resistance to Change: Isn't It Obvious?"
https://www.youtube.com/watch?v=hcz1aZ60k7w

Exercise 6 [Group] Due: Thursday, October 31 at 11:00pm
Case analysis: The one Toyota initiative

Case study [Team 8]          Due: Thursday, October 31 at 11:00pm Discussion 4:
Choose ONE from the following two questions to answer.

4.1 Why do people fear change? You may relate to your personal experience to answer this question.
4.2 Beyond what is covered in the textbook and the lectures from last week on employee engagement, what are some of the other creative ways to engage employees?

Module 10 Measuring the Value of Internal Communication

[What should be measured from the output, outtake, and outcome perspectives in internal communication and how to measure these results are discussed.]

Lectures:
M10.1: What should be measured?
M10.2: How to measure internal communication?

Readings:
M & B: Chapter 9

Exercise 7 [Group] Due: Thursday, November 7 at 11:00pm
Case analysis: Food Lion feeds


Case study [Team 9]        Due: Thursday, November 7 at 11:00pm Exam  DATE/TIME:
11/14/2019



**Grading Scheme**
*List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details  regarding how those items will be assessed.*

Response:
Grades are earned via five modes: (1) Assignments; (2) Activities or exercises; (3) Discussions; (4) Case study (5) Exam; and (6) A final internal communication plan [group]

Area        Percent of Grade

Assignments         15%
Activities/exercises 10%
Discussions         10%
Case Study         10%
Exam        25%
Communication Plan         30%
    100%

Grading scale: 100-93 A; 92-90 A-; 89-87 B+; 86-84 B; 83-80 B-; 79-77 C+; 76-74 C; 73-70 C-; 69-
67 D+; 66-64 D; 63-60 D-; 59 and below E

?   Assignments include individual writing assignments that will require you to apply the principles, techniques, and skills you've learned to solve various problems.

?   Activities/exercises are designed to engage the students with the course topics outside of the online environment. This may entail individual or group activities/exercises (e.g., role play). (Note: graded as pass or fail)

?   Participation in discussions includes both your discussion posts and comments on others' posts. There are a total of four required discussion questions in the class. See detailed explanation below.

?   For the case study, each team of two students will browse case databases such as PRSA Silver Anvil Award cases (http://www.prsa.org/Awards/SilverAnvil/Search) or case books to select a successful employee/internal communication campaign or program case, analyze the case, and present the case to the class. Deliverables include a PowerPoint which summarizes your analyses and a recorded video presentation. Detailed guidelines for case presentations can be found on page 13.


?   There will be one closed-book, comprehensive exam on November 14. A study guide will be provided to you. Content of class discussions and required readings are subject to inclusion. An extra-credit Q&A zoom session will be hosted prior to the exam date. Participation in the Q&A zoom session will gain 1 bonus point added to the exam score.

?   The internal communication plan project requires students to work in teams to research and propose an internal communication plan for an organization of your interest. A written plan will be turned in and students will record a virtual team presentation. Detailed instructions on the team

communication plan project are included in this syllabus.

The Team Project grade is comprised of a Team Grade (75%) and an Individual Grade (25%). Individual grade will be based on peer evaluations. Utilizing confidential forms, team members will evaluate each others' contributions. Team Grade will be based on the quality of the communication plan (75%) as well as the final oral presentation (25%).

? All assignments are due on the specified dates. Feedback on the assignments will be provided within one week after the due dates. Any assignments turned in late will be assessed penalty points per calendar day. Late assignments will receive an automatic grade reduction of 10 points every 24 hours (or portion thereof) beyond the time they are due. So, if it's an hour late, it's a reduction of 10 points.

? For more information on current UF grading policies, see https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

**Instructor(s)**
*Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.*

Response:
Rita Linjuan Men, Ph.D., APR

**Attendance & Make-up**
*Please confirm that you have read and understand the University of Florida Attendance policy.*
*A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.*

*• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:*
*https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx*

Response:
Yes

**Accomodations**
*Please confirm that you have read and understand the University of Florida Accommodations policy.*
*A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:*

*• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:
Yes

**UF Grading Policies for assigning Grade Points**
*Please confirm that you have read and understand the University of Florida Grading policies.*
*Information on current UF grading policies for assigning grade points is require to be included in the course*

*syllabus. The following link may be used directly in the syllabus:*

• *https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx*

    Response:
    Yes

**Course Evaluation Policy**
*Course Evaluation Policy*
*Please confirm that you have read and understand the University of Florida Course Evaluation Policy.*
*A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:*

• *<span style="font-size:11.0pt">Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <a href="https://ufl.bluera.com/ufl/" target="_blank">https://ufl.bluera.com/ufl/</a>. Summaries of course evaluation results are available to students at <a href="https://gatorevals.aa.ufl.edu/public-results/">https://gatorevals.aa.ufl.edu/public-results/</a>.</span>*

* *

    Response:
    Yes

Hi Marcia

Looks great. We have no issues with your proposed course.

Best,

Dan

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daniel a. smith, ph.d.
professor & chair
department of political science
234 anderson hall          |  phone: 352-273-2346
po box 117325              |  fax:   352-392-8127
university of florida      |  email: dasmith@ufl.edu
gainesville, fl 32611-7325 |  https://people.clas.ufl.edu/dasmith/
twitter: @electionsmith
```

**From:** DiStaso,Marcia <mdistaso@ufl.edu>
**Sent:** Thursday, March 5, 2020 3:04 PM
**To:** Smith,Daniel A <dasmith@ufl.edu>; Nolan,Richard Anthony <rnolan@ufl.edu>
**Subject:** New Public Relations Course

Hi Richard and Dan – The UCC asked us to send this course to you for a consult. We are proposing a course in Internal Communication (attached syllabus). The course description is:

Employees have long been recognized as the No. 1 stakeholder of the organizations. Especially in this increasingly connected, globalized, and transparent digital age, the line between internal and external is blurred. Effective internal communication is critical for the success of an organization. This course focuses on the influential roles that communication managers play to address the issues,
challenges, and opportunities facing internal stakeholders. It integrates theories, research insights, practices, as well as current issues and cases into a comprehensive guide for future internal communication managers and organizational leaders on how to communicate effectively with internal stakeholders, build beneficial relationships, and engage employees in the fast-changing business and media environment. Through lectures, discussions, and case studies, students will be equipped with effective strategies, tactics, and tools to be able to act as an internal communication strategist.

We have offered this class online and in UFO for 4 semesters now and are proposing to get a course number for it. I'm not aware of any of your courses that address internal communications and double checked with UCC that they do in fact want the consult from you and they confirmed it twice today that they need a consult from you before we can move forward.

Thank you

Marcia

Dr. Marcia W. DiStaso, APR
Associate Professor & PR Department Chair
University of Florida
@mdistaso

**UF** UNIVERSITY *of* FLORIDA

**Office of the Director, UF Online**

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January 14, 2020

Dr. Marcia Di Staso
College of Journalism and Communications
University of Florida
Gainesville, FL 32611

Dr. DiStaso,

Thank you for reaching out to engage on the College of Journalism and Communications' plan to modify the Public Relations curriculum in UF Online. As I understand the changes, the following courses are not yet in an online format and might need future development in order to provide an array of options for UF Online Public Relations students: (1) PUR 4410 Principles of Fundraising, (2) PUR 4442 Public Interest Communication, (3) PUR 4443 Global Social Change, (4) PUR 4443 Crisis Communication, (5) PUR 4443 Internal Communication and (6) PUR 4910 Public Relations Undergraduate Research.

Through this letter, I offer my approval and support of your revised curriculum and simply wish to lay out some logistical next steps to ensure your online program is complete and your curriculum available in a timely manner for your online students. We look forward to working with you to implement these changes and to complete a quality review of all of the existing Public Relations courses that serve UF Online students to ensure that each course conforms to the UF Online quality facets and overall UF quality standards and markers for excellence. As such, with your support and the assignment of dedicated faculty to design, build, and deliver these courses, I anticipate this new curriculum would be available to your online students by Fall 2021, working through the UF Center for Online Innovation and Production (COIP), the home of all UF Online course production and support.

This is an exciting time for your program and we are proud to support your efforts and help you and your faculty realize them in the online undergraduate learning environment! UF Online looks forward to working with you and your colleagues to ensure this program thrives for many years to come.

Sincerely,

Evangeline J. Tsibris Cummings
Assistant Provost and Director of UF Online

Hi Marcia,

So sorry for the delay in responding. I've now had a chance to speak with faculty here in the Dial Center who teach the courses that have the most similarity to the proposed Public Relations courses. We do find some overlap with the PUR courses and ours but we believe that the perspectives of the courses offer enough difference that a significant conflict will not be overwhelming.
In regard to the specific courses:

**Political Communication** has been offered as a special topics course each year there has been a U.S. Presidential Election with it being offered most recently in 2016. We do see some similarities and overlap but we believe that the two courses steer their focus differently. Our course focuses more on the ways that politicians use persuasion (rhetoric) to tap into deep seeded cultural values to win over their audiences.  Other approaches also include focusing on public discourse that is politically focused, in particular political debates. The focus in that type of course would center on communication and the public sphere. Regardless of the focus, both approaches situate the course within the realm of Communication Studies rather than Mass Communication or Public Relations because they place the focus on the process of communication using rhetorical theories. It is our plan to offer the course again this coming fall and to put in a request for a permanent course number and we'd be happy to pursue a more distinct course title.

**Organizational Communication--**There are some significant similarities and overlap in both theory and practicum issues; however, we believe there are enough differences in scope and instruction to support both courses. It seems like the PUR4932 course will focus on how members can provide support and best practices strictly within an organization (focusing on top-level management, C-suite, positions). However our COM3125 course is broader in scope, examining communication issues between peers, between different levels of management and even outside the organization (i.e. communication between the organization and the public, externally). In addition, our COM3125 course brings in guest speakers to allow face-to-face interaction between our students and professionals, giving them a

chance to not only hear about topics as they apply in the real world, but also providing students a chance to network with those professionals. The PUR4932 course is strictly an online course with no face-to-face interaction with professionals. Therefore, we believe the two courses meet different needs from our students.

Thanks for reaching out to us for our input. We've had such a good relationship with the College of Journalism and Communications over the years with many of your students completing the Dial Center's minor in Communication Studies to complement their degrees. We hope to continue working together on future endeavors to strengthen the university's goals and students' aspirations.

Kellie W. Roberts, Ed.D.
Director, Dial Center for Written & Oral Communication
UF Director of Forensics
University of Florida
PO Box 112032
Gainesville, FL  32611
352/273-1655
Pronouns:  She/Her/Hers

**From:** DiStaso,Marcia <mdistaso@ufl.edu>
**Sent:** Sunday, January 26, 2020 6:53 PM
**To:** Roberts,Kellie W <robertsk@ufl.edu>
**Subject:** PR courses with similar titles to DIAL courses

Hi Dr. Roberts – I'm contacting you on behalf of the Public Relations Department. I'm not sure if you heard, but we submitted to the UCC two requests for permanent numbers for our courses:
- Political Communication
- Internal Communication

In reviewing the syllabi from your program we note the differences between our courses and yours:

**Political Communication** – Our course is a traditional Political Comm course with a broad communications approach (syllabus attached) and the one in your program appears to be focused on Presidential Rhetoric. The syllabus I was given is from 2013. Is this class still being offered? Our course is listed in our Political Communication Certificate that we are proposing. This course and the certificate have been approved/endorsed by the Political Science Department.

DIAL CLASS – COM4930: The language of persuasion looks both outwards and inwards: politicians

promise a better future based on an evaluation of the current external reality, but they communicate this vision by activating deep-seated ideas, values and feelings that are hidden within the audience. Successful politicians are those who have credible stories to tell, who can involve us with the drama of the present by explaining what is right and wrong and who convince us that they are better than their opponents This course explains how their use of metaphors and myths create credible and consistent stories that help us to understand the rhetorical means through which persuasion occurs.

PUR COURSE: The political landscape is constantly evolving and the function communication plays in these shifts is essential. This class is designed to serve as an introduction to the role played by all forms of communication in contemporary American political communication. This course will play particular attention to how public relations professionals are integral in all of these processes. We will cover the functions of traditional and contemporary mediated channels, alternative media, and interpersonal discussion. How to understand and assess audiences will also be addressed.


**/ Internal Communication** – Our course focuses on communicating with employees (syllabus attached) and the DIAL course seems to be broadly organizational.

DIAL COURSE – COM3125: The purpose of this course is to explore the processes, practices and challenges of communicating among large groups of people, primarily in the work environment. With the increased reliance on social media and non-linear communication platforms, organizations have seen significant changes in the way they communicate platforms, organizations have seen significant changes in the way they communicate both within its own team and with the public at large. We will examine organizational structures, patterns of communication, task and social roles, extrinsic influences and methods of producing intrinsic motivation and innovation.

PUR COURSE: Employees have long been recognized as the No. 1 stakeholder of the organizations. Especially in this increasingly connected, globalized, and transparent digital age, the line between internal and external is blurred. Effective internal communication is critical for the success of an organization. This course focuses on the influential roles that communication managers play to address the issues,
challenges, and opportunities facing internal stakeholders. It integrates theories, research insights, practices, as well as current issues and cases into a comprehensive guide for future internal communication managers and organizational leaders on how to communicate effectively with internal stakeholders, build beneficial relationships, and engage employees in the fast-changing business and media environment. Through lectures, discussions, and case studies, students will be equipped with effective strategies, tactics, and tools to be able to act as an internal communication strategist


As such, given the major differences between the courses, we are wondering if we can get a letter of support from you for us to also have our courses.

I'm currently in India but checking email so please let me know if you would like to discuss this – the

time difference makes it extremely tricky to jump on a call, but we are hopeful that we can move our curriculum forward. Thank you

Marcia

Dr. Marcia W. DiStaso, APR
Associate Professor & PR Department Chair
University of Florida
@mdistaso

# PUR 4932      Internal Communications and Employee Engagement

**Spring 2020**       UF Online

**Professor:**       Rita Linjuan Men, Ph.D., APR
                    Associate Professor
                    Department of Public Relations
                    Office: Weimer 3054
                    Phone: 352-294-2897
                    E-mail: rlmen@jou.ufl.edu

**Office Hours:**       T, noon-12:50pm & 4-5pm, and by appointment (Feel free to email me anytime! ☺)

## COURSE DESCRIPTION:

Employees have long been recognized as the No. 1 stakeholder of the organizations. Especially in this increasingly connected, globalized, and transparent digital age, the line between internal and external is blurred. Effective internal communication is critical for the success of an organization. This course focuses on the influential roles that communication managers play to address the issues, challenges, and opportunities facing internal stakeholders. It integrates theories, research insights, practices, as well as current issues and cases into a comprehensive guide for future internal communication managers and organizational leaders on how to communicate effectively with internal stakeholders, build beneficial relationships, and engage employees in the fast-changing business and media environment. Through lectures, discussions, and case studies, students will be equipped with effective strategies, tactics, and tools to be able to act as an internal communication strategist.

## COURSE OBJECTIVES:

This course will teach you to:

- Discuss the basic principles of internal communication management, as related to topics of internal public segmentation, ethics, culture, communication strategies, channels, and measurement
- Counsel organizational leaders such as the C-Suite and supervisors on how to communicate effectively
- Apply the strategies, techniques, and tools required to engage employees, with specific emphasis on digital and social capabilities
- Develop a standard of excellence in internal communications by analyzing "real life," award-winning cases

- Create an internal communication plan applying strategic and creative thinking

## REQUIRED TEXT:

Men, L. R., & Bowen, S. (2017). *Excellence in Internal Communication Management.* Business Expert Press, New York.

## CONTINUING READING:

The Institute for Public Relations' Organizational Communication Research Center (http://www.instituteforpr.org/organizational-communication-research/), the International Association of Business Communication (https://www.iabc.com/resources ), and PRSA (www.prsa.org).

## COMMUNICATION METHODS FOR ONLINE STUDENTS:

The instructor works normal weekday hours (i.e., Monday - Friday, 9 a.m. - 5 p.m.). If you email during this time, you may expect a reply in 24 hours. *(Note: Normally, I reply as soon as I see your email. Please don't hesitate to contact me with any questions! ☺)*

Please do not ask questions in the "comments" section of an assignment. The instructor does not get an individual ping when a comment is left, so I will not know that they are there and so will not be able to respond in a timely manner.

For technical issues with Canvas, please contact E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. http://helpdesk.ufl.edu/

## OTHER CLASS POLICIES:

- **Students with Special Needs:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.
- **Course Evaluations:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://gatorevals.aa.ufl.edu/.
  Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://ufl.bluera.com/ufl/.
- **Academic Honesty:** The University of Florida Honor Code applies to all activities associated with this class.
  - ✓ UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.

✓ On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions.

✓ You can review UF's academic honesty guidelines in detail at: https://www.dso.ufl.edu/sccr/seminars-modules/academic-integrity-module

- **Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

- Each student is allowed _two_ unexcused absences for the semester. Your final grade may be lowered by one letter grade (e.g., B- to C-) for each unexcused absence beyond two. An excused absence is one supported by documentation (e.g., from UF or a doctor's office) or specially approved by the professor prior to the absence.

- Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

## GRADING:

Grades are _earned_ via five modes: (1) Assignments; (2) Activities or exercises; (3) Discussions; (4) Case study (5) Exam; and (6) A final internal communication plan [group]

| Area | Percent of Grade |
|---|---|
| Assignments | 15% |
| Activities/exercises | 10% |
| Discussions | 10% |
| Case Study | 10% |
| Exam | 25% |
| Communication Plan | 30% |
| | 100% |

Grading scale: 100-93 A; 92-90 A-; 89-87 B+; 86-84 B; 83-80 B-; 79-77 C+; 76-74 C; 73-70 C-; 69-67 D+; 66-64 D; 63-60 D-; 59 and below E

- **Assignments** include individual writing assignments that will require you to apply the principles, techniques, and skills you've learned to solve various problems.

- **Activities/exercises** are designed to engage the students with the course topics outside of the online environment. This may entail individual or group activities/exercises (e.g., role play). _(Note: graded as pass or fail)_

- **Participation in discussions** includes both your discussion posts and comments on others' posts. There are a total of four required discussion questions in the class. See detailed explanation below.

- For the **case study,** each team of two students will browse case databases such as PRSA Silver Anvil Award cases (http://www.prsa.org/Awards/SilverAnvil/Search; Account no.: 1730276, password: zhedacici84) or case books to select a successful employee/internal communication campaign or program case, analyze the case, and present the case to the class. Deliverables include a PowerPoint which summarizes your analyses and a recorded video presentation. Detailed guidelines for case presentations can be found on page 13.

- There will be one closed-book **exam** to prepare you for the final internal communication plan project on April 23. A study guide will be provided to you. Content of class discussions and required readings are subject to inclusion. An extra-credit Q&A zoom session will be hosted prior to the exam date. Participation in the Q&A zoom session will gain 1 bonus point added to the exam score.

- **The internal communication plan project** requires students to work in teams to research and propose an internal communication plan for an organization of your interest. A written plan will be turned in and students will record a virtual team presentation. Detailed instructions on the team communication plan project are included in this syllabus.

  The Team Project grade is comprised of a Team Grade (75%) and an Individual Grade (25%). Individual grade will be based on peer evaluations. Utilizing confidential forms, team members will evaluate each others' contributions. Team Grade will be based on the quality of the communication plan (75%) as well as the final oral presentation (25%).

- All assignments are due on the specified dates. Feedback on the assignments will be provided within one week after the due dates. **Any assignments turned in late** (except for excused late submissions) will be assessed penalty points per calendar day. Late assignments will receive an automatic grade reduction of 10 points every 24 hours (or portion thereof) beyond the time they are due. So, if it's an hour late, it's a reduction of 10 points.

- For more information on current UF grading policies, see https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

**COURSE CONTENT AND SCHEDULE:**

| Module | Content/Topics |
| --- | --- |
| **Module 1** | **Understanding Internal Communication** |

[What internal communication is and why internal communication is important for the organization's success are discussed.
Five theoretical perspectives (i.e., scientific management, human relations, human resources, systems, and culture) that shaped the development of present companies, businesses, and corporations, which offer insights into the evolution of internal communication are

introduced. Current issues and trends in internal communication are discussed.]

**Lectures:**
M1.1: Course introduction and defining internal communication
M1.2: Theoretical approaches to internal communication
M1.3: Current trends and issues in internal communication

**Readings:**
M & B: Chapters 1, 2, & 10
Introduction to organizational communication research center
Watch Video: "Hawthorne Studies"
https://www.youtube.com/watch?v=W7RHjwmVGhs
Watch Video: "Companies Racing to Develop Artificial Intelligence"
https://www.youtube.com/watch?v=98B5yCjfHFA

**Assignment 1:**
Video introduction             **Due: Thursday, Jan 16 at 11:00pm**

**Discussion 1:**              **Due: Thursday, Jan 16  at 11:00pm**

**Please choose ONE from the following two discussion questions to answer.**

1.1.  Please identify the top three internal communication issues and problems in your organization.
1.2.  "Not all employees are similar." How are millennial employees different from the previous generations? What do millennials want in the workplace?

**Additional Recommended Resources:**
Watch: "The Exchange: Greg Smith on Leaving Goldman Sachs"
http://www.youtube.com/watch?v=6e5nsn7ytfc

**Module 2      Internal Publics**

[Various approaches in segmenting internal publics are introduced. Ethical issues related to internal communication are discussed.]

**Lectures:**
M2.1: Employee segmentation
M2.2: Situational theory of publics
M2.3: Ethics and internal communications

**Readings:**
M & B: Chapters 2 & 3

**Activity 1:**

Resource site          **Due: Thursday, Jan 23  at 11:00pm**

**Exercise 1 [Group]:**       **Due: Thursday, Jan 23  at 11:00pm**
Case analysis: HSBC "Shut up and listen"

**Case study [Team 1]**       **Due: Thursday, Jan 23  at 11:00pm**

**Additional Recommended Resources:**
Read: PRSA Code of Ethics
http://apps.prsa.org/AboutPRSA/Ethics/CodeEnglish

**Module 3**     **Executive Leadership Communication**

[The importance of top leadership and CEO communication style, channels, strategies, and social media presence will be dicscussed.]

**Lectures:**
M3.1: CEO visionary communication
M3.2: CEO communication strategies, styles, and channels

**Readings:**
M & B: Chapter 4
Men, L. R., Tsai, W. S., Chen, Z. F., & Ji, Y. G. (2018). Social Presence and Digital Dialogic Communication: Engagement Lessons from Top Social CEOs. *Journal of Public Relations Research, 30*(3), 83-99.
Men, L. R., & Chen, Z. F., & Ji, Y. G. (2018). Walking the talk: An exploratory examination of executive leadership communication at start-up companies in China. *Journal of Public Relations Research, 30,* 33–56.
Watch Video "Satya Nadella addresses Microsoft employees"
https://www.youtube.com/watch?v=jpOqMQABNRw

**Assignment 2:**
Reaction essay          **Due: Thursday, Jan 30 at 11:00pm**

**Activity 2:**
Role play          **Due: Thursday, Jan 30 at 11:00pm**

**Case study [Team 2]**       **Due: Thursday, Jan 30 at 11:00pm**

**Additional Recommended Resources:**
Watch Video: "Dusty McCoy, CEO of Brunswick Welcomes New Hires" https://www.youtube.com/watch?v=N4cUYoH0jjw

**Module 4**   **Supervisory Leadership Communication**

[Supervisory leadership communication with an emphasis on supervisors' and line managers' communication strategies, tactics, channels, and effectiveness is discussed.]

**Lectures:**
M4.1: Leadership styles and communication
M4.2: Best practices of supervisory leadership communication

**Readings:**
Jiang, H., & Men, L. R. (2015). Creating an engaged workforce: The impact of authentic leadership, transparent communication, and work-life enrichment. *Communication Research*, *44*(2), 225–243.
Men, L. R. (2014). Why leadership matters to internal communication: Linking transformational leadership, symmetrical communication, and employee outcomes. *Journal of Public Relations Research, 26 (3), 256–279.*
Watch Video: "What Leadership Style Is This?"
https://www.youtube.com/watch?v=Bv16yctXaFM&feature=youtu.be

**Case study [Team 3]**    **Due: Thursday, Feb 6 at 11:00pm**

**Discussion 2:**            **Due: Thursday, Feb 6 at 11:00pm**

**Choose ONE from the following two questions to answer.**

2.1 Do you follow any CEOs on social media? If so, why? Comment on one CEO's social media presence and communications that you follow.

2.2 What is your supervisor's leadership communication style? Please give specific examples in your answer. (*Note. You may refer to your supervisor for your internship or part-time positions if you don't have a full-time job.)*

**Additional Recommended Resources:**
Watch Video: "Tim Cook Reveals a Personal Message"
https://www.youtube.com/watch?v=uHTaEf8zRvQ

**Module 5**    **Reaching Your Internal Stakeholders: Communication Channels**

[Various traditional and new media channels for internal communication are introduced.]

**Lectures:**
M5.1: Traditional media channels

M5.2: New media and selecting appropriate channels

**Readings:**
M & B: Chapter 5

**Exercise 2 [Group]        Due: Thursday, Feb 13  at 11:00pm**
Case analysis: Think Yes: How an intranet changed customer service

**Case study [Team 4]      Due: Thursday, Feb 13  at 11:00pm**

**Module 6        The Organization's Internal Use of Social Media**

[Opportunities and challenges internal social media tools bring for organizations are discussed. Focus is on how to capitalize on the advantages of internal social media and mitigate its risks.]

**Lectures:**
M6.1: Internal social media: Opportunities
M6.2: Internal social media: Challenges
M6.3: Best practices in using social media to engage employees

**Readings:**
Cervellon, M.-C., & Lirio, P. (2017). When employees don't 'like' their employers on social media. *MITSloan Management Review, 58*(2), 63-70.
Kane, G. (2015). Enterprise social media: Current capabilities and future possibilities. *MIS Quarterly Executive, 14*(1), 1-16.
Ewing, M., Men, L. R., & O'Neil, J. (2018, August). *Using social media to enhance employee communication and engagement.* The Arthur W. Page Center. Retrieved from https://bellisario.psu.edu/page-center/article/using-social-media-to-enhance-employee-communication-and-engagement

**Exercise 3 [Group]       Due: Thursday, Feb 20  at 11:00pm**
Case analysis: Barclays trains "digital eagles" to help train coworkers and customers

**Case study [Team 5]      Due: Thursday, Feb 20  at 11:00pm**

**Discussion 3:                Due: Thursday, Feb 20  at 11:00pm**
What suggestions do you have for companies to encourage their employees to use internal social media and to share corporate content to their personal social networking sites?

**Module 7        Organizational Structure, Culture, and Communication Climate**
 [Discussion is focused on how organizational factors including organizational structure, culture, and climate influences internal communication effectiveness.]

**Lectures:**
M7.1: Contextual factors for excellence in public relations
M7.2: Organizational culture

**Readings/resources:**
M & B: Chapter 6
Barsade, S., & O'Neill, O. A. (2016). Manage your emotional culture. *Harvard Business Review Digital Articles*, 2.
Watch Video: "Company Culture"
https://www.youtube.com/watch?v=D6LUg-siJVs
Watch Video: "Corporate Culture Inspirational Video"
https://www.youtube.com/watch?v=Ip3hCl0BWD8
Watch Video: "Walt Disney Company Culture"
https://www.youtube.com/watch?v=oEkksmYMvjY&t=3s

**Assignment 3:**
Communication manager interview  **Due: Thursday, March 12  at 11:00pm**

**Exercise 4 [Group]        Due: Thursday, March 12  at 11:00pm**
Case analysis: IBM cognitive build

**Case study [Team 6]      Due: Thursday, March 12  at 11:00pm**

**Additional Recommended Resources:**
Watch Video: "Corporate Culture Apple Example"
https://www.youtube.com/watch?v=WU6d9xcvyvI

**Module 8        Employee Engagement**

[How employee engagement is defined, why it is important, and how to boost employee engagement through strategic internal communication are discussed.]

**Lectures:**
M8.1: What is employee engagement?
M8.2: Why does employee engagement matter?
M8.3: What drives employee engagement?

**Readings:**
M & B: Chapter 7
Watch Video: "Why Employee Engagement Matters"
https://www.youtube.com/watch?v=dSfDROxCuxI
Watch Video: "How to Boost Employee Engagement?"
https://www.youtube.com/watch?v=6RreBKSMMbQ

**Exercise 5 [Group]        Due: Thursday, March 19  at 11:00pm**

Case analysis: Engaging employees in CSR activities

**Case study [Team 7]      Due: Thursday, March 19  at 11:00pm**

**Additional Recommended Resources:**
"10 Ways to Create a Corporate Culture for Employee Engagement." http://www.instituteforpr.org/10-ways-create-corporate-culture-employee-engagement/

**Module 9      Change Management and Internal Communication**

[The roles of strategic internal communication for successful change initiatives are discussed. A roadmap for strategic change communication and management is provided.]

**Lectures:**
M9.1: The role of communication in strategic change management
M9.2: The process of strategic change communication

**Readings:**
M & B: Chapter 8
Venus, M., Stam, D., & Knippenberg, D. V. (2018, August). Research: To people to embrace change, emphasize what will stay the same. *Harvard Business Review*. https://hbr.org/2018/08/research-to-get-people-to-embrace-change-emphasize-what-will-stay-the-same
Watch Video: "Overcoming Resistance to Change: Isn't It Obvious?" https://www.youtube.com/watch?v=hcz1aZ60k7w

**Exercise 6 [Group]      Due: Thursday, March 26  at 11:00pm**
Case analysis: The one Toyota initiative

**Case study [Team 8]      Due: Thursday, March 26  at 11:00pm**

**Discussion 4:**

**Choose ONE from the following two questions to answer.**

4.1 Why do people fear change? You may relate to your personal experience to answer this question.
4.2 Beyond what is covered in the textbook and the lectures from last week on employee engagement, what are some of the other creative ways to engage employees?

**Module 10      Measuring the Value of Internal Communication**

[What should be measured from the output, outtake, and outcome perspectives in internal communication and how to measure these results are discussed.]

**Lectures:**
M10.1: What should be measured?
M10.2: How to measure internal communication?

**Readings:**
M & B: Chapter 9

**Exercise 7 [Group]**      **Due: Thursday, April 2  at 11:00pm**
Case analysis: Food Lion feeds

**Case study [Team 9]**      **Due: Thursday, April 2  at 11:00pm**

<u>**Final Project Preparation Exam**</u>           **DATE/TIME: 4/9/2020**

<u>**Final Project**</u>  **Internal Communication Plan Book and Presentation**
            **Due: Thursday, April 23 by 11:00pm**

## APPENDIX A: INSTRUCTIONS ON ASSIGNMENTS AND PROJECTS

**WRITING ASSIGNMENTS:**

**Assignment #1: Video Introduction**                                                    **DUE:  Jan 16**
For this assessment you will shoot a one-minute introductory video of yourself on your smartphone or webcam. Tell us who you are, where you are from, your major, and recent experiences (e.g., work, internship, classes) related to this class. Then, share with us some element of popular culture you happen to be into at the moment (e.g., a book, a film, a website, a magazine, a piece of music, whatever) to help the class know you better!(If you're shooting this on your phone, shoot it horizontally, **NOT** vertically.)

Post this video to your YouTube account. The video MUST be set to PUBLIC, or we cannot view it. Submit the link to your YouTube video in Canvas.

**Assignment #2: Reaction Essay**                                                        **DUE:  Jan 30**
Please choose one of the assigned journal article readings this week and write a two-page (double spaced) reaction essay on the reading. Please share your take-aways from the reading, how it is related to your work or life experiences, or any other insights you have on the topic of executive leadership communication. Please cite properly in your writing.

**Assignment #3: Interview of a Communication Manager**                    **DUE:  March 12**
For this assignment, you will identify an internal communication manager with at least five years of work experience in the area. Contact the internal communication manager to schedule an in-depth interview (via skype, phone, or face-to-face) on how communications can help build an effective culture for the organization. The interview duration should last 20-30 minutes. Summarize and discuss your findings in a two-page field research report. Be sure to include a brief description of your interviewee's background. Please also attach your interview guide (i.e., list of interview questions) in your submission.

**ACTIVITIES:**

**Activity #1: Resource Site**                    **Due: Thursday, Jan 23 at 11:00pm**
Browse the library's electronic resources related to the topic of internal communication and employee engagement. You may also search outside of the library's databases. Identify a resource site (e.g., a journal, magazine, a thought leader's blog, or an organization's website) that provide insights into topics of internal communication, which can deepen your learning and expand the scope and perspective of this class. Introduce the site, provide a 300-400 word rationale why you recommend this resource site, and links to the site (or instructions on how to get to the site).

**Activity #2: Role Play**                    **Due: Thursday, Jan 30 at 11:00pm**
You are the CEO of a boutique public relations firm located in Gainesville. This morning, one of your recently hired intern, Jessica (or John) Smith, came to your office complaining that there was a lack of mentorship in her/his job and she/he had trouble keeping up with other team members.
   • Assuming you are an assertive CEO, what would you say?
   • Assuming you are a responsive CEO, what would you say?
Find someone who could act as Jessica (or John) Smith and you will play the role of the CEO of this boutique PR firm. Record the scenes and the conversations (with you acting as an assertive CEO and a responsive CEO, respectively) and submit your video via Canvas.

**DISCUSSIONS:**

Participation in discussions is an important element of this course. The discussion board will give you an opportunity to consider aspects of topics that may be subject to interpretation. Each student is <u>required</u> to answer four discussion questions (20% for each) and comment on other classmates' posts (20%). Each discussion post will be graded separately, but students will receive an overall commenting grade toward the end of the semester based upon your overall participation in the class discussions, i.e., quantity and quality of your comments on others' posts.

As for your discussion post, typically, there will be no "right" or "wrong" answer. A high-quality post, is one in which the author makes a good case to support an opinion. It involves analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, and expanding the class' perspective. Posts should also be clear, concise, original, and thoughtful, with proper English grammar, syntax, and spelling. The expected length for a high quality post is about 150-200 words.

Below is a sample of a high-quality post:

*"I think social media is critical for engaging employees. Today's workplace is becoming more technology savvy especially with the first generation of employees who have grown up in the digital era entering the workplace. According to a 2013 Towers Watson Change and Communication ROI Survey, 56% of the employers surveyed use social media tools as part of their internal communication initiatives to build community. I think social media can be effective in driving employee engagement because it is two-way, interactive, and communal by nature. These features can help build employee connections, internal relationships, and foster collaboration and mutual understanding. Also, internal social media provides managers and leaders a convenient venue to listen to employees, gather employee feedback, and address employees' concerns in a timely manner. Keeping the dialogues going can help create a sense of belonging and attachment to the organization among the employees."*

**CASE STUDY:**

For the **case study**, each team of two randomly assigned students will browse case databases such as PRSA Silver Anvil Award cases (http://www.prsa.org/Awards/SilverAnvil/Search; You may use account no.: 1730276, password: zhedacici84 to login to access old cases) or case books to select a successful internal/employee communication campaign case, analyze the case, and present the case to the class. Deliverables include a PowerPoint which summarizes your analyses and a recorded video presentation.

\*\*\***Please do not lift the entire sentence from the case material. Use your own words.\*\*\***
*Note: 1) You may choose to have one or both of the team members orally present the case. If both team members will present, you may record two videos with each covering their own section, or record a video conference presentation, where both of you can present together. Skype Business or Zoom is recommended for video conferencing with free accounts. 2) Due date for each group is randomly generated using a computer randomization program. 3) Individual grade will be weighed taking into consideration of peer evaluation. Please email me the peer evaluation form by the assignment due date.*

**Case Study Guidelines**

Background/Situation Analysis:
      a. Describe the situation that called for the internal communication program
      b. What's the employee communication issue/problem?

- Research:
      a. Describe any research that communication manager conducted to gain insight into the problem/opportunity/audience. Which methods did planners use? What were the key research findings?

- Target Audience:
      a. Outline the target audiences for the communication program.
      b. How were the employee audiences segmented (e.g., demographically, psychographically, geographically, by department, or levels of position, etc.)?

- Goals/objectives:
      a. What were the goals/objectives for the internal communication program?
      b. Were the objectives measurable? In other words, did planners quantify each objective (e.g., increase recycling program participation among employees by 40%...)? How could the objectives be re-written to make them more effective?

- Key messages:
      a. List the major messages the planners wished to communicate to internal audiences in the program?
      b. What did planners want the employees to know, remember, think about, or do?

- Strategy: Identify the strategy or strategies for the internal communication program. What are the overall concepts, approaches, or general plans to achieve the goal(s) and objectives?

- Tactics/Channels:
  a. Describe how were the messages communicated to employees in the organization. Be specific. Through one-way or two-way, interpersonal or mediated, traditional or new media channels?
  b. Was there any special event involved?

- Evaluation: Discuss how the program effectiveness was evaluated, and whether it achieved its stated objectives. What were the results of the internal communication program?

- Opinion: On this last slide, comment on the strengths or weaknesses of the program. What was or was not done well? Why?

**Use your own words. Do NOT "lift" entire sentences and paragraphs from the case study and place them in your presentation. This is plagiarism and you will receive a zero for the assignment.**

**INTERNAL COMMUNICATION PLAN FINAL PROJECT:**
**DUE: THURSDAY, APRIL 23 BY 11PM**

For the internal communication plan project, each randomly assigned team with six or seven students will collectively identify an organization that they are interested in. It could be an organization that the members work for, or an organization they are interested to work for in future. Conduct background research of the organization to identify its internal communication issues, problems, or opportunities as well as to better understand its audiences. Develop an internal communication plan which entails reasonable goals and objectives, the message platform, strategies, tactics/channels to achieve the goals/objectives, and an evaluation plan. See detailed guidelines for each section below.

The final communication plan book should include all the components as specified in the guidelines. Please be as specific as possible when addressing the questions. The communication plan should include enough details and specifics that the internal communication team of the organization could directly implement the plan if they choose to. In addition to the professional-level communication plan book (i.e., report format), a recorded video presentation of the plan including the PPT should be submitted. *Note:* NOT all the team members are required to orally present the plan. In other words, your team may elect one or more members to perform the presenting role. It is at your team's discretion.

Please keep in mind that the communication plan project grade is comprised of a Team Grade (75%) and an Individual Grade (25%). Individual Grade will be based on peer evaluations. Team Grade will be based on the quality of the communication plan book (75%) as well as the final oral presentation (25%).

**Internal Communication Plan Project Guidelines**

- Executive Summary
  This is a one-page summary that includes the highlights of your internal communication plan book.

- Table of Content

- Background
    a. Brief introduction of the organization including its history, structure, culture, etc.

- Situational Analysis
    a. Describe the situation that calls for the internal communication plan, including the SWOT analysis of the organization.
    b. Assessment of the current internal communication efforts (e.g., strategies, tactics, and channels) based on your secondary or primary research.
    c. What are the internal communication issues/problems?

- Audience Analysis
    a. Who are the target audience for the internal communication program?
    b. How are the audience segmented (e.g., demographically, psychographically, geographically, by position, etc.)?

- Goals/objectives:
    a. What are the goals and objectives for the internal communication program?
    b. What are the expected outputs, outtakes, and outcomes?
    c. Be sure to follow the SMART guidelines in writing the goal/objective statements.

- Message Platform/Key Messages:
    a. Are there any key messages that you want to communicate to the internal audience?
    b. What do you want the employees to know, remember, think about, or do?

- Strategy:  Identify the strategy or strategies for the internal communication plan. What are the overall concepts, approaches, or general plans to achieve the goal(s) and objectives?

- Tactics/Channels:
    a. Describe how the messages will be communicated to the internal audience.  Be specific.
    b. Will you rely on owned, paid, earned, or shared media? Interpersonal channels? How?
    c. Any special events?
    d. Include a minimum of 10 tactics and at least three prototypes for the tactics.

- Evaluation:  Discuss how the internal communication efforts and goals and objectives will be evaluated. Specify clearly what will be measured and what methods will be used to measure it.

## APPENDIX B: GRADING RUBRICS

## GRADING RUBRIC FOR WRITING ASSIGNMENTS

|  | Superior 100 | Excellent 90 | Good 80 | Fair 70 | Poor 0 |
|---|---|---|---|---|---|
| **Completeness** | All required components incorporated into submission | Only one component not incorporated | Two or more components not incorporated | Up to half of the required components not incorporated | More than half of the required components not incorporated |
| **Thoroughness** | Each topic is treated very thoroughly | Each topic is treated somewhat thoroughly | Only some topics are treated somewhat thoroughly | Some topics are treated somewhat weakly | Each topic is treated only weakly |
| **Relatedness** | Very clear that lectures and readings were understood and incorporated well | Clear that lectures and readings were understood and incorporated well | Somewhat unclear that lectures and readings were understood | Submission has questionable relationship to lectures and reading materials | No evidence that lectures and readings were understood or incorporated |
| **Accuracy and/or quality of ideas** | Contains well-developed original ideas and/or precisely-worded, accurate information | Contains original ideas and/or accurate information | Contains at least some original ideas and/or some accurate information | Contains few original ideas or some accurate information | Contains only unoriginal ideas and/or inaccurate information |
| **Surface features** Surface features (e.g., formatting, correct spelling, grammar, complete sentences, and appropriate citation of sources) | Controls very well for surface features (i.e., formatting, spelling, grammar, typographical errors, etc.) | Controls well for surface features (i.e., formatting, spelling, grammar, typographical errors, etc.) | Somewhat lax in control of surface features (i.e., formatting, spelling, grammar, typographical errors, etc.) | Very lax in control of surface features (i.e., formatting, spelling, grammar, typographical errors, etc.) | Lacks acceptable control of surface features (i.e., numerous distracting flaws in formatting, spelling, grammar, etc.) |

**GRADING RUBRIC FOR CASE STUDY**

| | Superior 100 | Excellent 90 | Good 80 | Fair 70 | Poor 0 |
|---|---|---|---|---|---|
| **Completeness** | All required components incorporated into submission | Only one component not incorporated | Two or more components not incorporated | Up to half of the required components not incorporated | More than half of the required components not incorporated |
| **Thoroughness** | Each topic is treated very thoroughly | Each topic is treated somewhat thoroughly | Only some topics are treated somewhat thoroughly | Some topics are treated somewhat weakly | Each topic is treated only weakly |
| **Readings** (Application of case materials) | Very clear that readings were understood and incorporated well | Clear that readings were understood and incorporated well | Somewhat unclear that readings were understood | Submission has questionable relationship to reading material | No evidence that readings were incorporated |
| **Accuracy and/or quality of ideas** | Contains well-developed original ideas and/or precisely-worded, accurate information | Contains original ideas and/or accurate information | Contains at least some original ideas and/or some accurate information | Contains few original ideas or some accurate information | Contains only unoriginal ideas and/or inaccurate information |
| **Surface features** Surface features (e.g., formatting, correct spelling, grammar, complete sentences, and appropriate citation of sources) | Controls very well for surface features (i.e., formatting, spelling, grammar, typographical errors, etc.) | Controls well for surface features (i.e., formatting, spelling, grammar, typographical errors, etc.) | Somewhat lax in control of surface features (i.e., formatting, spelling, grammar, typographical errors, etc.) | Very lax in control of surface features (i.e., formatting, spelling, grammar, typographical errors, etc.) | Lacks acceptable control of surface features (i.e., numerous distracting flaws in formatting, spelling, grammar, etc.) |

**GRADING RUBRIC FOR THE COMMUNICATION PLAN BOOK**

| Criteria | Excellent >90 | Proficient 80-89 | Basic 70-79 | Inadequate <70 |
|---|---|---|---|---|
| **Format /Mechanics** | • Typed<br>• Cover page, references & page numbers<br>• Well-constructed sentences<br>• No grammar or typing/spelling errors<br>• Outstanding design/layout/neatness | • Typed<br>• Cover page, most references included & page numbers<br>• Mostly well-constructed sentences<br>• Relatively free of grammar and spelling/typing errors<br>• Good design/layout/neatness | • Typed<br>• No cover page, references or page numbers<br>• Some poorly constructed sentences<br>• Some grammar and spelling/typing errors<br>• Poor Design/layout/neatness | • Format errors or handwritten<br>• No cover page, references or page numbers<br>• Numerous poorly constructed sentences<br>• Multiple grammar and spelling/typing errors<br>• Poor design/layout/neatness |
| **Structure/ Organization** | • Well-organized<br>• Clear background, planning, and recommendations<br>• Ideas are developed in a logical way<br>• Relevant and concisely written | • Well-organized<br>• Clear background, planning, and recommendations<br>• Ideas are developed<br>• Some irrelevant or redundant information | • Some problems with organization<br>• Weak background, planning, and recommendations<br>• Ideas are somewhat developed<br>• Lacks precision | • Problems with organization<br>• Insufficient background, planning, and/or recommendations<br>• Ideas are undeveloped |
| **Research** | • Sound and appropriate research methods<br>• Sufficient primary and secondary information related to the issue<br>• Every recommendation is supported by research | • Sound and appropriate research methods<br>• Sufficient primary and secondary information related to the issue<br>• Most recommendations are supported by research | • Some problems with research methodology<br>• Some primary and secondary information related to the issue<br>• Some recommendations are supported by research | • Problems with research methodology<br>• Insufficient primary and secondary information related to the issue<br>• Recommendations have little research support |
| **Application** | • Evidence of reflection on and incorporation of concepts, models, tactics, and tools from class discussions/texts | • Evidence of concepts, models, tactics, and tools from class discussion/texts | • Minimal evidence of concepts, models, tactics, and tools from class discussion/texts | • No attempt to apply concepts, models, tactics, or tools from readings or class discussions |
| **Creativity** | • A unique or creative approach is used<br>• Ideas are original, interesting, and engaging | • A unique or creative approach is used<br>• Ideas are original and interesting | • Lack of uniqueness and creativity<br>• Some ideas are original | • No evidence of uniqueness or creativity<br>• No original ideas |
| **Completeness /Accuracy** | • Content beyond what was required<br>• Specific information and examples used to support points | • Did all that was required<br>• Accurately presented facts and concepts | • Did most of what was required<br>• Accurately presented most facts and concepts | • Did not fulfill requirements<br>• Understanding of facts or concepts inconsistent or inaccurate |

**GRADING RUBRIC FOR EXERCISES & ACTIVITIES**

| Criteria | Satisfactory 100 | Unsatisfactory 0 |
|---|---|---|
| **Completeness** | • Fully followed instructions for exercises/activities<br>• Specific information and examples used to support points | • Failed to fully follow instructions for exercises/activities<br>• No specific information and examples used to support points |
| **Clarity** | • Questions are answered clearly and thoroughly.<br>• Clear points are made. | • Questions are not answered clearly and thoroughly.<br>• Points are not made clearly.. |
| **Research** | • Evidence of sound and appropriate research<br>• Recommendation are supported by research. | • No or minimal evidence of sound and appropriate research<br>• Recommendation are not supported by research. |
| **Application** | • Show application of concepts, models, tactics, or tools learnt from class<br>• Answers show relevance to course topics. | • No application of concepts, models, tactics, or tools learnt from class<br>• Answers show no or little relevance to course topics. |
| **Creativity** | • Ideas are original.<br>• Ideas are interesting and engaging. | • No evidence of uniqueness or originality<br>• No creativity demonstrated |

**GRADING RUBRIC FOR DISCUSSIONS**

| Criteria | Good<br>>90 | Basic<br>70-89 | Inadequate<br><70 |
|---|---|---|---|
| Completeness/Thoroughness | • Specific information and examples used to support points<br>• 150-200 words | • Some specific information and examples used to support points<br>• 100-150 words | • No specific information and examples used to support points<br>• Below 100 words |
| Clarity | • Questions are answered clearly and thoroughly.<br>• Clear points are made.<br>• Writing is concise. | • Questions are answered mostly clearly and thoroughly.<br>• Some clear points are made.<br>• Writing is overall concise | • Questions are not answered clearly and thoroughly.<br>• Points are not made clearly.<br>• Writing is redundant. |
| Mechanics | • Correct spelling and grammar<br>• Complete sentences<br>• Give credit to others' ideas by using appropriate citations and references | • Post contains one or two spelling/grammar errors<br>• Some incomplete sentences<br>• Give credit to others' ideas by using mostly appropriate citations and references | • Post contains many spelling/grammar errors<br>• Incomplete sentences<br>• Fail to appropriately credit others' ideas |
| Application | • Show application of concepts, models, tactics, or tools learnt from class<br>• Synthesizing across readings and discussions<br>• Show relevance to course topics | • Show application of at least one concept, model, tactic, or tool learnt from class<br>• Some synthesis of readings and discussions<br>• Show some relevance to course topics | • No application of concepts, models, tactics, or tools learnt from class<br>• No or little synthesis of readings and discussions<br>• Show no or little relevance to course topics |
| Creativity | • Ideas are original.<br>• Ideas are interesting and engaging.<br>• Posts are thoughtful, expanding the class perspectives. | • Ideas are mostly original.<br>• Ideas are mostly interesting and engaging.<br>• Posts are mostly thoughtful, expanding the class perspectives. | • No evidence of uniqueness or originality<br>• No creativity demonstrated<br>• Posts are not thoughtful, without expanding the class perspectives. |