



**EDUC 730: Using Communication to Facilitate Organizational Change  
(3 Units)**

Term X

Total Number of Hours = 37.5

Online class time = 37.5

Professor: Ken(neth) Roth

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Office Hours: By appt.

**INTRODUCTION**

The mission of the USC Rossier School of Education is to improve learning in urban education locally, nationally, and globally.

The program and this course are a critical component of the USC Rossier School of Education's intent to improve this mission. An important aspect of this mission is to apply Rossier's Guiding Principles by providing leadership to address instructional design and delivery issues so that all learners have access to learning in a variety of contexts and in which outcomes can be measured and accountable to appropriate stakeholders.

**PURPOSE**

This course addresses the communication strategies that leaders use to facilitate positive change in their organizations. These strategies address both the macro and micro characteristics necessary for an effective change process. The course reinforces written and verbal communication skills introduced in earlier courses by applying them to common leadership situations such as the giving and receiving of performance feedback or the presentation of a strategic plan. Through collaboration with the USC School of Dramatic Arts, the course also includes an examination of public speaking skills needed for clear communication and effective leadership. These include structural awareness, vocal range and dexterity, physical expressiveness, and emotional conviction.

**LEARNING OUTCOMES:**

By the completion of this course, you will be able to:

1. Identify your communication strengths and understand areas needing improvement.
2. Develop the skills necessary to be a discerning observer of others' communication and behavior, and provide constructive critique feedback to your peers.

3. Develop skills in defining and applying key communication strategies and processes, and the strategic decisions necessary to effectively communicate your intended message verbally, in writing, and through electronic means to diverse audiences. Specifically, you will be able to:
  - 3.1. Communicate effectively and confidently in public and private situations
  - 3.2. Persuade audiences by using sound arguments based on reliable evidence
  - 3.3. Communicate your expectations for performance in an effective manner
  - 3.4. Communicate in appropriate modalities that reflect an understanding and sensitivity to all stakeholders within the organization
  - 3.5. Use effective communication practices with internal and external stakeholders to bring about positive organizational change.
  - 3.6. Advocate for your organization and its mission with external stakeholders
4. Develop the skills necessary to both prepare and present your dissertation proposal pitch.

### REQUIRED READING

- Brooks, D. (2008). *Pitching with purpose*. Available from [http://www.nytimes.com/2008/04/01/opinion/01brooks.html?\\_r=0](http://www.nytimes.com/2008/04/01/opinion/01brooks.html?_r=0)
- Brooks, D. (2011). *The new humanism*. Available from <http://www.nytimes.com/2011/03/08/opinion/08brooks.html>
- Cappella, J. N. (2002). Cynicism and social trust in the new media environment. *Journal of Communication*, 52(1), 229-241.
- Conger, J. (1991). Inspiring others: The language of leadership. *Academy of Management Perspectives*, 5(1), 31-45.
- Denning, S. (2005). *The leader's guide to storytelling: Mastering the art and discipline of business narrative* (Vol. 269). San Francisco, CA: Jossey-Bass.
- Fix, B., & Sias, P. M. (2006). Person-centered communication, leader-member exchange, and employee job satisfaction. *Communication Research Reports*, 23(1), 35-44.
- Gallo, C. (2006). How to wow 'em like Steve Jobs. *Business Week*. Available from <http://www.bloomberg.com/bw/stories/2006-04-05/how-to-wow-em-like-steve-jobs>  
<http://www.swic.edu/WorkArea/linkit.aspx?%20LinkIdentifier=%20id&ItemID=1814>
- Gilley, A., Gilley, J. W., & McMillan, H. S. (2009). Organizational change: Motivation, communication, and leadership effectiveness. *Performance Improvement Quarterly*, 21(4), 75-94.

- Hattaway, D., & Henson, J. (2013). It can be smart to dumb things down. *Stanford Social Innovation Review*. Available from [http://ssir.org/articles/entry/it\\_can\\_be\\_smart\\_to\\_dumb\\_things\\_down](http://ssir.org/articles/entry/it_can_be_smart_to_dumb_things_down)
- Hattaway Communications. (n.d.). Ten tips to a great TED talk; Insights and ideas. hattaway.com.
- Hogan, B. (2010). The presentation of self in the age of social media: Distinguishing performances and exhibitions online. *Bulletin of Science, Technology & Society*, 30, 377-386. doi:10.1177/0270467610385893
- Lewis, L. K. (2011). *Organizational change: Creating change through strategic communication* (Vol. 4). Hoboken, NJ: John Wiley & Sons.
- Ligos, M. (2001). *Getting over the fear-of-speaking hump*. Available from <http://www.nytimes.com/2001/06/20/jobs/getting-over-the-fear-of-speaking-hump.html>
- Matsui, B. I. (1997). *Action mapping: A planning tool for change*. PREL.
- McKenzie-Mohr, D., & Schultzm, P. (2014). Choosing effective behavior change tools. *Social Marketing Quarterly*, 20, 35-46.
- Nelson, P. E., Titsworth, S., & Pearson, J. C. (2009). *iSpeak: Public speaking for contemporary life*. New York, NY: Pearson; McGraw Hill.
- Nordin, E. J. (2013). *Exploring effective communication for organizational change* (Unpublished doctoral dissertation). Walden University, Minneapolis, MN.
- Ravanfar, M. M. (2015). Analyzing organizational structure based on 7s model of McKinsey. *International Journal of Academic Research in Business and Social Sciences*, 5(5), 43-55.  
<http://www.swic.edu/WorkArea/linkit.aspx?%20LinkIdentifier=%20id&ItemID=1814>

## CLASS TIME

Class meets for 12 live class sessions via the LMS for 2 hours each.

Class time and/or contact hours weekly: The class meets once a week for two hours. Contact time will be met by a combination of online synchronous activities (live class meetings, live required office hours, guided student discussion) and online asynchronous learning (faculty and invited expert video lectures, moderated discussion forums, quizzes).

The course will be taught based on the flipped classroom design and a workshop mode. This design is based on research that clearly demonstrates that learning is enhanced when working actively as opposed to listening passively (as in a lecture). In order to make as much time as possible for active work in class, you will watch prerecorded lectures and interviews and complete some activities prior to class. You are expected to prepare for class by doing all the

reading, watching all the videos, and completing all required tasks before you attend class.

### OUT-OF-CLASS ASSIGNMENTS

The out of class workload for this course is approximately 6 hours per unit and includes:

- READINGS (approximately 3 hours per unit)
- WRITTEN ASSIGNMENTS (approximately 1.5 hours per unit average)
- VIDEO-BASED WORK (reviewing videos, Voice Thread, Screener, etc., approximately 1.5 hour per unit, average)

### COURSE GRADING

The final course grade will be computed from the assignments listed in table below. Late assignments will receive a 10% reduction in points per day past the due date.

Assignment	Total Points for Assignment Category	Weight (Percentage of Final Grade)	Unit Assignment Is Due
Finding Your Voice Within Your Organization: Video	5	5%	Week 1
Organizational Communication	5	5 %	Week 2
Modes of Communication: Video	5	5%	Week 3
Elevator Pitch: Dissertation Proposal	5	5 %	Week 6
3-Minute Dissertation Proposal Presentation	5	5%	Week 7
Analysis of Stakeholder Dynamics	10	10%	Week 8
Organizational Change Model	10	10%	Week 9
Action Map	10	10 %	Week 10
Organizational Communication Presentation	35	35%	Week 12
Attendance and Participation Activities	10	10%	On going
Total	100	100%	

The final grade for this course will be awarded using the following point scale:

A 100–95%	B+ 89–86%	C+ 79–76 %	D+ 69–66%	F 59–0%
A– 94–90%	B 85–83%	C 75–73%	D 65–63%	
	B– 82–80%	C– 72–70%	D– 62–60%	

### Late Assignments

Late assignments are not accepted, except in the case of serious personal emergencies. If serious circumstances that hinder you from meeting the deadline arise, you must contact the instructor by email BEFORE the deadline in order to be given consideration.

### ACADEMIC ACCOMMODATIONS

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the university will provide reasonable academic

accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy.

Any candidate requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. The email address is: [ability@usc.edu](mailto:ability@usc.edu). The website for DSP has additional information regarding accommodations and requests ([www.usc.edu/disability](http://www.usc.edu/disability)).

### **Incompletes**

An incomplete (IN) is given when work is not completed because of documented illness or some other emergency occurring after 80% of the course has been completed. Arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam. The University policy on Incompletes (IN) is as follows (from the USC Catalogue):

*Conditions for Removing a Grade of Incomplete:* If an incomplete is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form, which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when computing the final grade. A student may remove the IN by completing only the work not finished as a result of illness or emergency. Previously graded work may not be repeated for credit. It is not possible to remove an IN by reregistering for the course, even within the designated time.

*Time limit for removal of an incomplete:* One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time limit, the course is considered "lapsed" and the grade is changed to an IX and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

### **DISTANCE LEARNING**

This course is offered both online and on campus; the activities, expectations, and requirements are identical between the two versions. The online course is conducted through a combination of real-time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class sessions. About 70% of the course will occur asynchronously. All candidates will be required to complete assignments online, in the field, and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.

By this point in the program, candidates' level of technical competence should include basic knowledge of the Internet. They should have an account on at least one site that allows people to interact with one another (e.g., Facebook, MySpace, Skype, etc.). Basic tasks will include

posting attachments, opening and posting discussion forums, and uploading assignments including video clips (the mechanics of this will be taught). As in past courses, candidates will need to be able to video record their interactions with candidates (which may be accomplished through the use of a portable micro video camera) and upload edited versions (time limited) of their work. In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, PowerPoint, Excel, and basic Internet surfing.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall, emails, course calendars, and forums, the instructor will maintain ongoing communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor and share their ideas, comments, and questions through private and public means. In addition, candidates will be made aware of real-time opportunities to engage in discussions with the instructor and their fellow classmates. The Course Wall provides a place for the instructor to share new information and new postings. Due dates will automatically appear both on a student's home page and in his or her calendar.

Email and chat will be the primary forms of immediate communication with the instructor. Email will be checked on a daily basis during the weekdays and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates and notification of scheduled office hours for all faculty members teaching this course. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

The Forum provides candidates a place to post questions, comments, or concerns regarding readings and assignments at any time during the duration of the course. In addition to weekly class time sessions, the Forum is the primary location for candidates to communicate their learning with one another. It will be open at all times for postings and reactions.

All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links and attachments will be checked weekly for updates.

### **In the Event of Technical Difficulties**

Candidates may submit assignments to the instructor via email by the posted due date. Remember to back up your work frequently, post papers on the learning management system (LMS) once completed, load files onto a power drive, and keep a hard copy of papers/projects.

### **Standards of Appropriate Online Behavior**

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material or spam to the class, or use offensive language or online flaming. For more information, please visit: <http://www.usc.edu/student-affairs/SJACS/http://www.usc.edu/student-affairs/SJACS/http://www.usc.edu/student-affairs/SJACS/http://www.usc.edu/student-affairs/SJACS/>

## EMERGENCIES AND COURSE CONTINUITY

In case of emergency and travel to campus is difficult, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Although this course uses the 2SC LMS for online support, an emergency site for the course is also available through Blackboard ([blackboard.usc.edu](http://blackboard.usc.edu)). For additional information about maintaining classes in an emergency please access <http://cst.usc.edu/services/emergencyprep.html>.

## STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

### Academic Conduct

Plagiarism—presenting someone else’s ideas as your own, either verbatim or recast in your own words—is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards (<https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity (<http://equity.usc.edu>) or to the Department of Public Safety (<http://capsnet.usc.edu/department/departement-public-safety/online-forms/contact-us>). This is important for the safety of the whole USC community. Another member of the university community—such as a friend, classmate, advisor, or faculty member—can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men (<http://www.usc.edu/student-affairs/cwm/>) provides 24/7 confidential support, and the sexual assault resource center web page [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

### Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute (<http://dornsife.usc.edu/ali>), which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs ([http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html)) provides certification for students with disabilities and helps arrange the relevant accommodations.

**Accommodations.** If an officially declared emergency makes travel to campus infeasible, USC Emergency Information (<http://emergency.usc.edu/>) will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

## COURSE CALENDAR

UNIT 1  Week of January 9th	Readings	Graded Assignments	Points
Organizational Leadership Communication and the Self	<p>Nelson, P. E., Titsworth, S., &amp; Pearson, J. C. (2009). <i>iSpeak: Public speaking for contemporary life</i>. New York, NY: Pearson; McGraw Hill.</p> <p>Conger, J. (1991). Inspiring others: The language of leadership. <i>Academy of Management Perspectives</i>, 5(1), 31-45.</p> <p>Denning, S. (2005). <i>The leader's guide to storytelling: Mastering the art and discipline of business narrative</i> (Vol. 269). San Francisco, CA: Jossey-Bass. Part 1- The Role of Story in Organizations-Chapter 1- Telling the Right Story: Choosing The Right Story for the Leadership Challenge at Hand. pps 3-25</p> <p>Lewis, L. K. (2011). <i>Organizational change: Creating change through strategic communication</i> (Vol. 4). New York, NY: John Wiley &amp; Sons. Chapter 8: Stakeholder Interactions: Storying Telling and Framing</p>	Finding Your Voice Within Your Organization: 3-5 Minute Video	5
UNIT 2  Week of January 16th			
Organizational Communication Dynamics - Macro-Level Communication Complexities	<p>Lewis, L. K. (2011). <i>Organizational change: Creating change through strategic communication</i> (Vol. 4). New York, NY: John Wiley &amp; Sons.</p> <p>Chapter 1: Defining Organizational Change Chapter 2: Process of Communication During Change</p> <p>Fix, B., &amp; Sias, P. M. (2006). Person-centered</p>	Step 1 – Draw or construct a visual representation of the communication dynamics in your workplace. Be sure to include the following: communication channels,	5

	communication, leader-member exchange, and employee job satisfaction. <i>Communication Research Reports</i> , 23(1), 35-44.	communication behaviors, communication patterns, and the communication customs of your workplace.  Final Project: How would you redesign your organization to optimize communication to effect change?	
<b>UNIT 3</b>			
<b>Week of January 23rd</b>			
Strategies to Build Communication Skills and Capacity - Macro Levels of Communication	<p>Lewis, L. K. (2011). <i>Organizational change: Creating change through strategic communication</i> (Vol. 4). New York, NY: John Wiley &amp; Sons. Chapter 5: An Overview of Strategic Implementation Models Communication Strategy Dimensions Channels for Communicating</p> <p>Hogan, B. (2010). The presentation of self in the age of social media: Distinguishing performances and exhibitions online. <i>Bulletin of Science, Technology &amp; Society</i>, doi:10.1177/0270467610385893.</p> <p>Denning, S. (2005). <i>The leader's guide to storytelling: Mastering the art and discipline of business narrative</i> (Vol. 269). San Francisco, CA: Jossey-Bass. Unit 3 Motivate Others to Action: Using Narrative to Ignite and Implementing New Ideas</p> <p><i>The Art and Science of Storytelling</i>—Video (50 minutes)—watch the first 25 minutes <a href="https://vimeo.com/55898045">https://vimeo.com/55898045</a></p>	Step 2 – Video 3-5 Minutes: What models of communication best parallel your organization?	5

**UNITS 4 & 5****January 27-29 Immersion**

Craft of Effective Communication	Nelson, P. E., Titsworth, S., & Pearson, J. C. (2009). <i>iSpeak: Public speaking for contemporary life</i> . New York, NY: Pearson; McGraw Hill. Chapter 6: Organizing and Outlining Your Presentation	In this unit we will divide into 4 sections of 15 and work on some of the basic principles of effective speaking performance — <i>authenticity, clarity, structure, habits, and relaxation</i> . We will incorporate theatre games (i.e. <i>World's Leading Expert, Man-in-the-Middle</i> ) as well as prompts to help us explore both content and performance aspects of effective communication. Students may also be asked to deliver a short description of their Dissertation Proposal.	Cr/NC
Imagination, Spontaneity, and Risk Taking in Communication	Brooks, David (2008). <i>Pitching with purpose</i> . Available from <a href="http://www.nytimes.com/2008/04/01/opinion/01brooks.html?_r=0">http://www.nytimes.com/2008/04/01/opinion/01brooks.html?_r=0</a>		
Note: Units 4 and 5 will be conducted as a live weekend immersion, <u>not</u> online.	Nelson, P. E., Titsworth, S., & Pearson, J. C. (2009). <i>iSpeak: Public speaking for contemporary life</i> . New York, NY: Pearson; McGraw Hill. Chapter 7: Delivering Speeches  Ligos, M. (2001). <i>Getting Over the Fear-of-Speaking Hump</i> . Available from <a href="http://www.nytimes.com/2001/06/20/jobs/getting-over-the-fear-of-speaking-hump.html">http://www.nytimes.com/2001/06/20/jobs/getting-over-the-fear-of-speaking-hump.html</a>		

**Week of January 30<sup>th</sup> no classes****UNIT 6****Week of February 6<sup>th</sup>**

Unit 6: Elevator Pitch: Dissertation Proposal	Nelson, P. E., Titsworth, S., & Pearson, J. C. (2009). <i>iSpeak: Public speaking for contemporary life</i> . New York, NY: Pearson; McGraw Hill. Chapter 10: Presenting to Inform  Brooks, D. (2011). <i>The new humanism</i> . Available from	Elevator Pitch: Dissertation Proposal students will prepare and deliver a 1-minute description (or <i>pitch</i> ) of their Dissertation Proposal.	5
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	<a href="http://www.nytimes.com/2011/03/08/opinion/08brooks.html">http://www.nytimes.com/2011/03/08/opinion/08brooks.html</a>	<p>This will be delivered in class and examined using the criteria of authenticity, clarity, structure, and speaking habits. Teacher and fellow students will offer constructive feedback. Students will then create a 1-minute video of their pitch and post it to the LMS before the next live class session.</p>	
<b>UNIT 7</b> <b>Week of February 13th</b>			
Three-Minute Dissertation Presentation	<p>Nelson, P. E., Titsworth, S., &amp; Pearson, J. C. (2009). <i>iSpeak: Public speaking for contemporary life</i>. New York, NY: Pearson; McGraw Hill. Chapter 11: Presenting Persuasive Messages</p> <p>Hattaway Communications. (n.d.). Ten Tips to a Great TED Talk; Insights and Ideas. hattaway.com.</p> <p>Gallo, C. (2006). How to wow 'em like Steve Jobs. <i>Business Week</i>. Available from <a href="http://www.bloomberg.com/bw/stories/2006-04-05/how-to-wow-em-like-steve-jobs">http://www.bloomberg.com/bw/stories/2006-04-05/how-to-wow-em-like-steve-jobs</a>  <a href="http://www.swic.edu/WorkArea/linkit.aspx?%20LinkIdentifier=%20id&amp;ItemID=1814">http://www.swic.edu/WorkArea/linkit.aspx?%20LinkIdentifier=%20id&amp;ItemID=1814</a></p>	<p>3-Minute Dissertation Proposal Presentation: Students will prepare and deliver a 3-minute version of their Dissertation Proposal. This will be delivered in class and examined using the criteria of authenticity, clarity, structure, and speaking habits. Teacher and fellow students will offer constructive feedback. Students will then create a 1-minute video of their presentation and post it to the LMS before the next live class session.</p>	5

You might consider having an asynchronous week here, then all your dates below will work			
<b>Week of February 20<sup>th</sup>-asynchronous work-no class meeting</b>  <b>UNIT 8</b> <b>Week of February 27<sup>th</sup></b>			
Stakeholder Communication Model of Change	<p>Lewis, L. K. (2011). <i>Organizational change: Creating change through strategic communication</i> (Vol. 4). New York, NY: John Wiley &amp; Sons. Chapter 3: Stakeholder Theory, Complicating Stakeholder Relationships, Multiple Stakeholder Identities, Stakeholder Interactions, Roles Stakeholders Play in Change, Stakeholder Model of Implementation of Change, Conclusion</p> <p>Lewis, L. K. (2011). <i>Organizational change: Creating change through strategic communication</i> (Vol. 4). New York, NY: John Wiley &amp; Sons. Chapter 4: Outcomes of the Change Process</p> <p>Denning, S. (2005). <i>The leader's guide to storytelling: Mastering the art and discipline of business narrative</i> (Vol. 269). San Francisco, CA: Jossey-Bass. Chapter 12: A Different Kind of Leader: Using Narrative to Become an Interactive Leader</p>	<p>Step 3 – Analysis of Stakeholder dynamics: Working on final project</p> <p>A brief written analysis of who are the stakeholders in your workplace and how they influence the change process</p>	10
<b>Week of March 6<sup>th</sup> Asynchronous meetings with faculty—no class</b> <b>Week of March 13<sup>th</sup> – Spring Break</b>  <b>UNIT 9</b> <b>Week of March 20<sup>th</sup></b>			
Motivation, Communication, and Leadership	Gilley, A., Gilley, J. W., & McMillan, H. S. (2009). <i>Organizational change: Motivation,</i>	Step 4 – Which Organizational Change	10

Effectiveness in Organization Change	<p>communication, and leadership effectiveness. <i>Performance Improvement Quarterly</i>, 21(4), 75-94.</p> <p>Cappella, J. N. (2002). Cynicism and social trust in the new media environment. <i>Journal of Communication</i>, 52(1), 229-241.</p> <p>Ravanfar, M. M. (2015). <u>Analyzing organizational structure based on 7s model of McKinsey</u>. <i>International Journal of Academic Research in Business and Social Sciences</i>, 5(5), 43-55.</p> <p>Nordin, E. J. (2013). <u>Exploring effective communication for organizational change</u> (Unpublished doctoral dissertation). Walden University, Minneapolis, MN.</p>	Model/Models would best suit your organization; why?	
<b>UNIT 10</b> <b>Week of March 27 th</b>			
Communication Processes and Strategies for Organizational Change	<p>Lewis, L. K. (2011). <i>Organizational change: Creating change through strategic communication</i> (Vol. 4). New York, NY: John Wiley &amp; Sons. Chapter 6: Power and Resistance</p> <p>Matsui, B. I. (1997). <i>Action mapping: A planning tool for change</i>. PREL.</p>	Step 5 – Develop an Action Map of communication problems and proposed solutions for your workplace.	10
<b>Week of April 3rd: Individual meetings with instructors regarding Final Projects</b>  <b>UNIT 11</b> <b>Week of April 10th</b>			
Communication Processes - Process of Communication During Change	<p>Lewis, L. K. (2011). <i>Organizational change: Creating change through strategic communication</i> (Vol. 4). New York, NY: John Wiley &amp; Sons. Chapter 9: Applying the Model In Practice</p> <p>McKenzie-Mohr, D., &amp; Schultz P. W. (2014). Choosing effective behavior change tools, <i>Social</i></p>	Synthesis of previous steps for Final Project: How would you redesign your organization to optimize communication to effect change?	Cr/NC



## COURSE ASSIGNMENTS

1. **(Unit 1) Finding Your Voice Within Your Organization:** Students will create a 3-5 Minute Video reflecting on the following questions: 1) How do you communicate within your workplace? 2) Are you comfortable communicating within your workplace? Why or why not? 3) Do you feel heard within your workplace? and 4) Do you feel that you have a clear sense of yourself and your “voice” within your organization? (5%)
2. **(Unit 2) Organizational Communication:** Draw or construct a visual representation of the communication dynamics in your workplace. Be sure to include the following: communication channels, communication behaviors, communication patterns, and the communication customs of your workplace.(5%)
3. **(Unit 3) Models of Communication Within Your Organization:** Students will create a Voice Thread and analyze the various communication models provided through the course readings to determine the model/s that most closely resemble the communication dynamics within one’s organization. (5%)
4. **(Unit 6) Elevator Pitch: Dissertation Proposal:** Students will deliver a 1-minute capsule description of their Dissertation Proposal. This will be examined using the criteria of authenticity, clarity, structure, and speaking habits. Teacher and fellow students will offer constructive feedback. The exercise will be repeated with the aim of achieving a cogent and captivating message. (5%)
5. **(Unit 7) 3-Minute Dissertation Proposal Presentation:** Students will deliver a 3-minute portion of their Dissertation Proposal. This will be examined using the criteria of authenticity, clarity, structure, and speaking habits. Teacher and fellow students will offer constructive feedback. (5%)
6. **(Unit 8) Analysis of Stakeholder Dynamics:** A brief written analysis identifying the [key] stakeholder group or individual stakeholder in your workplace and their influence on the change process. Using the course readings, describe effective communication strategies you could utilize with the stakeholder in your organization. (10%)
7. **(Unit 9) Which Organizational Change Model/Models Would Best Suit Your Organization, Why?** A brief written analysis of which organizational change model best suits your organization and why. (10%)
8. **(Unit 10) An Action Map of Communication Problems and Proposed Solutions for Your Workplace:** Students will analyze their respective organization and propose through drafting an action map solutions for improved communication channels and dynamics. (10%)
9. **(Unit 12) Organizational Communication Presentation:** How would you redesign your organization to optimize communication to effect change? Student oral

presentations with the aid of Web 2.0 tools, PowerPoints, or other virtual tools. In addition, a 5-7 page analysis paper utilizing research/readings in support of choices made in the organizational redesign for optimum communication. (35%)

**11. Class Participation:** You are expected to come to each class session prepared, and to engage in discussions and demonstrations such that you help the class further your understanding (10%).

### **Class Participation and Attendance**

Discussions will occur at every class meeting or online. Although technical and connectivity issues do occur, online students must make every effort to engage in discussion through the 2SC site for video participation (not just via teleconference). Online students who do not participate in the full online class time (via video and teleconference) may be given only partial credit for participation in that discussion session. Both online and on-campus students are expected to actively participate in class discussions by asking questions and contributing to the discussion. Students are allowed one excused absence. Excused absences are approved at the discretion of the professor and only if the request is made in advance or, in the event that the candidate has an emergency, that the request is made as soon as possible after the missed class. Consult your professor for the process for making up an excused absence.

The following rubric provides a guide as to how **course participation** will be assessed.

<i>CR-Active Participation</i>	<i>CR-Moderate Participation</i>	<i>NC-Low Participation</i>
Exhibits evidence of having completed all assignments and activities according to guidelines that were assigned	Attempts to participate and has completed most assignments and activities	Exhibits lack of preparation and non-completion of required assignments
Initiates discussion and supports points using page-specific references to readings or other materials	Supports points during discussion but uses general references to readings and other materials	Rarely initiates discussion and is not able to reference required readings or other materials
Furtheres the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material	Furtheres the discussion and builds on the ideas of others; general or limited references to course materials	Comments do not further the discussion and do not exhibit careful reflection on the material

Students enrolled in this course are required to read *all* current assignments and complete all other exercises and projects required for each lesson BEFORE each class meeting where the lesson will be discussed. Please see the course-grading rubric above for course participation assessment. If it is necessary to be absent from class because of serious illness or an emergency, you are responsible to master *all* information presented during your absence. Students are expected to collaborate with their peers to ensure that they have the information covered during

the sessions they missed. Students who are consistently late or leave early will only be assigned partial attendance credit for that day. If you are absent for more than 25% of the scheduled class meetings, you must repeat the entire course.