

PUR 4220 Internal Communications and Employee Engagement

Spring 2023 Online

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Office Hours: TH, 10:00-11:00am (Zoom: <https://ufl.zoom.us/j/7940590375>), and by appointment (Feel free to email me anytime! 😊)

COURSE DESCRIPTION:

The 2019 COVID-19 pandemic has pushed the function of employee communication to the forefront of organizations. Employees have been long recognised as the No. 1 stakeholders for an organisation. All corporate communications start from within. A company's true character is expressed by its people, and its culture is shaped and lived by its members. Employees are the production force, source of innovation, natural corporate ambassadors, and ultimate drivers for organisational success.

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, culture, communication strategies, channels, emerging technologies 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 communication by analyzing “real life,” award-winning cases
- Create an internal communication plan applying strategic and creative thinking

College of Journalism and Communications Objectives

The Accrediting Council on Education in Journalism and Mass Communications requires that by graduation all students should be able to:

- understand and apply the principles and laws of freedom of speech and press for the US
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

REQUIRED TEXT:

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

RECOMMENDED TEXT:

Men, L. R., & Tkalac Verčič, A. (2021). *Current Trends and Issues in Internal Communication: Theory and Practice*. London: Palgrave Macmillan.

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 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/students/> ([Links to an external site.](#)). 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 <https://ufl.bluera.com/ufl/> ([Links to an external site.](#)). Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/> ([Links to an external site.](#)).
- **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.
- 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>
- **Respect for Diversity Statement:** It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

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	<u>30%</u>
	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 three students will browse case databases such as PRSA

Silver Anvil Award cases (<https://www.prsa.org/conferences-and-awards/awards/silver-anvil-case-studies>; 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 6**. 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
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Module 1	Understanding Internal Communication
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[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: “Meet me in the metaverse: Accenture nth floor”

<https://www.youtube.com/watch?v=taRdfhRO9IY&t=3s>

Assignment 1:

Video introduction

Due: Thursday, Jan 19 at 11:00pm

Discussion 1:

Due: Thursday, Jan 19 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 and Gen-Z employees different from the previous generations? What do millennials and Gen-Z want in the workplace?

Additional Recommended Resources:

Reading: Men, L. R., & Tkalac Vercic, A. (2021). *Current trends and issues in internal communication: Theory and practice*, Palgrave Macmillan. Chapter 1, Men, L. R., “Evolving research and practices in internal communication.”

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:

Web content development **Due: Thursday, Jan 26 at 11:00pm**

Exercise 1 [Group]: **Due: Thursday, Jan 26 at 11:00pm**

Case analysis: HSBC “Shut up and listen”

Case study [Team 1] **Due: Thursday, Jan 26 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 discussed.]

Lectures:

M3.1: CEO visionary communication

M3.2: CEO communication strategies, styles, and channels

Readings:

M & B: Chapter 4

Men, L. R. (2020). Wartime leadership communication: How should CEOs communicate during the COVID-19 pandemic?

<https://instituteforpr.org/wartime-leadership-communication-how-should-ceos-communicate-during-the-covid-19-pandemic/>

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, Feb 2 at 11:00pm

Activity 2:

Role play

Due: Thursday, Feb 2 at 11:00pm

Case study [Team 2] **Due: Thursday, Feb 2 at 11:00pm****Additional Recommended Resources:**

Watch Video: “The Importance of CEO Communications”

<https://www.youtube.com/watch?v=5EH5K5h70XM>

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:

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.

Qin, Y. S., & Men, L. R. (2022). Exploring the impact of internal communication on employee psychological well-being during the COVID-19 pandemic: The mediating role of employee organizational trust. *International Journal of Business Communication*.

<https://doi.org/10.1177/23294884221081838>

Watch Video: “What Leadership Style Is This?”

<https://www.youtube.com/watch?v=Bv16yctXaFM&feature=youtu.be>

Case study [Team 3] Due: Thursday, Feb 9 at 11:00pm

Discussion 2: Due: Thursday, Feb 9 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 16 at 11:00pm

Case analysis: Think Yes: How an intranet changed customer service

Case study [Team 4] Due: Thursday, Feb 16 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. *MIT Sloan Management Review*, 58(2), 63-70.

Leonardi, P., & Neeley, T. (2017, November-December). What managers need to know about social tools. *Harvard Business Review*. <https://hbr.org/2017/11/what-managers-need-to-know-about-social-tools>

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 23 at 11:00pm

Case analysis: Barclays trains "digital eagles" to help train coworkers and customers

Case study [Team 5] Due: Thursday, Feb 23 at 11:00pm

Discussion 3: Due: Thursday, Feb 23 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 influence 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-sjIVs>

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 2 at 11:00pm**

Case study [Team 6] Due: Thursday, March 2 at 11:00pm

Additional Recommended Resources:

Watch Video: "Corporate Culture Apple Example"

<https://www.youtube.com/watch?v=WU6d9xcvyvI>

Netflix Culture: Freedom and Responsibility

<https://www.youtube.com/watch?v=pl4UYZfVmTA>

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 4 [Group] Due: Thursday, March 9 at 11:00pm

Case analysis: Engaging employees in CSR activities

Case study [Team 7] Due: Thursday, March 9 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 5 [Group] Due: Thursday, March 23 at 11:00pm

Case analysis: The one Toyota initiative

Discussion 4: Due: Thursday, March 23 at 11:00pm

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 6 [Group] Due: Thursday, March 30 at 11:00pm

Case analysis: Food Lion feeds

Exam DATE/TIME: 4/6/2021

Final Project Internal Communication Plan Book and Presentation

Due: Thursday, April 20 by 11:00pm

APPENDIX A: INSTRUCTIONS ON ASSIGNMENTS AND PROJECTS

WRITING ASSIGNMENTS:

Assignment #1: Video Introduction

DUE: 1/19

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: 2/2

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: 3/2

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: Website Content Development for CJC's Internal Communication Research Hub

Due: Thursday, 1/26 at 11:00pm

To advance research, education, and best practices in internal communication, the University of Florida's College of Journalism and Communications will soon establish the country's first Internal Communication Research Hub (ICRH). As a center dedicated to excellence in strategic internal communication, ICRH aspires to become a knowledge aggregator, generator, champion, and global thought leader in internal communication and employee engagement. Staffed by internal communication scholars and students at the University of Florida, ICRH will offer a range of internal communication related services and activities, including 1) conducting innovative scientific research to solve real-world internal communication problems; 2) developing internal communication teaching curriculum and course materials; 3) hosting educational webinars, workshops, and panels to promote internal communication knowledge and best practices, and foster academic and professional collaboration and conversations; and 4) providing training and coaching to communication professionals and executives.

Now, you're hired as the Communicator Director for the ICRH. Your first job is to launch a website for ICRH. For this activity, please develop content for the ICRH's website. Your content should include but not limited to the following: 1) the About page, 2) vision statement, 3) core values, and/or anything else you deem appropriate for this initiative. Note that this is an entrepreneurial project, so be bold and creative! 😊

Activity #2: Role Play

Due: Thursday, 2/2 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 required 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 or three 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 more of the team members orally present the case. If two 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 20 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	<ul style="list-style-type: none"> • Typed • Cover page, references & page numbers • Well-constructed sentences • No grammar or typing/spelling errors • Outstanding design/layout/neatness 	<ul style="list-style-type: none"> • Typed • Cover page, most references included & page numbers • Mostly well-constructed sentences • Relatively free of grammar and spelling/typing errors • Good design/layout/neatness 	<ul style="list-style-type: none"> • Typed • No cover page, references or page numbers • Some poorly constructed sentences • Some grammar and spelling/typing errors • Poor Design/layout/neatness 	<ul style="list-style-type: none"> • Format errors or handwritten • No cover page, references or page numbers • Numerous poorly constructed sentences • Multiple grammar and spelling/typing errors • Poor design/layout/neatness
Structure/ Organization	<ul style="list-style-type: none"> • Well-organized • Clear background, planning, and recommendations • Ideas are developed in a logical way • Relevant and concisely written 	<ul style="list-style-type: none"> • Well-organized • Clear background, planning, and recommendations • Ideas are developed • Some irrelevant or redundant information 	<ul style="list-style-type: none"> • Some problems with organization • Weak background, planning, and recommendations • Ideas are somewhat developed • Lacks precision 	<ul style="list-style-type: none"> • Problems with organization • Insufficient background, planning, and/or recommendations • Ideas are undeveloped
Research	<ul style="list-style-type: none"> • Sound and appropriate research methods • Sufficient primary and secondary information related to the issue • Every recommendation is supported by research 	<ul style="list-style-type: none"> • Sound and appropriate research methods • Sufficient primary and secondary information related to the issue • Most recommendations are supported by research 	<ul style="list-style-type: none"> • Some problems with research methodology • Some primary and secondary information related to the issue • Some recommendations are supported by research 	<ul style="list-style-type: none"> • Problems with research methodology • Insufficient primary and secondary information related to the issue • Recommendations have little research support
Application	<ul style="list-style-type: none"> • Evidence of reflection on and incorporation of concepts, models, tactics, and tools from class discussions/texts 	<ul style="list-style-type: none"> • Evidence of concepts, models, tactics, and tools from class discussion/texts 	<ul style="list-style-type: none"> • Minimal evidence of concepts, models, tactics, and tools from class discussion/texts 	<ul style="list-style-type: none"> • No attempt to apply concepts, models, tactics, or tools from readings or class discussions
Creativity	<ul style="list-style-type: none"> • A unique or creative approach is used • Ideas are original, interesting, and engaging 	<ul style="list-style-type: none"> • A unique or creative approach is used • Ideas are original and interesting 	<ul style="list-style-type: none"> • Lack of uniqueness and creativity • Some ideas are original 	<ul style="list-style-type: none"> • No evidence of uniqueness or creativity • No original ideas
Completeness /Accuracy	<ul style="list-style-type: none"> • Content beyond what was required • Specific information and examples used to support points 	<ul style="list-style-type: none"> • Did all that was required • Accurately presented facts and concepts 	<ul style="list-style-type: none"> • Did most of what was required • Accurately presented most facts and concepts 	<ul style="list-style-type: none"> • Did not fulfill requirements • Understanding of facts or concepts inconsistent or inaccurate

GRADING RUBRIC FOR EXERCISES & ACTIVITIES

Criteria	Satisfactory 100	Unsatisfactory 0
Completeness	<ul style="list-style-type: none"> • Fully followed instructions for exercises/activities • Specific information and examples used to support points 	<ul style="list-style-type: none"> • Failed to fully follow instructions for exercises/activities • No specific information and examples used to support points
Clarity	<ul style="list-style-type: none"> • Questions are answered clearly and thoroughly. • Clear points are made. 	<ul style="list-style-type: none"> • Questions are not answered clearly and thoroughly. • Points are not made clearly..
Research	<ul style="list-style-type: none"> • Evidence of sound and appropriate research • Recommendation are supported by research. 	<ul style="list-style-type: none"> • No or minimal evidence of sound and appropriate research • Recommendation are not supported by research.
Application	<ul style="list-style-type: none"> • Show application of concepts, models, tactics, or tools learnt from class • Answers show relevance to course topics. 	<ul style="list-style-type: none"> • No application of concepts, models, tactics, or tools learnt from class • Answers show no or little relevance to course topics.
Creativity	<ul style="list-style-type: none"> • Ideas are original. • Ideas are interesting and engaging. 	<ul style="list-style-type: none"> • No evidence of uniqueness or originality • No creativity demonstrated

GRADING RUBRIC FOR DISCUSSIONS

Criteria	Good >90	Basic 70-89	Inadequate <70
Completeness/Thoroughness	<ul style="list-style-type: none"> • Specific information and examples used to support points • 150-200 words 	<ul style="list-style-type: none"> • Some specific information and examples used to support points • 100-150 words 	<ul style="list-style-type: none"> • No specific information and examples used to support points • Below 100 words
Clarity	<ul style="list-style-type: none"> • Questions are answered clearly and thoroughly. • Clear points are made. • Writing is concise. 	<ul style="list-style-type: none"> • Questions are answered mostly clearly and thoroughly. • Some clear points are made. • Writing is overall concise 	<ul style="list-style-type: none"> • Questions are not answered clearly and thoroughly. • Points are not made clearly. • Writing is redundant.
Mechanics	<ul style="list-style-type: none"> • Correct spelling and grammar • Complete sentences • Give credit to others' ideas by using appropriate citations and references 	<ul style="list-style-type: none"> • Post contains one or two spelling/grammar errors • Some incomplete sentences • Give credit to others' ideas by using mostly appropriate citations and references 	<ul style="list-style-type: none"> • Post contains many spelling/grammar errors • Incomplete sentences • Fail to appropriately credit others' ideas
Application	<ul style="list-style-type: none"> • Show application of concepts, models, tactics, or tools learnt from class • Synthesizing across readings and discussions • Show relevance to course topics 	<ul style="list-style-type: none"> • Show application of at least one concept, model, tactic, or tool learnt from class • Some synthesis of readings and discussions • Show some relevance to course topics 	<ul style="list-style-type: none"> • No application of concepts, models, tactics, or tools learnt from class • No or little synthesis of readings and discussions • Show no or little relevance to course topics
Creativity	<ul style="list-style-type: none"> • Ideas are original. • Ideas are interesting and engaging. • Posts are thoughtful, expanding the class perspectives. 	<ul style="list-style-type: none"> • Ideas are mostly original. • Ideas are mostly interesting and engaging. • Posts are mostly thoughtful, expanding the class perspectives. 	<ul style="list-style-type: none"> • No evidence of uniqueness or originality • No creativity demonstrated • Posts are not thoughtful, without expanding the class perspectives.