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# The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

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## **M.P.S. in Strategic Public Relations**

Fall, 2016

Aug 29 – Dec 12

### **Managing Trade Association and Nonprofit Communications in a Changing Environment**

PSPR6210.PR

3 Credits

Mondays – 7:10-9:40 PM

GWU Alexandria Center, Rm. 212

## **BASIC INFORMATION AND RESOURCES**

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### **Ben Zingman, Ph.D. – Adjunct Professor**

Phone Number: 443.802.8809 (c); 410.531.3458 (h/o)

Email Address: [bzingman@gwu.edu](mailto:bzingman@gwu.edu)

### **Communication**

The best way to reach me on an urgent matter is by phone. For routine communications, please use my GWU e-mail. I try to respond to all email the same day, so if you've not received a timely response, please follow-up with me by phone. Course materials will be submitted via Blackboard (see below).

Generally, I will be in available in the Adjunct Office at the GWU Alexandria Center for at least two hours prior to class, except on days when there is a guest speaker. I am also available for brief discussions after class, and by appointment.

### **Blackboard Site**

A Blackboard course site has been set up for this course. Each student is expected to check the site regularly throughout the semester, as Blackboard will be the primary venue for outside classroom communications between the instructors and the students. Students can access the course site at <https://blackboard.gwu.edu>. Support for Blackboard is available at 202-994-4948 or [helpdesk.gwu.edu](http://helpdesk.gwu.edu).

### **Academic Integrity**

All members of the university community are expected to exhibit honesty and competence in their academic work. Students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers, and taking exams. Members of the community will be presumed to be familiar with the proper academic procedures and will be held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Academic dishonesty is defined as "cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and

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without appropriate authorization, and the fabrication of information.” Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. The University Code of Academic Integrity can be found at <http://www.gwu.edu/~ntegrity/code.html>.

### **Support for Students with Disabilities**

GW’s Disability Support Services (DSS) provides and coordinates accommodations and other services for students with a wide variety of disabilities, as well as those temporarily disabled by injury or illness. Accommodations are available through DSS to facilitate academic access for students with disabilities. Please notify your instructor if you require accommodations. Additional information is available at [www.gwu.edu/~dss](http://www.gwu.edu/~dss).

### **In the Event of an Emergency or Crisis during Class**

If we experience an emergency during class time, we will try to stay at this location until we hear that we can move about safely. If we have to leave here, we will meet at **outside, across from Potbelly Sandwiches on Jamieson Street**, in order to account for everyone and to make certain that everyone is safe. Please refer to Campus Advisories for the latest information on the University’s operating status: <http://www.campusadvisories.gwu.edu/>.

### **Attendance Policy**

Students are expected to attend all classes. If a student needs to miss a class for health, business or family reasons, please email me prior to class. Students will be assigned to study teams, so please contact your teammates to be sure you receive class notes and materials.

### **Civility & Courtesy Policy**

When in doubt about a particular action or behavior in class, please exercise unrestrained civility and courtesy.

During this course we will be discussing and arguing about ideas, values and concepts that often have deep personal meaning. It is expected that everyone (including yours truly) will maintain a civil tone and demeanor even if we believe we are completely correct and the other person is totally wrong. This means, we will: 1) allow others to speak without interruption; 2) treat one another with respect; 3) avoid raising our voices to levels equal to or louder than a jet engine; and 4) grant guest speakers the freedom to express their views even if, and *especially if*, we disagree.

**Cell phones, tablets, laptops and other devices are prohibited except by special permission.** If you must check your cousin’s email, the status of your most recent online purchase, your fantasy sports league or the balance in your Swiss bank account, please wait for the break, or save it until after class.

Eating in class is often a necessity for students who come straight from work. If you eat in class you are responsible for cleaning up your area.

PS – Please refrain from loud, messy or especially aggressive eating when we have a guest speaker.

Needless to say, cook stoves, barbeque grills and campfires are not allowed.

**Course Evaluation**

At the end of the semester, students will be given the opportunity to evaluate the course through GW’s online course evaluation system. It is very important that you take the time to complete an evaluation. Students are also encouraged to provide feedback throughout the course of the semester by contacting any/all of the following:

Professor Lawrence Parnell  
Director, Strategic Public Relations Program  
[lparnell@gwu.edu](mailto:lparnell@gwu.edu) | 703-29- 4150

Dr. Jack Prostko  
Associate Dean for Learning and Faculty Development  
College of Professional Studies  
[jackp@gwu.edu](mailto:jackp@gwu.edu) | 202-994-3592

Suzanne Farrand  
Director of Academic Administration, GSPM  
[sfarrand@gwu.edu](mailto:sfarrand@gwu.edu) | 202-994-9309

**PSPR6210 Fall Semester 2016 Calendar**

<b>CLASSES BEGIN</b>	<b>MONDAY, August 29</b>
<b>LABOR DAY – NO CLASS</b>	<b>Monday, Sept. 6</b>
<i>Rosh Hashanah – No Class</i>	<i>Monday, Oct. 3</i>
Fall Break (Alternate Make-up Day)	Monday & Tuesday, Oct. 24 and 25
Thanksgiving Break	Wed-Sat, Nov. 23-26
<b>LAST CLASS</b>	<b>MONDAY, DECEMBER 12</b>
Make-up Day	Tuesday, December 13

**Safety and Security Information**

*From The Office of Emergency Management, in collaboration with the Office of the Provost, Academic Year 2015-2016. This document and other resources are available on GW Campus Advisories.*

## **EMERGENCY PREPAREDNESS INFORMATION – SYLLABUS INSERT**

**Instructor:**

**Ben Zingman**

**Course:**

**PSPR 6210**

**Building/Room#:**

**Alexandria Center Rm. 212**

### **EMERGENCY NUMBERS**

Foggy Bottom (GWPD) 202-994-6111

Mount Vernon (GWPD) 202-242-6111

VSTC (Loudoun County) 911

**Other Locations 911**

### **NON-EMERGENCY NUMBERS**

Foggy Bottom (GWPD) 202-994-6110

Mount Vernon (GWPD) 202-242-6110

GW Information Line 202-994-5050

VSTC Information Line 571-553-8333

### **Fire**

- Pull the fire alarm
- Leave the building immediately using the closest emergency exit, closing doors behind you
- Call GWPD (202-994-6111) or 911 when safe to do so
- Assemble in a designated area (see below)
- Re-enter the building only when instructed by emergency officials
  - Do not assume an alarm is false
  - USE STAIRS, do not use elevators
  - If unable to exit the building, go to the nearest exit stairwell or safe area of refuge and call GWPD (202-994-6111) or 911 to report your location
  - If trained, use a fire extinguisher if the fire is small and contained and the room is not fill with smoke

Two emergency exits are located: 1) At the front entrance of the building.

2) Off the left fork of the corridor that leads to the restrooms.

Primary meeting area (near):

**Outside, across from Potbelly Sandwiches on Jamieson Str**

Secondary meeting area (far):

**Outside, next to Jimmy Johns on the opposite corner of John Carlyle and Jamieson Str.**

### **Severe Weather**

Thunderstorms are the most common type of severe weather in the Washington, DC metropolitan area.

However, winter storms, extreme hot/cold temperatures, flooding, tornadoes and hurricanes can occur.

Check **CampusAdvisories.gwu.edu** for up-to-date weather advisories and information.

**Shelter-in-place** for severe weather events:

- Seek shelter indoors in a low part of the building
- Move to a windowless interior room away from hazardous materials
- Take cover under a sturdy object or against an interior wall
- Monitor **Campus Advisories** and local media
- Wait for the all clear before leaving your safe space

### **Violence/Active Shooter**

If an active shooter is in your vicinity, call GWPD (202-994-6111) or 911 when it is safe to do so and provide information, including the location and number of shooter(s), description of shooter(s), weapons used and number of potential victims.

**Evacuate:** If there is an accessible escape path, attempt to evacuate the premises

- *Have an escape route and plan in mind; leave your belongings behind; follow instructions of police officers*

**Hide Out:** *If evacuation is not possible, find a place to hide where the active shooter is less likely to find you*

- *Hide in an area out of the shooter's view; provide protection; lock the doors; block entry to your hiding place; silence your phone; wait for law enforcement*

**Take Action:** *As a last resort and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the shooter by:*

- *Acting as aggressively as possible against him/her; yelling; throwing items and improvising weapons; and commit to your actions*

### **Emergency Communications**

**CampusAdvisories.gwu.edu** is the university's primary website used for communicating emergency preparedness and incident-related information (including class cancellations) to the GW community.

**GW Alert** is a notification system that sends emergency alerts to email addresses and mobile devices. Students, faculty and staff are requested to maintain current contact information and campus location information by logging into the GWeb Information System ([banweb.gwu.edu](http://banweb.gwu.edu)). In emergency situations, alerts may also appear at the top of university web pages.

**Media Outlets**, such as 103.5 FM WTOP, may be contacted with emergency information, such as weather-related delays and closing.

## **THE COURSE**

### **Strategic Public Relations Program Objectives**

Upon the completion of the Masters in SPR, students will have obtained an enhanced understanding and skills in:

1. Fundamentals of effective, strategic communications;
2. Best practices for writing, media relations and strategic communications planning and implementation;
3. Leadership in communications on a sound ethical and financial basis;
4. Working with management and staff/vendors to develop and manage the implementation of effective communications strategies.

### **Course Description and Overview**

This course is designed to help communicators currently working - or hoping to work - in trade associations and nonprofit (ANP) organizations become more effective in the planning and execution of their programs. By its very nature, this course will be practical and reality-based, with guest speakers drawn from many organizations and communications backgrounds.

So, what does “more effective” mean? In *Managing the Nonprofit Organization*, Peter Drucker explains effectiveness is “doing the right things well.”

I’ve been working with executives for close to fifty years and most of them work hard and know a great deal. But fully effective ones are rare. The difference between the performers and non-performers is not a matter of talent. Effectiveness is more a matter of habits of behavior, and of a few elementary rules...

*The first step toward effectiveness is to decide what are the right things to do.* Efficiency, which is doing things right, is irrelevant until you work on the right things. (p. 198, my emphasis added)

In the context of this class, effective communications means understanding the goals, environments, structures, constraints, opportunities and challenges facing associations and nonprofit organizations, and developing and implementing communication plans to achieve those goals. Effective also means working within the limitations communicators often face, such as (but by no means limited to): dwindling budgets, divided membership, fragmented boards and hesitant leadership, the decline of traditional news media, the rise of blogs, the surge of social media and more.

In short, “effective” means being strategic, proactive, and smart. But while these attributes are necessary, they are not sufficient.

Effective communicators must understand the roles communications play – internal as well as external – for their organizations. They must know the organization’s stakeholders and understand their “care and feeding.” In short, they must understand their institutional roles – and the expectations of their internal and external stakeholders and audiences.

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In addition, effective communicators are expected to be far more than word merchants, image builders and Twitteratti. Today a communications professional is expected to counsel as well as create materials, manage the media, present ideas or produce PowerPoints. Typically, the smaller the organization, the more roles a single communicator is expected play.

A communicator often is expected to be part of a leadership team, to manage a department, not just a program or an event. Budgeting skills play a role too, and while you will not learn a full course worth of budgeting, we will demonstrate why it is important for association and nonprofit communicators to understand and master their budget process.

Clearly, today's communicator must be able to write well. Those writing skills must be broad enough to cover everything from speeches to web content, news releases to member newsletters, Tweets to strategic plans. While not a writing course, you will be writing in this class, and together, we will identify your strengths and weaknesses and try to improve your writing.

Presentation skills are critical as well. Today's association and nonprofit communicators must be able to persuade the Board of Directors, a committee of major donors or association members, or even a high school class when they seek approval for plans, justify a budget request or simply explain what the organization stands for and why it is important. If there is sufficient interest, I will offer a special workshop on presentation training.

Organizations increasingly rely on social media and on web-based technologies such as webinars and chats to communicate with members and other stakeholders. In this class you'll learn about when and why to use these and other crucial tools.

Along the way, you'll learn about the roles associations and non-profits play in our society, why these organizations are important, and how they are adapting to a rapidly changing institutional and communications environment.

All in all, we've got a busy semester ahead. I welcome your feedback not just at the end of the semester, but throughout the course. I seek your ideas and input and I hope you will "give it to me straight."

Let's get started!

### **Course Learning Objectives**

In this course, students will:

1. Define and differentiate the various types of trade associations and non-profits, and learn how they interact with their internal and external stakeholders.
2. Understand how an organization's mission drives (or should drive) communications.
3. Develop and present strategic communications plans that help organizations achieve their goals, satisfy their stakeholders and pave the way to the future.
4. Learn the many roles played by communications in ANPs, and role played by senior communications counselors/managers in an organization, the critical roles (internal and

external) played by others on the communications team and how communicators interact with the rest of the organization.

5. Examine the challenges facing trade association and non-profit communicators today and the new approaches and technologies developed to meet them.
6. Enhance written, in-person and presentation communications skills.

### **Course Structure**

Most of the semester will involve seminar-style classes, with assigned readings, open discussion and guest speakers. At the first class, students will be divided into study and research teams. Students also will be assigned a brief essay due at the second class to allow me to judge writing levels and subject familiarity. **Note that the quality of writing is important both in this class and in your careers and will be reflected in the grading of papers.**

### **Study Teams**

The class will be broken into study teams to allow students to share reading assignments and provide feedback for written work. Your classmates are among the most valuable learning (and career) resources you will find in our graduate program. Together, you will learn far more than anyone can learn individually. In addition, the nature of our workplace as communicators is increasingly team-oriented and collaborative, so it is beneficial to develop and enhance team performance skills.

Teams will be responsible for sharing information and class highlights if one of the members misses a class. I will not micro-manage teams, but teams ought to engage in a meeting or team call at least once per week.

While there will not be a team project, students will be graded on their team effort **by their teammates**, as part of the overall class work component of the grade. The team's assessment of each member's contribution to the team will be worth up to 2% of the overall grade for the course.

### **Course Requirements**

#### **Ungraded Paper**

Students will be asked to write a one-page ungraded paper due by the second class. This will allow me to get a feel for the overall level of writing, and help me identify students who might benefit from additional writing assistance.

#### **Student Research Project – Analyze Communications for a Chosen ANP Organization, Develop and Present a Strategic Communications Plan**

By the second class (12 Sept), students will select an association or nonprofit organization for which they will develop and present a strategic communications plan at the end of the semester.

#### **Objectives:**

In addition to fulfilling the course objectives noted above, this three-phase project will help students gain a better understanding of the dynamics of ANP communications through the examination of their organizations and how they handled communications regarding specific challenges or issues. The



project is summarized below. **Fully detailed assignments, with grading rubrics, will be provided, as noted in the class schedule that follows**

### Three Phases

- 1. Initial Paper - Prepare An Assessment of the Current Communications Environment of Your Organization and Its Overall Sector:** What are the main issues affecting your ANP's overall business area or sector? How do you know? Summarize the key elements of these issues (note: it may be one large issue or a series of smaller issues): Who are your organization's stakeholders and audiences? What other association or groups might be involved? Businesses? Associations? Unions? Non-profits? What is your organization trying to accomplish? (Hint – a public policy issue might be linked to membership growth, marketing, financial performance or other strategic functions.) How does the issue environment affect the organization you've chosen? How do have affect the organization's mission, values and members? Are the issues and challenges potentially fatal to that organization and its stakeholders? Are they merely passing annoyances? In short, do you believe these issues are important enough to be a major focus of your organizations communications and planning? Why? Why not?
- 2. Second Paper - Evaluate Strategy & Tactics of Your Organization:** What are the strategies and tactics *your organization* employed to deal with the issue(s) you identified? Why were these chosen? What do you think they did right? What do you think they did wrong? What communication tools did they utilize? What external factors, if any, made them alter their communication course? What were other opposing or competing groups saying? Which organizations and viewpoints seemed to win the most support? Why? Conclude with an overall assessment of how well your organization is communicating regarding the issue(s) you've identified? Are they a major player? Do they need to be? Are they effective?
- 3. Third Part – Develop and Present a Strategic Communications Plan:** Now that you've studied your sector and organization, imagine you are the Executive Vice President for Public Affairs of the organization you've chosen. You are a veteran communications professional and an expert on your sector. Your CEO has asked you to present your strategic communications plan for the next two years to the Board of Directors. They want to hear what things look like from where *you* sit and what you plan to do, the big picture as well as the top-line details. You'll probably be given 30 minutes at the Board meeting, so you'll need a presentation and handouts that fully explain and justify your plans.

#### *End Note:*

*This research assignment, when completed, is not just a classroom exercise. Almost every senior communications executive has to present an analytical strategic communications plan, often annually, to their leadership. Your presentation may become part of the portfolio you present for your next promotion or job interview.*

### **Blog & Tweet (B&T)**

Each student will be asked to write two blogs - and one relevant tweet per blog - as if they were the CEOs of the organizations they are researching. Each Blog 'n' Tweet assignment will be worth five (5) points, for a total of ten (10).

## In-Class Performance

In-class performance (participation in discussions and exercises) will be 10 percent of a student's grade. Your teammates' evaluation of your contribution to the study team will account for two percent. **NOTE: students are expected to attend each class. If you must miss a class please let me and your team know in advance.**

### Participation

Class participation is not simply a matter of how often students speak up in class, but rather, how well they are prepared to discuss specific concepts and the readings, and whether their input is thoughtful, provocative, and lively. Do students inject relevant breaking news stories and other timely materials? Are they advancing the discussion?

### \*Non-profit Communications Workshop\*

One entire class will be devoted to a communications workshop for a small, local nonprofit. Students will choose the non-profit organization, interview them about their communications needs, and conduct a workshop to help the organization solve its particular communications problem. The workshop is ungraded, but students who excel in this project will receive higher classwork ratings for the course.

## Evaluation and Grading

Assignment	Learning Objective(s) Addressed	Due Date	Weight
Assignment 1 – Ungraded paper	#6	Class 2 – Sept 12	0%
Assignment 2 – Blog n Tweet #1	#2, #4, #6	Class 4 – Sept 26	5%
Assignment 3 – Initial Paper	#1, #2, #6	Class 5 – Oct 10	15%
Assignment 3 – 2 <sup>nd</sup> Paper Due	#2, #3, #4, #5, #6	Class 8 – Oct 31	25%
Assignment 4 – Blog n Tweet #2	#2, #4, #6	Class 12 – Nov 28	5%
Assignment 5 – Final Paper & Presentation	#1, #2, #3, #4, #5, #6	Classes 13 & 14 – Dec 5 & 12	40% (30% - paper; 10% - presentation)
Class work (Team assessment @ 2 pts, and professors' assessment of participation & engagement)	#1, #2, #3, #4, #5, #6	Entire semester	10%

Total			100%
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**Please note: there will be penalties for late submission of assignments without my prior approval.**  
**Please note: I do not offer extra credit.**

**Following is the grade scale for all GSPM classes:**

Grade*	Grading Standard
A 94-100	Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.
A- 90-93	Represents solid work with minor errors. Overall, excellent work.
B+ 87-89	Very good. Represents well-written material, research, and presentation, but needs some minor work.
B 83-86	Satisfactory work, but needs reworking and more effort. Note that although not a failing grade, at the graduate level, anything below a "B" is viewed as unacceptable.
B- 80-82	You've completed the assignment, but you are not meeting all of the requirements.
C+ 77-79	Needs improvement in content and in effort. Shows some motivation and concern.
C 73-76	Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.
C- 70-72 (lowest grade to pass)	Poor performance. Major errors, too many misspellings, problems with accuracy, etc.
F Below 70	Unacceptable performance, or inability to submit the assignment.

### **Required Text and Learning Materials**

- 1. Bonk, Kathy, et. Al. *Strategic Communications for Nonprofits 2<sup>nd</sup> Ed*, (Jossey-Bass Guidebook Series) (2008) – ISBN 978-0-470-18154-6 (paperback)**
- 2. Kanter, Beth & Fine, Allison H. *The Networked Nonprofit* (2010) ISBN 978-0-470-54797-7**
- 3. ASAE and the Center for Association Leadership, *7 Measures of Success: What Remarkable Associations Do That Others Don't--Revised and Updated (2<sup>nd</sup>) Edition* – Wiley, John & Sons, Incorporated - 2013 - ISBN-13: 9780880343411**

## Supplemental Readings

John B. Cox (ed), *Professional Practices in Association Management*, 2007  
Elizabeth Dougall, "Issues Management," IPR, 2008  
Peter Drucker, *Managing the Nonprofit Organization*, 1990  
Darian Rodriguez Heyman (ed), *Nonprofit Management 101*, 2011  
Shirley Sagawa & Deborah Jospin, *The Charismatic Organization*, 2009  
Sarah L. Sladek, *The End of Membership as We Know It*, 2011  
Smith Bucklin & Associates, *The Complete Guide to Nonprofit Management*, 2000  
Thomas Wolf, *Managing a Nonprofit Organization in the 21<sup>st</sup> Century*, 1999

## Invited Guest Speakers

1. Veronica Byrd, Director of Public Relations, American Nurses Association
2. Connor Dolan, Director of External Affairs, Fuel Cell and Hydrogen Energy Association
3. Aaron Ellis, Director of Communications, American Association of Port Authorities
4. Drew Golub, Chief Financial Officer, The Atlantic Council
5. Jeanine Guidry (GSPM '12 & ABD at VCU), Founder of *Offering and Arts in the Alley*
6. Lisa Harrison, VP Communications, American Iron & Steel Institute
7. Phil Smith, Director of Communication, United Mine Workers.

## Course Calendar

\*The instructor reserves the right to alter course content and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar.

### Aug 29

#### Class 1

**Study Teams Formed**

**Ungraded Paper Assigned**

**Topic and Content Covered:** Course Introduction & Overview

**Learning Objective(s) Addressed:** Begin understanding the scope and diversity of association and nonprofit organizations.

#### Reading Due Today:

1. "Association FAQ" – ASAE – 3 pps
2. ASAE Power of A Research – 5 pps
3. BLS – Union Member Summary 2015 - 3 pps
4. Exponent Philanthropy - "Nonprofit Sector 101 – 3 pps
5. DeTocqueville, "Civic Associations" - 3 pps

(Note these readings were provided via Blackboard)

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**September 12**

**Class 2**

**Ungraded Paper Due**

**Students Select Organizations for Research Project**

**First Paper Assigned**

**Topic and Content Covered:** Thinking Strategically About Associations and Nonprofits

**Learning Objective(s) Addressed:** Understanding the relationship between an organization's mission and communications.

**Readings Due Today:**

1. Drucker, *Managing the Nonprofit Organization*, pps. 3-27
2. Radtke, *Strategic Communications for Nonprofits*, Introd & Chap 1, pps. xi-21
3. Sagawa, *The Charismatic Organization*, "Mission Motivation," Chap 3, pps. 37-54
4. *7 Measures of Success*, Prefaces, Chap 1 & Chap 2
5. Case Studies TBD

**Sept 19**

**Class 3**

**Blog n Tweet #1 Assigned**

**All Students Should Have An Approved Research Subject**

**Topic and Content Covered:** Organizational Structure and Communications

**Learning Objective(s) Addressed:** Learn the many roles the senior communications counselor plays in an organization, the critical roles (internal and external) played by others on the communications team and the how communicators interact with the rest of the organization.

**Readings Due Today:**

1. Bonk, Introduction & Chap 1 – 15 pps
2. Cox, Chaps 1, 9 - 18 pps
3. Smith & Bucklin – Chap 2 – 28 pps
4. *7 Measures*, Chap 3 – 15 pps

**Sept 26**

**Class 4**

**Guest Speaker: Phil Smith, United Mine Workers**

**Blog n Tweet #1 Due**

**Topic and Content Covered:** Communications Overview – Roles, Responsibilities, Audiences & Stakeholders

**Learning Objective(s) Addressed:** 1) Learn the many roles the senior communications counselor plays in an organization, the critical roles (internal and external) played by others on the communications team and the how communicators interact with the rest of the organization. 2) Define and differentiate the

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various types of trade associations and non-profits, and learn how they interact with their internal and external stakeholders.

**Reading Due Today:**

1. Bonk, Chaps 2-6 - 61 pps
2. Networked Nonprofit, Chaps 1-3 – 39 pps
3. Review United Mine Workers Website

**NOTE: NO CLASS ON OCTOBER 3.**

**First Paper Due on Oct. 5**

**Oct. 10**

Class 5

**Second Paper Assigned**

**Guest Speaker – Jeanine Guidry, Arts in the Alley**

**Topic and Content Covered:** Communications – The “Inside Game”

**Learning Objective(s) Addressed:** Examine the challenges facing trade association and non-profit communicators today and the new approaches and technologies developed to meet them. What works, what doesn't and why?

Readings Due Today:

1. Networked, Chaps. 4-7 – 44 pps
2. Cox, Chap. 7, 22 – 16 pps
3. Sagawa, Chap. 10 – 28 pps

**Oct 17**

Class 6

**Topic and Content Covered:** External Communications

**Learning Objective(s) Addressed:** 1) Learn the many roles the senior communications counselor plays in an organization, the critical roles (internal and external) played by others on the communications team and the how communicators interact with the rest of the organization. 2) Examine the challenges facing trade association and non-profit communicators today and the new approaches and technologies developed to meet them.

**Readings Due Today:**

1. Bonk, Chap. 7 – 37 pps
2. Sagawa, Chap. 8 – 29 pps.
3. Networked, Chap. 9 – 14 pps
4. 7 Measures, Chap. 4 – 13 pps

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## Oct 24

Class 7

Guest Speaker - Lisa Harrison, American Iron and Steel Institute

Assignment for Next Week's Workshop Discussed

**Topic and Content Covered:** Public Affairs & Issues Management

**Learning Objective(s) Addressed:** 1) Learn the many roles the senior communications counselor plays in an organization, the critical roles (internal and external) played by others on the communications team and the how communicators interact with the rest of the organization. 2) Examine the challenges facing trade association and non-profit communicators today and the new approaches and technologies developed to meet them.

### Readings Due Today:

1. Cox, Chap. 21 – 13 pps
2. Cox, Chap. 24 – 10 pps
3. Heyman, Chap 12 – 15 pps
4. Dougall, "Issues Management" – 15 pps
5. Dalton, "Environmental Scanning" – 2 pps
6. Smith & Bucklin, Chap 9 – 23 pps

## Oct 31

Class 8

Guest Speaker – Connor Dolan, Fuel Cell and Hydrogen Energy Association

Second Paper Due

Third Paper Assigned

**Topic and Content Covered:** The changing ANP Media Environment

**Learning Objective(s) Addressed:** Examine the challenges facing trade association and non-profit communicators today and the new approaches and technologies developed to meet them.

### Reading Due Today:

1. Bonk, Chaps. 9 & 10 – 22 pps
2. Cox, Chap. 27 – 20 pps.
3. DeMers, "Brand Journalism" – 5 pps
4. Sladek, Chap. 5 – 15 pps
5. Heyman, Chaps 26, 29 – 30 pps

## Nov 7

Class 9

Communications Workshop – SCANVA.org

**Topic and Content Covered:** Communications Recommendations

**Learning Objective(s) Addressed:** 1) Understand how organization mission drives communications. 2) Develop and present strategic communications plans that help organizations achieve their goals, satisfy their stakeholders and pave the way to the future. 3) Learn the many roles the senior communications

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counselor plays in an organization, the critical roles (internal and external) played by others on the communications team and the how communicators interact with the rest of the organization. 4) Examine the challenges facing trade association and non-profit communicators today and the new approaches and technologies developed to meet them. What works, what doesn't and why?

**Readings Due Today:**

1. Students should be thoroughly familiar with SCANVA's website
2. PRSA, "Communications Audit" 3 pps
3. 7 Measures, Chap 5 13 pps
4. ASAE, "Communications Planning Guide" 10 pps
5. Heyman, Chaps 25 & 28 39 pps
6. Networked, Chap 8 15 pps

**Nov. 14**

**Class 10**

**Guest Speaker - Aaron Ellis, American Association of Port Authorities**

**Topic and Content Covered:** Strategic Communications

**Learning Objective(s) Addressed:** Develop and present strategic communications plans that help organizations achieve their goals, satisfy their stakeholders and pave the way to the future.

**Reading Due Today:**

1. Bonk: Chaps 10 & 11 – 13 pps (Also, review Chaps. 1 & 2)
2. 7 Measures, Chap 6, Appendix A – 17 pps
3. Heyman, Chap 27 - 14 pps
4. Sagawa Chap 8 – 29 pps
5. Other materials, TBD

**Nov 21**

**Class 11**

**Guest Speaker - Drew Golub, Atlantic Council**

**Blog n Tweet #2 Due Today**

**Topic and Content Covered:** The Cruel Reality - Communications & Budgeting

**Learning Objective(s) Addressed:** 1) Understand how organization mission drives communications. 2) Develop and present strategic communications plans that help organizations achieve their goals, satisfy their stakeholders and pave the way to the future. 3) Learn the many roles played by communications in ANPs, and roles played by senior communications counselors/managers in an organization, the critical roles (internal and external) played by others on the communications team and how communicators interact with the rest of the organization.

**Reading Due Today:**

1. Wolf, Chaps 6 – 31 pps
2. Cox, Chap 13 - 12 pps
3. Heyman, Chap 13 – 19 pps
4. Other items, tbd



10 Oct 16

**Nov. 28**

**Class 12**

**Topic and Content Covered:** Crisis Communications

**Guest Speaker - Veronica Byrd, American Nurses Assn. (tentative)**

**Learning Objective(s) Addressed:** 1) Understand how organization mission drives communications. 2) Develop and present strategic communications plans that help organizations achieve their goals, satisfy their stakeholders and pave the way to the future. 3) Learn the many roles played by communications in ANPs, and roles played by senior communications counselors/managers in an organization, the critical roles (internal and external) played by others on the communications team and how communicators interact with the rest of the organization. 4) Examine the challenges facing trade association and non-profit communicators today and the new approaches and technologies developed to meet them.

**Reading Due Today:**

1. Bonk, Chap 8 – 14 pps
2. Cox, Chap 22 (originally read in Wk 5 – **review pps 269-71**) - 2 pps
3. Sandman, Selected Readings (approx. 5 pps)
4. Fearn-Banks, Read Chaps 1 & 2 (pps 1-8), Scan Big Brother/Sister Plan (29 pps)
5. National Peanut Board Case Study (3 pps)
6. PRSA Guide (2 pps)
7. OECD's "The Use of Social Media in Risk and Crisis Communications" (37 pps)

**Dec 5**

**Class 13**

**Topic and Content Covered: Student Presentations I**

**Learning Objective(s) Addressed:** All

**Dec 12**

**Class 14**

**Topic and Content Covered: Student Presentations II; Final Words**

**Learning Objective(s) Addressed:** All

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