

## PUR 4220 Internal Communication

Fall 2024 UF Online

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**Office Hours:** 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:**

Internal Communication Research Hub (<https://www.jou.ufl.edu/internal-communication-research-hub/>), 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](http://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](mailto: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/](http://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.ua.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.ua.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>
- **AI Policy for Student Work:** AI is commonly used in the profession, so familiarity with generative AI tools is important. However, do not let your creative thinking and editing skills lapse! When AI is used in assignments, you will need to document how AI was used. This could include providing your original prompts, showing the editing that you did to the created content, or using appropriate citation of information obtained via generative AI. It is considered a violation of the honor code if you are presenting content as your own that was not fully created by you. There are various AI detection tools available (built within Canvas and externally such as ZeroGPT), and many AI platforms follow very formulaic response patterns.

### GRADING:

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

Area	Percent of Grade
Assignments	15%
Activities/exercises/participation	10%
Weekly quiz	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*)
- **Weekly quizzes** are designed to test and reinforce students' understanding of the concepts covered in the required readings and lectures. Although these quizzes are not proctored via HonorLock, students are strongly encouraged to complete them without referring to notes or textbooks to ensure an accurate assessment of their knowledge.
- For the **case study**, each team of three or four students will browse case databases such

as PRSA Silver Anvil Award cases (<https://www.prsa.org/conferences-and-awards/awards/silver-anvil-case-studies>) 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. Team members should also provide a peer evaluation for everyone on the team, which will be taken into consideration for individual grades. 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 **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** (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	<b>Understanding Internal Communication</b>
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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>

**Activity 1:**

Video introduction

**Due: Thursday, Sept 5 at 11:00pm**

**Quiz 1**

**Due: Thursday, Sept 5 at 11:00pm**

**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

**Assignment 1:**

Resource site

**Due: Thursday, Sept 12 at 11:00pm**

**Group Exercise 1 [Group]: Due: Thursday, Sept 12 at 11:00pm**

Case analysis: HSBC “Shut up and listen”

**Case study [Team 1]**

**Due: Thursday, Sept 12 at 11:00pm**

**Quiz 2**                      **Due: Thursday, Sept 12 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>

**Group Exercise 2**

Role play

**Due: Thursday, Sept 19 at 11:00pm**

**Case study [Team 2]**

**Due: Thursday, Sept 19 at 11:00pm**

**Quiz 3**

**Due: Thursday, Sept 19 at 11:00pm**

**Additional Recommended Resources:**

Watch Video: “The Importance of CEO Communications”

<https://www.youtube.com/watch?v=5EHSK5h70XM>

**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>

**Assignment 2: Reaction essay Due: Thursday, Sept 26 at 11:00pm**

**Case study [Team 3] Due: Thursday, Sept 26 at 11:00pm**

**Quiz 4 Due: Thursday, Sept 26 at 11:00pm**

**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

**Group Exercise 3 [Group] Due: Thursday, Oct 3 at 11:00pm**

**Record a 5-10 min moderated group discussion on the following question:**



Do you follow any CEOs on social media? If so, why? Discuss one CEO's social media presence and communication style that you follow.

**Note:**

Ensure all team members participate in the discussion. If someone is unable to join the recording, they may submit a 2-minute video response to Dr. Men via email, addressing the same question.

**Case study [Team 4]                      Due: Thursday, Oct 3 at 11:00pm**

**Quiz 5                                      Due: Thursday, Oct 3 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>

**Case study [Team 5]                      Due: Thursday, Oct 10 at 11:00pm**

**Group Exercise 4:                      Due: Thursday, Oct 10 at 11:00pm**

**Record a 5-10 min moderated group discussion on the following Question:**

What suggestions do you have for companies to encourage their

employees to use internal social media and share corporate content on their personal social networking sites?

**Note:**

Ensure all team members actively participate in the discussion. If someone is unable to join the recording for excusable reasons, they may submit a 2-minute video response to Dr. Men via email, addressing the same question.

**Quiz 6**                      **Due: Thursday, Oct 10 at 11:00pm**

**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-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 or employee interview    **Due: Thursday, Oct 17 at 11:00pm**

**Case study [Team 6]**                      **Due: Thursday, Oct 17 at 11:00pm**

**Quiz 7**                                      **Due: Thursday, Oct 17 at 11:00pm**

**Additional Recommended Resources:**

Watch Video: "Corporate Culture Apple Example"

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

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>

**Case study [Team 7] Due: Thursday, Oct 24 at 11:00pm**

**Quiz 8 Due: Thursday, Oct 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>

**Group Exercise 5 [Group] Due: Thursday, Oct 31 at 11:00pm**

Case analysis: The one Toyota initiative

**Quiz 9 Due: Thursday, Oct 31 at 11:00pm**

**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

**Quiz 10 Due: Thursday, Nov 7 at 11:00pm**

**Exam DATE/TIME: 11/14/2024**

**Final Project Internal Communication Plan Book and Presentation  
Due: Thursday, December 5 by 11:00pm**

**APPENDIX A: INSTRUCTIONS ON ASSIGNMENTS AND PROJECTS****WRITING ASSIGNMENTS:****Assignment #1: Resource Site****Due: Thursday, 9/12 at 11:00pm**

Begin by browsing the library's electronic resources related to internal communication and employee engagement. Utilize databases, journals, e-books, and other academic resources available through the library. Identify one resource site that offers in-depth information on internal communication and employee engagement. This could be an academic journal, a professional magazine, a thought leader's blog, or an organization's website. Write an introduction to the selected resource site. Explain why you recommend this resource. Discuss how it enhances your understanding and broadens the perspective of the class. Provide links to the site or detailed instructions on how to access the site. Write a two double-spaced page report about your resource site.

**Assignment #2: Reaction Essay****DUE: 9/19**

Please choose one of the assigned journal article readings this week and write a two-page (double spaced) reaction essay on the reading. Begin with a summary of the key points and arguments presented in the article. Share your takeaways from the reading. Consider the following questions:

- What are the main insights or arguments that resonated with you?
- How does the reading relate to your work or life experiences?
- What new perspectives or understandings did you gain on the topic of supervisory leadership communication?

Please cite properly in your writing.

**Assignment #3: Interview of a Communication Manager or Employee**

**DUE: 10/17**

For this assignment, you will gain insights into how internal communication can help build an effective organizational culture by conducting an in-depth interview with a professional in the field. Begin by identifying an internal communication manager with at least five years of experience or an employee who has worked for a medium-sized or large organization (more than 250 employees) for at least five years. Once you have identified a suitable interviewee, contact them to schedule an interview via Zoom, phone, or face-to-face, ensuring the interview duration lasts between 20-30 minutes.

Your interview should focus on how internal communications contribute to building an effective organizational culture. Your questions should cover various aspects such as communication strategies, channels/tactics, challenges, and success stories. Take detailed notes to accurately capture their views and experiences. After the interview, write a two-page (double spaced) report summarizing and discussing your findings. Please attach your list of interview questions as an appendix to your report (not included in the page count).

## **ACTIVITIES:**

### **Activity #1: Video Introduction**

**DUE: 9/5**

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.

### **(Group) Activity #2: Role Play** **11:00pm**

**Due: Thursday, 9/21 at**

For this activity, work collaboratively with your team members. Your team will simulate an interaction between a CEO and a recently hired intern at a boutique public relations firm located in Gainesville. Two team members will act as the CEO (one assertive and one responsive), while two other team members will act as the intern, Jessica (or John) Smith, separately. This morning, the intern came to the CEO's office to express concerns about the lack of mentorship in their role and difficulties keeping up with other team members.

As part of the role play, your team will explore two different leadership communication styles:

- As an assertive CEO, what would the CEO say? How would the intern respond?
- As a responsive CEO, what would the CEO say? How would the intern respond?

When one pair of team members (CEO and intern) do the role-play, the other team members will observe and provide brief feedback.

Record the role-play as a group and submit your video via Canvas. The video should be less than 5 minutes long. (Note: The video should include two conversations that feature the responsive/assertive CEO and the intern. Feedback from team members doesn't need to be recorded.)

## 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. 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, DEC 5 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

	<b>Superior 100</b>	<b>Excellent 90</b>	<b>Good 80</b>	<b>Fair 70</b>	<b>Poor 0</b>
<b>Completeness</b>	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
<b>Thoroughness</b>	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
<b>Relatedness</b>	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
<b>Accuracy and/or quality of ideas</b>	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
<b>Surface features</b> 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

	<b>Superior 100</b>	<b>Excellent 90</b>	<b>Good 80</b>	<b>Fair 70</b>	<b>Poor 0</b>
<b>Completeness</b>	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
<b>Thoroughness</b>	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
<b>Readings</b> (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
<b>Accuracy and/or quality of ideas</b>	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
<b>Surface features</b> 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
<b>Format /Mechanics</b>	<ul style="list-style-type: none"> <li>• Typed</li> <li>• Cover page, references &amp; page numbers</li> <li>• Well-constructed sentences</li> <li>• No grammar or typing/spelling errors</li> <li>• Outstanding design/layout/neatness</li> </ul>	<ul style="list-style-type: none"> <li>• Typed</li> <li>• Cover page, most references included &amp; page numbers</li> <li>• Mostly well-constructed sentences</li> <li>• Relatively free of grammar and spelling/typing errors</li> <li>• Good design/layout/neatness</li> </ul>	<ul style="list-style-type: none"> <li>• Typed</li> <li>• No cover page, references or page numbers</li> <li>• Some poorly constructed sentences</li> <li>• Some grammar and spelling/typing errors</li> <li>• Poor Design/layout/neatness</li> </ul>	<ul style="list-style-type: none"> <li>• Format errors or handwritten</li> <li>• No cover page, references or page numbers</li> <li>• Numerous poorly constructed sentences</li> <li>• Multiple grammar and spelling/typing errors</li> <li>• Poor design/layout/neatness</li> </ul>
<b>Structure/ Organization</b>	<ul style="list-style-type: none"> <li>• Well-organized</li> <li>• Clear background, planning, and recommendations</li> <li>• Ideas are developed in a logical way</li> <li>• Relevant and concisely written</li> </ul>	<ul style="list-style-type: none"> <li>• Well-organized</li> <li>• Clear background, planning, and recommendations</li> <li>• Ideas are developed</li> <li>• Some irrelevant or redundant information</li> </ul>	<ul style="list-style-type: none"> <li>• Some problems with organization</li> <li>• Weak background, planning, and recommendations</li> <li>• Ideas are somewhat developed</li> <li>• Lacks precision</li> </ul>	<ul style="list-style-type: none"> <li>• Problems with organization</li> <li>• Insufficient background, planning, and/or recommendations</li> <li>• Ideas are undeveloped</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li>• Sound and appropriate research methods</li> <li>• Sufficient primary and secondary information related to the issue</li> <li>• Every recommendation is supported by research</li> </ul>	<ul style="list-style-type: none"> <li>• Sound and appropriate research methods</li> <li>• Sufficient primary and secondary information related to the issue</li> <li>• Most recommendations are supported by research</li> </ul>	<ul style="list-style-type: none"> <li>• Some problems with research methodology</li> <li>• Some primary and secondary information related to the issue</li> <li>• Some recommendations are supported by research</li> </ul>	<ul style="list-style-type: none"> <li>• Problems with research methodology</li> <li>• Insufficient primary and secondary information related to the issue</li> <li>• Recommendations have little research support</li> </ul>
<b>Application</b>	<ul style="list-style-type: none"> <li>• Evidence of reflection on and incorporation of concepts, models, tactics, and tools from class discussions/texts</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of concepts, models, tactics, and tools from class discussion/texts</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal evidence of concepts, models, tactics, and tools from class discussion/texts</li> </ul>	<ul style="list-style-type: none"> <li>• No attempt to apply concepts, models, tactics, or tools from readings or class discussions</li> </ul>
<b>Creativity</b>	<ul style="list-style-type: none"> <li>• A unique or creative approach is used</li> <li>• Ideas are original, interesting, and engaging</li> </ul>	<ul style="list-style-type: none"> <li>• A unique or creative approach is used</li> <li>• Ideas are original and interesting</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of uniqueness and creativity</li> <li>• Some ideas are original</li> </ul>	<ul style="list-style-type: none"> <li>• No evidence of uniqueness or creativity</li> <li>• No original ideas</li> </ul>
<b>Completeness /Accuracy</b>	<ul style="list-style-type: none"> <li>• Content beyond what was required</li> <li>• Specific information and examples used to support points</li> </ul>	<ul style="list-style-type: none"> <li>• Did all that was required</li> <li>• Accurately presented facts and concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Did most of what was required</li> <li>• Accurately presented most facts and concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Did not fulfill requirements</li> <li>• Understanding of facts or concepts inconsistent or inaccurate</li> </ul>

### GRADING RUBRIC FOR EXERCISES & ACTIVITIES

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

## GRADING RUBRIC FOR DISCUSSIONS

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