

**STRATEGIC COMMUNICATIONS AND ORGANIZATIONAL CHANGE**

**Fall 2010 – Monday evenings, 6:30-9:20 pm**

Online class assignment between Sep 7-10

Sep 13, 20, 27

Oct 4, 18, 25

Nov 1, 8, 15, 22, 29

Dec 6

**Instructor:** Gayle L. Gifford, ACFRE

**Phone:** 401-331-2272 **Preferred Email:** [gayle@ceffect.com](mailto:gayle@ceffect.com)

Optional: [gayle.gifford@simmons.edu](mailto:gayle.gifford@simmons.edu) (it may take longer for me to get back to you)

**Office hours** will be via phone or email or you can arrange to meet me before class.

Teaching Assistant: Shawna Mullen Phone: 978-578-2569 Email: [shawna.mullen@simmons.edu](mailto:shawna.mullen@simmons.edu)

**Course Overview and Objectives**

This class examines the role of communications in leadership and change management. By the end of the class:

- You will have completed a situation analysis and developed a communications plan with goals, objectives, strategies, implementation plans, budgets and measurements.
- You will gain a deeper understanding of organizational systems, improve your critical thinking skills, and practice communication skills in team situations that enhance your management and leadership as professionals.
- You will engage in deep personal reflection about your own leadership styles and personal objectives.
- You will work and think REALLY HARD.

**Course Approach**

- This course will actively engage you in your own learning, using several teaching methods including short lectures, group discussions, experiential learning, team projects, graduate service learning and oral presentations.
- The class emphasizes case studies and best practices to illustrate theory and concepts. Members of the class, the instructor and professionals in the field are resources for you.
- I expect to have 3-4 guest speakers – dates will be added when confirmed.
- I have high expectations for the quality of work that you will produce.
- You will likely not get the grade you are looking for on your paper the first time around. I allow students to rework and resubmit papers to me. If your rewrite is much better, your higher grade will replace the previous one.

**Class Attendance**

As this course is structured around discussion and experiential class activities, if you miss class you lose much of the learning experience. I expect you to be here. (See *Class Participation* below)

**Student Evaluation:**

All written assignments will be evaluated on your writing skill, your ability to get to the point and communicate complex information simply and understandably, your personal insight and knowledge, and your ability to apply the frameworks we are learning. Do not repeat large amounts of text from what you have read. I'll deduct points for papers that are late without my approval. Your grade is based on the following work:

***Class participation– 10%***

You are expected to attend class, participate in activities and discussion (yes, even the introverts), ask questions and contribute your own knowledge to the subjects being discussed. You will be dropped a half grade for class participation for the first class missed (without advance notice and excellent reason), and then a full grade in this category (class participation) for each subsequent class missed for any reason.

***Daniel Pink Paper – 5%***

Write a 2 page paper on how the **three As** discussed in this reading affect the industry in which you work (and if you aren't working, either your school, your life or somewhere you volunteer). Think hard. Don't waste time words quoting from the book. Do some research if you don't really know how your industry is being affected – I guarantee you that it is.

***Personal Leadership Papers – 30% (15% each)***

Using The Leadership Challenge, you will apply the *Five Practices and Ten Commitments of Leadership* to an individual project of your choice (may be a professional or personal project). Synthesize your revelations/reflections/changed practices into a 4-5 page narrative that flows coherently and is structured for easy reading. Two papers are required. My expectation is that you will be brutally honest with yourself, giving concrete examples of how you did apply the practices, how you might have applied the practices to achieve better outcomes, and/or how you did the opposite of what K&P re suggesting.

***Communications Plan/Service learning – Total 45% (Contract & Research Outline 5%; Interim Report 10%, Presentation & final plan 30%)***

You will work in three or four person teams on a semester-long service learning project. Graduating second year students are advised to join teams with each other, if possible, as your final projects will be due a week in advance of the other students.

Your team will complete a communications plan for a service learning partner/nonprofit organization that is seeking to make a significant change, either internal or external. Organizations are recruited through the Scott Ross Center.

Each service learning partner will have two teams assigned to them. Though each team will produce its own communications plan, you will need to work cooperatively within your team and with your twin team to prevent duplication and minimize the work for your partners. Working cooperatively with your nonprofit, your team will reconfirm the change process desired by your organization. You will collaboratively produce a contract for your services that will be confirmed with me and your key organizational contact. You will prepare a research outline for my approval. You will also submit to me an outline of who on your team is responsible for what and by when. You will produce an initial service learning reflection on the project for Carolyn Grimes, and to be shared with me.

You will produce an interim “logic model” that outlines your progression from your objective, through your environment scan, to the selection of your strategic questions, to the theories that will drive your strategies. The logic model should be no longer than 2 pages. Logic models will be presented to the entire class.

Your final outcome will be a comprehensive Communications Plan. Details are on the attached outline. In addition to your written plan (which includes a final service learning reflection for Carolyn), each team will also present a 30 minute oral presentation (time allotted will depend on # of projects in the class) touching on critical elements of your plan and including structured class discussion. Each member of the team must present for a roughly equal length of time. You will be assessed on the effectiveness of your presentation. Representatives from the nonprofit organizations will be invited to the presentations.

***Personal Learning Reflection Paper – 10%***

You will complete a two page personal reflection paper. In the paper, you will highlight something in the course that had particular significance to your personal learning. This is not an analysis of course content or an evaluation of the course... this is about a change in your thinking or behavior.

**Required Readings:**

**Books:**

Block, Peter. The Answer to How is Yes. October 2003 ed. Berrett-Koehler, 2003.

Heath, Chip and Dan. Made to Stick. Random House. 2008.

Kouzes, James M., and Barry Z. Posner. The Leadership Challenge. Jossey-Bass, 2003.

Miller, Kivi Leroux. The Nonprofit Marketing Guide. Jossey-Bass. 2010.

Pink, Daniel. A Whole New Mind: Why Right-Brainers Will Rule the Future (Paperback). Riverhead Trade, 2006.

**Articles:** Please see syllabus for required articles.

**About the Instructor**

**Gayle L. Gifford, ACFRE**

Gayle is President of Cause & Effect Inc. ([www.ceffect.com](http://www.ceffect.com)), a consulting firm that provides governance, organization development, communications, public engagement and fundraising support to nonprofits and public sector organizations. Cause & Effects clients include arts and humanities, environmental, community development, educational, and other nonprofits and government agencies such as the ACLU-NJ, Blackstone River Valley National Heritage Corridor Commission, the Diaper Bank, the Rhode Island Foundation, PLAN USA, Grassroots International, the House of the Seven Gables Settlement Association, RI Department of Environmental Management, Office of the Secretary of State of RI, Trust for Public Land New England Regional Office, and WaterFire Providence, among others.

Gayle is the author of two books: [How are we Doing? A 1-hour guide to evaluating your performance as a nonprofit board](#) and [Meaningful Participation, an activist's guide to collaborative policy making](#). She is co-author of the monograph, [Bringing a Development Director on Board](#), #3 in the AFP Ready Reference Series and a regular columnist on boards and fundraising for *Contributions Magazine*. Gayle is one of fewer than 100 individuals internationally who have earned the advanced fundraising credential ACFRE. She is a frequently requested speaker and trainer in the nonprofit sector.

Gayle received an M.S. in organization and management from Antioch University New England and a B.A. in geography from Clark University. She is an instructor at Simmons College in the Masters in Communications Management program and at Brown University in the Masters in Public Humanities. Prior to starting Cause & Effect, Gayle served as Director of Development and Communications at Foster Parents Plan, as Deputy Director/Director of Development & Marketing at Save The Bay, and as Director of Development at CityYear Rhode Island.

Gayle can be reached at:

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SIMMONS COLLEGE MCM 481 Syllabus

**Class Schedule (Subject to Change)**

Date	Topic	Guest Speaker	Reading Assignments to be completed for discussion in this class	Papers/Projects
9/7-10 Online	<b>GETTING STARTED</b> <ul style="list-style-type: none"> <li>• Read syllabus</li> <li>• Complete online class instructions</li> <li>• Buy your books</li> </ul>			<i>Please see the online instructions to be completed by Sept 8.</i>
9/13	<b>A WHOLE NEW WORLD</b> <ul style="list-style-type: none"> <li>• Course overview</li> <li>• Verification and project requirements</li> <li>• Discuss Pink &amp; Block</li> </ul>		“tomato, TOMaTo: Tom’s Re-imagine Manifesto” by Tom Peters (bring with you to class) Pink, D. <u>A Whole New Mind</u> , Chapters 1-3 Block, P. <u>The Answer to How is Yes</u> , Chapter 5	
9/20	<b>SERVICE LEARNING &amp; SELF</b> <ul style="list-style-type: none"> <li>• Research</li> <li>• Discuss Service Learning and Davis article</li> <li>• Overview of class projects and assignments</li> <li>• Contracting</li> </ul>	Simmons College Library Carolyn Grimes, Director of Graduate Service Learning, Scott Ross Center	“What we don’t talk about when we don’t talk about service” Adam Davis Block, P. <u>Flawless Consulting</u> , Chapters 1, 2, 3, 4, 5 & 7 and (on library reserve)	D. Pink Paper due today
9/27	<b>THE COMMUNICATOR AS CONSULTANT</b> <ul style="list-style-type: none"> <li>• Working with your partner</li> <li>• Contracting</li> </ul>	Service Learning Partners	Block, P. <u>The Answer to How is Yes</u> , Chapter 9	Draft list of questions for your partners and for your other team mates
10/4	<b>SYSTEMS AND STRATEGIC THINKING</b> <ul style="list-style-type: none"> <li>• Systems Analysis</li> <li>• Strategic Thinking &amp; Strategic Planning</li> <li>• Behavioral Change Theory</li> <li>• Audiences &amp; Stakeholders</li> </ul>	Julie Sherman, J Sherman Studios	<u>Strategic Thinking: A Discussion Paper</u> and <u>Transtheoretical Model: Stages of Change</u> Kouzes, J. and Posner, B. <u>The Leadership Challenge</u> , Chapters 1-4 Heath. <u>Made to Stick</u>	Change Project contract, research outline, team member assignments (post online). Introductory service learning reflection due by 10/12. Can be sent to me electronically.
10/11	No class Presidents’ Day			

**SIMMONS COLLEGE MCM 481 Syllabus**

<b>Date</b>	<b>Topic</b>	<b>Guest Speaker</b>	<b>Reading Assignments to be completed for discussion in this class</b>	<b>Papers/Projects</b>
10/18	<b>LEADERSHIP</b> <ul style="list-style-type: none"> <li>• Five practices &amp; 10 commitments of leadership</li> <li>• Setting communication objectives and benchmarks</li> <li>• Team Meeting</li> </ul>	TBD	Kouzes, J. and Posner, B. <u>The Leadership Challenge</u> , Chapters 5-6 For class discussion, read the case: "Is the Rookie Ready?" Harvard Business Review, December 2009 available through Simmons Library	Select the personal leadership project that will become the topic of your personal leadership paper
10/25	<b>ORGANIZATIONAL CHANGE</b> <ul style="list-style-type: none"> <li>• Practices &amp; commitments of leadership</li> <li>• Stages of Change</li> <li>• Branding</li> <li>• Action Research</li> <li>• Team Meeting</li> </ul>		Kouzes, J. and Posner, B. <u>The Leadership Challenge</u> , Chapters 7-8 Grossmann, John. "Is Dave Insane? Inside a Brand Makeover." <u>Inc.</u> Jan. 2007. <a href="http://tinyurl.com/dczoyh">http://tinyurl.com/dczoyh</a>	Prepare a 4 page synthesis of the first 3 Practices and Commitments 1-6
11/1	<b>COMMUNICATIONS PLANNING</b> <ul style="list-style-type: none"> <li>• Elements of a plan</li> <li>• Logic models &amp; class exercise</li> <li>• Team Meeting</li> </ul>		Miller. <u>The Nonprofit Marketing Guide</u> "Beyond Bullet Points" (through Simmons online <a href="http://0-library.books24x7.com.library.simmons.edu/bookshelf.asp">http://0-library.books24x7.com.library.simmons.edu/bookshelf.asp</a> )	
11/8	<b>COMMUNICATIONS LOGIC MODELS</b> <ul style="list-style-type: none"> <li>• Teams will present their communications plan logic models for feedback</li> </ul>	Team presentations		Develop Logic Models for your Communications Plan, 15 minute presentations each
11/15	<b>VALUES &amp; AUTHENTICITY</b> <ul style="list-style-type: none"> <li>• Inquiry vs. Advocacy</li> <li>• Teams, Facilitation &amp; Situational Leadership</li> <li>• Team Meeting</li> </ul>		Kouzes, J. and Posner, B. <u>The Leadership Challenge</u> , Chapters 9-13 Block, P. <u>The Answer to How is Yes</u>	Prepare a 4 page synthesis of Practices 4-5 and Commitments 7-10
11/22	<b>EXPLORING THE BOUNDARIES OF LEADERSHIP &amp; PERSONAL DEVELOPMENT</b> <ul style="list-style-type: none"> <li>• Commitment</li> <li>• Story Telling</li> </ul>		Read the Case: Chapter 20 pp 409-418, Reframing Organizations, Bolman, L. & Deal, T. Library Reserve <i>The Neuroscience of Leadership.</i> Pink, D. <u>A Whole New Mind</u> , Part 2	

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Date	Topic	Guest Speaker	Reading Assignments to be completed for discussion in this class	Papers/Projects
	<ul style="list-style-type: none"><li>• Appreciative Inquiry</li><li>• Team Meeting</li></ul>			
11/29	Oral presentations Group 1	Teams		Personal reflections due
12/6	Oral presentations Group 2 & closing	Teams		GRADUATES' DUE 12/6 ALL OTHERS DUE 12/13