

The Graduate School
of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Strategic Public Relations
Spring, 2014
Jan. 16 – Apr. 24
**Managing Trade Association and Nonprofit
Communications in a Changing Environment**
PSPR6210.PR
3 Credits
Thursdays – 7:10-9:40 PM
GWU Alexandria Center, Rm. 212

BASIC INFORMATION AND RESOURCES

Ben Zingman, Ph.D. – Adjunct Professor

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Email Address: 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.

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 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.

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 the street from Potbelly Sandwiches** 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's 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.

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 | 703-29- 4150

Dr. Jack Prostko
Associate Dean for Learning and Faculty Development
College of Professional Studies
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Suzanne Farrand
Director of Academic Administration, GSPM
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GWU ACADEMIC CALENDAR

Spring, 2014

2014	Spring Semester
January 13	Classes begin
January 20	Martin Luther King, Jr., Day (holiday)
January 13–23	Late registration
February 1	Applications due for May graduation
February 17	George Washington's birthday observed (holiday)
March 10–15	Spring recess
March 21	Registration for fall semester classes begins*
April 28	Last day of regular spring semester classes
April 29	Makeup classes
May 1-2	Reading days
May 5 –13	Examination period
May 18	Commencement

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 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.

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 organization mission drives 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 (Jan 23), 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 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 they 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 organization's 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 four (4) points, for a total of eight (8).

In-Class Performance

In-class performance (participation in discussions, exercises, and quiz grades) will be 10 percent of a student’s grade. Your teammates’ evaluation of your contribution to the study team will account for another 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?

Evaluation and Grading

Assignment	Learning Objective(s) Addressed	Due Date	Weight
Assignment 1 – Ungraded paper	#6	Class 2 – Jan. 23	0%
Assignment 2 – Blog n Tweet #1	#2, #4, #6	Class 4 – Feb. 6	4%
Assignment 3 – Initial Paper	#1, #2, #6	Class 5 – Feb. 13	15%
Assignment 3 – 2 nd Paper Due	#2, #3, #4, #5, #6	Class 8 – Mar. 6	25%
Assignment 4 – Blog n Tweet #2	#2, #4, #6	Class 12 – Apr. 10	4%
Assignment 5 – Final Paper & Presentation	#1, #2, #3, #4, #5, #6	Classes 13 & 14 – Apr.17 & 24	40% (30% - paper; 10% - presentation)
Class work (Quizzes @ 2pts apiece, team assessment @ 2 pts, and professors’ assessment of participation & engagement)	#1, #2, #3, #4, #5, #6	Entire semester	12%
Total			100%

Please note: there will be penalties for late submission of assignments without my prior approval.

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 2nd 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 (2nd) Edition* – Wiley, John & Sons, Incorporated - 2013 - ISBN-13: 9780880343411

Supplemental Readings and Learning Materials (to be provided via BB by Dr. Z)

AFL-CIO, "Unions of the AFL," (2013)
 American Society of Association Executives (ASAE), "Association FAQ," (2013)
 ASAE, "Associations Matter," (2012)
 Association of Small Foundations, *The Foundation Guidebook*, (2008)
 Bureau of Labor Statistics, "Union Members 2012," (2013)
 Booz Allen Hamilton, "Risk & Crisis Communication," and "Expert Round Table on Social Media & Risk Communication in Time of Crisis." (2009)
 Cox, J. *Professional Practices in Association Management*, ASAE and the Center for Assn. Leadership, (2007).
 Dalton, J, "Basics of Environmental Scanning," *Associations Now*," Aug, 2011.
 De Tocqueville, Alexis, *Democracy in America*, (1835-40)
 Dougal, Elizabeth. "Issue Management," Institute for Public Relations.

Drucker, Peter. *Managing the Nonprofit Organization*.
Fearn-Banks, Kathleen. *Crisis Communications* 3rd Ed. (2007)
Fernandez, K. "New face of a Membership Organization," *Associations Now*," Feb, 2010.
Fernandez, K. "Strategy With a Sharp Focus," *Associations Now*," July, 2010.
Heyman, Darian Rodriguez, *Nonprofit Management 101* (2011)
Mansfield, Heather, *Social Media for Social Good* (2012)
Miller, Kivi Leroux, *Content Marketing for Nonprofits* (2013)
My PR Genie, "12 Golden Rules to Master Online Marketing and Social Media," 2011.
National Center for Policy Analysis, "What is A Think Tank?" (2005)
Pew Research, *State of The News Media - 2013*.
Pinkham, Doug, "Growing Importance of Issues Management," Public Affairs Council (2014)
PRSA, Silver Anvil Award Case Studies
Sagawa, S. & Jospin, D., *The Charismatic Organization* (2009).
Sandman, P. Selected Readings.
Sladek, Sarah. *The End of Membership as We Know It*. (2011)
Smith, Bucklin & Associates. *The Complete Guide to Nonprofit Management* – 2nd Ed, (2008).
Vaira, D. "Keeping Key Stakeholders Informed," *Associations Now*," Mar. 2011.
Wolf, Thomas. *Managing A Nonprofit Organization in the Twenty-First Century* (1999)
Yates, Michael D., *Why Unions Matter* (2009)

Guest Speakers

1. Tania Anderson, BISNOW e-publications, Reporter, Tech/Association & Non Profit, Northern VA Real Estate, General Business,
2. Danielle Brigida, Digital Marketing Manager, National Wildlife Federation
3. Lisa Harrison, VP Communications, American Iron & Steel Institute.
4. Francie Israeli, SVP, KellenAdams Public Relations
5. Robert Pflieger, SVP Public Affairs, National Association of Home Builders.
6. 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.

Jan 16

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 – 5 pps
2. "Associations Matter" - ASAE – 39 pps
3. BLS – Unions 2010– AFL-CIO – 12 p
4. "Types of Non Profits" (Assn of Small Foundations) – 3 pps
5. DeTocqueville, "Civic Associations" (3 pps)

(Note these readings are provided via Blackboard)

January 23

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. Wolf, Chap 1 - 26 pps
2. Drucker, pps. 3-27
3. Radtke, Introd & Chap 1, pps. xi-21
4. Sagawa, "Mission Motivation," Chap 3, pps. 37-54
5. 7 Measures of Success, Prefaces, Chap 1 & Chap 2
6. AIHA Strategic Plan – 3 pps
7. End of Membership as We Know It, Chap 1 – 18 pps.

January 30

Class 3

Blog n Tweet #1 Assigned
Guest Speaker TBD

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. Wolf, Chap 2 – “The Board” – 34 pps
3. Cox, Chaps 1, 9 - 18 pps
4. Smith & Bucklin – Chap 2 – 28 pps
5. 7 Measures, Chap 3 – 15 pps

Feb 6

Class 4

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 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

Feb 13

Class 5

First Paper Due

Second Paper Assigned

Guest Speaker TBD

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
4. End of Membership, Chap. 7 – 17 pps
5. Case Studies TBD

Feb 20

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, Chaps. 8, 9 – 49 pps.
3. Networked, Chaps. 8-9 – 30 pps
4. 7 Measures, Chap. 4 – 13 pps
5. Case Studies TBD

Feb 27

Class 7

Guest Speaker TBD

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. Dougall, "Issues Management" – 15 pps
4. Dalton, "Environmental Scanning" – 2 pps
5. Heyman, Chap. 29 – 14 pps ????

6. Smith & Bucklin, Chap 9 – 23 pps
7. Case Studies, TBD

March 6

Class 8

Communications Workshop – Nonprofit Organization TBD

Second Paper Due

Third Paper Assigned

Topic and Content Covered: Communications Recommendations for Local Nonprofit

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 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. Research the Selected Organization Online
2. MarketingProfs, "Top Nonprofit Brands" 4 pps
3. PRSA, "Communications Audit" 3 pps
4. Nonprofit Marketing Guide, "Nonprofit Marketing Trends 2013" 34 pps
5. MarketingProfs, "Nonprofit Metrics" 4 pps
6. 7 Measures, Chap 5

SPRING BREAK – MARCH 13

March 20

Class 9

Guest Speaker TBD

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. Greer, "Role of Brand Journalism in Content Marketing" 1 pg
4. DeMers, "How to be a Great Brand Journalist" – 1 pg
5. Miller, Preface, Chaps 1 & 2 – 44 pps
6. Sladek, Chap. 5 – 15 pps
7. Case Studies, TBD

March 27

Class 10

Guest Speaker TBD

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. Review Bonk, Chaps. 1 & 2
2. 7 Measures, Chap 6, Appendix A – 17 pps
3. ASAE, “Communications Planning Guide” 10 pps
4. Collective Leadership Works, Creating a Communications Plan
5. Mindtools.com, “Communications Planning”
6. Other materials, TBD

Apr 3

Class 11

Topic and Content Covered: Crisis Communications

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. Booz, Allen Hamilton, “Expert Round Table on Social Media & Risk Communication in Time of Crisis” (19 pps)
3. Cox, Chap 22 (originally read in Wk 5 – review pps 269-71) - 2 pps
4. Sandman, Selected Readings (approx. 5 pps)
5. Fearn-Banks, selections, Chaps 1 & 2, Big Brother/Sister Plan (68 pps)
6. National Peanut Board Case Study (3 pps)
7. Other case studies, TBD
8. PRSA Guide (2 pps)

Apr 10

Class 12

Guest Speaker TBD

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 6,7 – 60 pps
2. Cox, Chap 13 - 12 pps
3. Other items, tbd

Apr 17

Class 13

Topic and Content Covered: Student Presentations I

Learning Objective(s) Addressed: All

Apr 24

Class 14

Topic and Content Covered: Student Presentations II; Final Words

Learning Objective(s) Addressed: All

Copyright Statement

Unless explicitly allowed by the instructor, course materials, class discussions, and examinations are created for and expected to be used by class participants only. The recording and rebroadcasting of such material, by any means, is forbidden.