



**EDUC 730: Using Communication to Facilitate Organizational Change
(2 Units) Spring 2022
SYLLABUS**

Instructors: Katherine Bihr, Ed.D. & Stevie Johnson

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Office Hours: scheduled with your faculty

Class day, time and location: Online, Thursdays @ 4:30 pacific

Rossier School of Education Mission Statement

The mission of the USC Rossier School of Education is to prepare leaders to achieve educational equity through practice, research and policy. We work to improve learning opportunities and outcomes in urban settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.

Course Description

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 a 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. Apply 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. Apply the skills necessary to both prepare and present oral communication for effective organizational change.
5. Prerequisite(s): EDUC 620

Co-Requisite(s): None

Recommended Preparation: None

Course Notes

This class meets for 11 live class sessions via the LMS for 2.0 hours as well as during Immersion II.

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.

Students will also be required to participate in an on-campus Immersion II session for this course on (TBA each semester).

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 hours per unit, average)

Required Readings and Supplementary Materials

Simulations

You will need to purchase a subscription to SchoolSims.com for access to their simulations at a cost of \$50 for this term. To begin the process, visit https://content.schoolsims.com/730comms_for_org_change to submit your name and preferred email address. Following submission of contact information, you will receive an email from noreply@edleadershipsims.com with an invoice for submitting payment. Once payment has been made, you will receive another email from noreply@edleadershipsims.com which will include hyperlinks to the simulations.

Textbooks

Lewis, L. K. (2019). *Organizational change: Creating change through strategic communication* (2nd Ed.). Hoboken, NJ: John Wiley & Sons.

Supplemental Text (optional)

Denning, S. (2005). *The leader's guide to storytelling: Mastering the art and discipline of business narrative* (Vol. 269). San Francisco, CA: Jossey-Bass.

Johnson, Stevie (2019). *How to survive Speech 101* (workbook).

Other Articles and Supplemental Materials

- Brooks, D. (2008). *Pitching with purpose*. Available from <http://www.nytimes.com/2008/04/01/opinion/01brooks.html>
- 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.
- Capper, C.A. (2019). *Organizational Theory for Equity and Diversity: Leading Integrated, Socially Just Education* (1st Ed.) Chapters 1-3. Routledge Publications: New York, NY
- 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>
- 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
- 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., & Schultz, 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.
- Snook, S., Nohria, N., & Khurana, R. (2012). Chapter 6: Mastering the art of leadership by Halpern and Richards in *The handbook for teaching leadership : knowing, doing, and being*. Thousand Oaks: SAGE Publications

Description and Assessment of Assignments

Course Participation

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. Online 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>Active Participation</i>	<i>Moderate Participation</i>	<i>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 noncompletion 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
Furthers the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material	Furthers 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

Discussion Agreement

By participating in this course, you are agreeing to abide by the following ground rules for discussion:

- Promote an environment conducive to learning.
- If something did not make sense, ask about it because it is likely that others have the same questions.
- Respect differences of culture, nationality, values, opinion and style.
- Welcome disagreement and debate, as they provide opportunities to learn.
- Seek to understand first before trying to be understood.
- Encourage participation and recognize that everyone has something to contribute.
- Promote clear communication—be specific, give examples, and ask questions.
- Speak for yourself. Use “I” statements. Let others speak for themselves.
- Add to what has already been said, be conscious of time.

Assessment of Work Quality

The following rubric provides a guide as to how the quality of completed assignments will be evaluated.

	<i>Excellent</i>	<i>Acceptable</i>	<i>Unsatisfactory</i>
Depth of thought	Shows evidence of depth of thought in preparation, intellectual curiosity, adequately supported arguments, and clarity of presentation	Evidence that thought and attention given were insufficient; evidence in support of argument may be lacking to make persuasive presentation	Not evident that serious thought went into preparation
Connection to readings	Assignment demonstrates knowledge of concepts	Some parts neglect important concepts	Fails to relate to course materials or demonstrate

	course readings and integrates course content in an appropriate manner	presented in the course readings or discussion, or the concepts are integrated in an inaccurate manner	knowledge of course content
Completeness	All parts of the assignment are done completely and according to guidelines provided for the assignment	All parts done completely, however, lacks adherence to guidelines in some areas	Assignment is not entirely complete and/or shows marked lack of adherence to guidelines
Growth	Highly responsive to feedback from peers and instructors. Substantive revisions in content and format demonstrate willingness to rework ideas and presentation.	Modest revisions in content and format, or revisions don't have a substantive impact on the overall communication of ideas in the document.	Little to no evidence of integration of changes in content or format in response to feedback.

Evaluation by Dramatic Arts Faculty

The Dramatic Arts faculty provide instruction during Immersion II which is CR/NC.

Dramatic Arts faculty graded course assignment following Unit 5 will follow the following grading rubric:

Component	Description	Points
Authenticity	Demonstrates expression of the speaker's sincere emotional and intellectual opinion.	10
Clarity	Demonstrates clear articulation of the speaker's points	10
Structure	Demonstrates organization of content for maximum impact	10
Speaking Habits -Vocal -Visual/Physical	Demonstrates use of the tools of delivery - voice (volume, pitch, tempo, articulation), visual/physical (breath, posture, eye contact)	10

Description of Assignments

All written assignments must follow APA style. Graded assignments are not eligible for revision and regrading. Once an assignment is submitted, it cannot be revised for a higher grade.

For all written assignments, please include a cover page with the title and date of the assignment (as listed in the

syllabus), your institutional affiliation (i.e., University of Southern California, Rossier School of Education), the title of the course, name of the professor, your name, and the date.

You are advised to seek feedback on your papers before you turn them in to your instructor. This is a service the Doctoral Support Center will provide for you if you plan ahead and give them enough time to respond before the paper is due.

Your Writing Advisor at the Doctoral Support Center (DSC) can review your assignments for clarity and logic. Check the due dates for your assignments in this syllabus and schedule reviews in advance by calling or emailing at the start of the semester to request a review time. The review will consist of the Writing Advisor providing feedback by email, or in person when requested. Remember to give yourself time to address the feedback provided. Please submit your writing draft well in advance of your scheduled review.

1. **3-Minute Presentation:** Students will deliver a 3-minute portion of a topic of choice (i.e. dissertation proposal presentation, etc.). This will be examined using the criteria of authenticity, clarity, structure, and speaking habits. Teacher and fellow students will offer constructive feedback. **session.**
2. **Simulation reflection:** After participating in both simulations, students write an informal 2 page reflection on their takeaways from the simulation experiences using change and leadership as organizing frames.
3. **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.
4. **Class Participation/Activities:** You are expected to come to each class session prepared, and to engage in discussions and demonstrations. Dramatic Arts and Rossier class activities are part of the experiential learning component in this course

Grading

The final course grade will be computed from the assignments listed in table below. No assignments may be turned in after the last class meeting. Assignments turned in after the last class will not be graded.

Assignment	Total Points for Assignment Category	Weight (Percentage of Final Grade)	Due Date
3-Minute Presentation	40	40%	Thursday, 3/10/2022
Simulation Reflection	10	10%	Thursday, 4/14/2022
Organizational Communication Presentation	35	35%	Thursday, 4/28/2022
Participation Activities:			
Dramatic Arts	10	10%	Throughout Course
Rossier	5	5%	
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%	

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 Grace Ford Salvatori Hall (GFS), Room 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is [\(213\) 740- 0776](tel:2137400776). The email address is: ability@usc.edu. The website for DSP has additional information regarding accommodations and requests (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 use of resources.

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/>

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). For additional information about maintaining classes in an emergency please access <http://cst.usc.edu/services/emergencyprep.html>. USC Emergency Information (<http://emergency.usc.edu/>) will provide safety and other updates.

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 Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <https://policy.usc.edu/research-and-scholarship-misconduct/>

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call studenthealth.usc.edu/sexual-assault Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086 (800) 348-7454, (213) 740-2500
eeotix@usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298 usc-advocate.symplicity.com/care.report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776 dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710 campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101 diversity.usc.edu

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call dps.usc.edu

Non-emergency assistance or information

Additional 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

COURSE CALENDAR
(subject to change by OCL Program)

Course Schedule Breakdown by Week and Lesson Unit

Readings	
UNIT 1, January 13 (Class Rossier Faculty)	
Introduction to the Course	
UNIT 2, January 20 (Class co-led by Dramatic Arts & Rossier Faculty)	
Organizational Leadership Communication and the Self	<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 & Sons. Chapter 8: Stakeholder Interactions: Storying Telling and Framing</p> <p>Snook, S., Nohria, N., & Khurana, R. (2012). Chapter 9: Mastering the art of leadership by Halpern and Richards in <i>The handbook for teaching leadership : knowing, doing, and being</i> . Thousand Oaks: SAGE Publications.</p>
UNIT 3, IMMERSION Feb 3-5 (Class led by Dramatic Arts Faculty)	
Elements of Public Speaking	Brooks, D. (2011). <i>The new humanism</i> . Available from http://www.nytimes.com/2011/03/08/opinion/08brooks.html
Craft of Effective Communication	Brooks, David (2008). <i>Pitching with purpose</i> . Available from http://www.nytimes.com/2008/04/01/opinion/01brooks.html
UNIT 4, February 17 (Class led by Dramatic Arts Faculty)	
Imagination, Spontaneity, and Risk Taking in Communication	Ligos, M. (2001). <i>Getting Over the Fear-of-Speaking Hump</i> . Available from http://www.nytimes.com/2001/06/20/jobs/getting-over-the-fear-of-speaking-hump.html

UNIT 5, March 3 (Class led by Dramatic Arts Faculty)	
Three-Minute Dissertation Proposal or Topic of Your Choice Presentation	Hattaway Communications. (n.d.). Ten Tips to a Great TED Talk; Insights and Ideas. hattaway.com. Gallo, C. (2006). How to wow 'em like Steve Jobs. <i>Business Week</i> .
UNIT 6, March 10 (Class led by Rossier Faculty)	
Organizational Communication Dynamics -Macro-Level Communication Complexities	Lewis, L. K. (2011). <i>Organizational change: Creating change through strategic communication</i> (Vol. 4). New York, NY: John Wiley & Sons. Chapter 1: Defining Organizational Change Chapter 2: Process of Communication During Change Fix, B., & Sias, P. M. (2006). Person-centered communication, leader-member exchange, and employee job satisfaction. <i>Communication Research Reports</i> , 23(1), 35-44.
UNIT 7, March 31 (Class led by Rossier Faculty)	
Strategies to Build Communication Skills and Capacity - Macro Levels of Communication	SIMULATION #1 Lewis, L. K. (2011). <i>Organizational change: Creating change through strategic communication</i> (Vol. 4). New York, NY: John Wiley & Sons. Chapter 5: An Overview of Strategic Implementation Models Communication Strategy Dimensions Channels for Communicating Hogan, B. (2010). The presentation of self in the age of social media: Distinguishing performances and exhibitions online. <i>Bulletin of Science, Technology & Society</i> , doi:10.1177/0270467610385893. 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 Video: Who Can Tell a Story? (3:06 minutes) Watch first 20 minutes
UNIT 8, April 7 (Class led by Rossier Faculty)	
Stakeholder Communication Model of Change	SIMULATION #2 Lewis, L. K. (2011). <i>Organizational change: Creating change through strategic communication</i> (Vol. 4). New York, NY: John Wiley & 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>Lewis, L. K. (2011). <i>Organizational change: Creating change through strategic communication</i> (Vol. 4). New York, NY: John Wiley & 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>UNIT 9, April 14 (Class led by Rossier Faculty)</p>	
<p>Communication Processes -Process of Communication During Change</p>	<p>Lewis, L. K. (2011). <i>Organizational change: Creating change through strategic communication</i> (Vol. 4). New York, NY: John Wiley & Sons. Chapter 9: Applying the Model In Practice</p> <p>McKenzie-Mohr, D., & Schultz P. W. (2014). Choosing effective behavior change tools, <i>Social Marketing Quarterly</i>, 20, 35-46.</p> <p>Hattaway, D., & Henson, J. (2013). It can be smart to dumb things down. <i>Stanford Social Innovation Review</i>. Available from http://ssir.org/articles/entry/it_can_be_smart_to_dumb_things_down</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 11 Solve the Paradox of Innovation: Using Narrative to Transform Your Organization</p>
<p>UNIT 10, April 21 (Class led by Rossier Faculty)</p>	
<p>Where Theory and Practice Intersect: Redesigning Your Organization for Effective Communication</p>	<p>How would you redesign your organization to optimize communication to effect change?</p> <p>Student oral presentations with the aid of Web 2.0 tools.</p>
<p>April 28 - Summative Experience (Class meeting by Rossier Faculty)</p>	