

PUR 4932 Internal Communications and Employee Engagement

Spring 2018

UF Online

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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 work sessions, 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://evaluations.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://evaluations.ufl.edu/results/>.
- **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>

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 posts, comments on others' posts and your participation in group discussion. There are a total of eight discussion questions in the class. The class will be divided into two groups. Members of Group A will respond to discussion questions 1-4 and members of Group B will respond to discussion questions 5-8. To receive full credit, you must submit high quality responses to the **four** discussion questions as assigned by the instructor and **two** comments on other classmates' posts. (*Note. Each student will receive one overall discussion grade at the end of the semester based on the number of high-quality posts and comments completed. The instructor will provide individual written feedback to the students' posts over the course of the semester.*)

- 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 9.
- There will be one closed-book, comprehensive **exam** on **April 8**. 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.
- Final grades will be rounded up if above .05. (For example, an 89.6 is an A-; an 89.2 is a B+)
- 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: “Companies Racing to Develop Artificial Intelligence”

<https://www.youtube.com/watch?v=98B5yCjfHFA>

Assignment 1:

Video introduction

Due: Thursday, January 17 at 11:00pm

Discussion 1:

Please identify the top three internal communication issues and problems in your organization.

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, January 24 at 11:00pm

Exercise 1 [Group]:

Due: Thursday, January 24 at 11:00pm

Case analysis: HSBC “Shut up and listen”

Case study [Team 1]

Due: Thursday, January 24 at 11:00pm

Discussion 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:

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., 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, January 31 at 11:00pm

Activity 2:

Role play

Due: Thursday, January 31 at 11:00pm

Case study [Team 2]

Due: Thursday, January 31 at 11:00pm

Discussion 3:

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

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, February 7 at 11:00pm

Discussion 4:

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, February 14 at 11:00pm

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

Exercise 3 [Group] Due: Thursday, February 14 at 11:00pm

Case analysis: Finding hard-to-reach colleagues through digital channels

Case study [Team 4] Due: Thursday, February 14 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.

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 4 [Group] Due: Thursday, February 28 at 11:00pm

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

Case study [Team 5] Due: Thursday, February 28 at 11:00pm

Discussion 5:

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-siJV8>

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 14 at 11:00pm**

Exercise 5 [Group] Due: Thursday, March 14 at 11:00pm

Case analysis: IBM cognitive build

Case study [Team 6] Due: Thursday, March 14 at 11:00pm

Discussion 6:

What type(s) of culture does your organization have? Please elaborate your answer with specific examples.

Additional Recommended Resources:

Watch Video: "Corporate Culture Apple Example"

<https://www.youtube.com/watch?v=WU6d9xcvyyI>

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 6 [Group] Due: Thursday, March 21 at 11:00pm

Case analysis: Engaging employees in CSR activities

Exercise 7 [Group] Due: Thursday, March 21 at 11:00pm

Case analysis: Campus blueprint: Principal uses employee engagement to facilitate transition from historic headquarters

Case study [Team 7] Due: Thursday, March 21 at 11:00pm

Discussion 7:

Beyond what is covered in the textbook and the lectures, what are some of the other creative ways to engage employees?

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 8 [Group] Due: Thursday, March 28 at 11:00pm

Case analysis: The one Toyota initiative

Case study [Team 8] Due: Thursday, March 28 at 11:00pm

Discussion 8:

- 1) Why do people fear change? You may relate to your personal experience to answer this question.
- 2) How do you think social media can be used during change

communication?

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

Case analysis: Food Lion feeds

Case study [Team 9] Due: Thursday, April 4 at 11:00pm

Exam DATE/TIME: 4/8/2019

APPENDIX A: INSTRUCTIONS ON ASSIGNMENTS AND PROJECTS

WRITING ASSIGNMENTS:

Assignment #1: Video Introduction

DUE: January 17

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: January 31

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 14

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, January 24 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

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 following 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 as assigned by the instructor and submit two high-quality comments in response to other classmates' posts. There are a total of eight discussion questions for this course. Half of the class will be randomly assigned to answer discussion questions 1-4 and the other half of the class will be asked to answer questions 5-8. Of course you're welcome to answer as many questions as you like!

Typically, there will be no "right" or "wrong" answer. A high-quality post, either an answer to a discussion question or a comment on other's 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.

Students will receive one overall discussion grade based on the quantity of their high-quality posts (including answer to a discussion question and response to others' comments) toward the end of the semester. For instance, a total of six high-quality posts (i.e., four high-quality posts in response to the required discussion questions and two high-quality comments on other classmates' posts) will

yield a discussion grade of 10/10; a total of five high-quality posts will yield a discussion grade of $(10/6)*5$.

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>) or case books to select a successful campaign case on any aspect of *internal communication*. Conduct a case analysis following the guidelines below. Summarize and report your case study in a PowerPoint format. Video record an oral presentation of the case analysis using your smartphone or computer. Submit the video presentation (or link to the video presentation) along with your PPT via Canvas by the indicated due date.

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 dates for each group is randomly generated using a computer randomization program.

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?

**INTERNAL COMMUNICATION PLAN FINAL PROJECT:
DUE: THURSDAY, APRIL 11 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, a recorded video presentation of the plan 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 (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)
 - 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 as many prototypes and examples as possible.
- 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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