



Organizational Communication and Its Social Context

SOIM-UB.9065.1.003. SPRING 2021

Monday 3:30 PM - 6:15 PM

Remote Synchronous

Spring 2021

We know that you may be taking courses at multiple locations this semester. If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for this course site, please make sure that you've completed the online academic orientation via NYU Classes so you are aware of site specific support structure, policies and procedures. **Please contact florence.academicssupport@nyu.edu** if you have trouble accessing the NYU Classes site.

If you are attending in person, you will be instructed to choose your seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol.

Class Description:

Requires Sophomore, Junior or Senior standing

Organizational Communication and its Social Context is the second stage of Stern's four year Social Impact Core Curriculum. Business and its Publics examines the relationships between corporations and society, particularly the social issues that arise from business operations. This course focuses on how companies communicate with multiple audiences: their stakeholders. In OC, you'll learn how organizations respond to varied internal and external audiences using both traditional and emerging communication channels and media. You'll also have the opportunity to master business communication in theory and in practice, applying communication strategy to oral and written business assignments.

Instructor Details:

Name: Stephen Matini

NYUGlobal Home Email Address:

Office Hours: Monday 2:30 pm - 3:30 pm - ZOOM

Inclusion, Diversity, Belonging and Equity

NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity, believing that these values – in all their facets – are, as President Andrew Hamilton has said, "...not

only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities.” At NYU Florence, we are committed to creating a learning environment that:

- fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and
- promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavours.

NYU Florence embraces diversity and recognizes our responsibility to foster an open, welcoming environment where students, faculty and staff of all backgrounds can collaboratively learn, work and communicate. We will continually strive to work together to nurture a culture of inclusivity, compassion and mutual respect.

There are both on-campus and NYU Global resources available to students and staff wishing to share their experiences with us or offer suggestions for improvement. On-campus, students, faculty and staff can contact any one of our three local [IDBE Liaisons](#), [Mary Barbera](#), [Lisa Cesarani](#) and [Angelica Pesarini](#). Students can also contact the [Office of Academic Support](#) or the [Office of Student Life](#) to talk to a member of staff. Students are invited to join the NYU Florence IDBE Student Committee and take on an active role in planning encouraging dialogues on issues around diversity and inclusion.

The Global NYU community can access the [Office of Global Inclusion, Diversity and Strategic Innovation](#) who works closely with students, faculty, administrators, and staff, regardless of where you may be located, to help make every aspect of NYU more equitable. You can contact them at globalinclusion@nyu.edu for more information and resources.

Bias Response Line

NYU's [Bias Response Line \(BRL\)](#) provides an open forum to members of our community and helps to ensure that our community is equitable and inclusive. It is a centralized way to share or report experiences and concerns regarding bias, discrimination, or harassing behavior that may occur within our local or global NYU community. To contact the BRL, please email or call: 212-998-2277.

Desired Outcomes:

On completion of this course, students should:

- Understand how organizations communicate with their internal and external stakeholders (Stakeholder Model of Business), and how communication strategy factors into this process;

- Have developed and applied professional communication fundamentals in presenting and working in teams: presentation delivery techniques, visual communication analysis and practice, team communication and audience analysis;
- Have learned how to use the appropriate tone, choice of words, and document format design for different professional channels of written communication, including memo, report, email, and social media

Assessment Components

Assignment 1: Business Document Analysis

Points: 3

Assignment 2: Best Team Experience

Points: 3

Assignment 3: Student Lectures

Points: 6

Assignment 4: Team Goals

Points: 3

Assignment 5: Individual Written Email

Points: 5 (individual)

Assignment 6: Team Presentation #1: Company Profile

Points: 5 (individual) + 5 (team)

Assignment 7A: Threaded Discussion & Email

Assignment 7B: Threaded Discussion & Email

Points: 5 (team)

Assignment 8: Team Presentation #2: Strategic Issue Response

Points: 5 (individual) + 5 (team)

Assignment 9: Written Report on Communication Channels

Points: 10 (individual)

Assignment 10: Quizzes

- Quiz #1 - Points: 5 (individual)
- Quiz #2 - Points: 5 (individual)

Assignment 11: Team Presentation #3: Final Presentation

Points: 10 (individual) + 10 (team)

Participation

Attendance, class discussion, teamwork

Points: 15 (individual)

TOTAL: 100 points

Failure to submit any required course component results in the failure of the class.

****NB: Commitment:** A student's commitment will be evaluated based on active participation, involvement and contribution in the course either remote or in-person.

Contributions include, but are not limited to: class assignments, tasks, discussion boards, office hours, labs, online chat, and/or the viewing of asynchronous course materials and completion of relevant work. If the student is participating remotely in the courses, it is imperative that they communicate regularly with their faculty members.

Assessment Expectations:

Grade A: The student makes excellent use of empirical and theoretical material and offers structured arguments in his/her work. The student writes comprehensive essays/exam questions and his/her work shows strong evidence of critical thought and extensive reading.

Grade B: The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy

Grade C: The work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement

Grade D: The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research

Grade F: The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible

*Please note, Stern Business courses will adhere to the Stern Grading

Grading Guidelines

Required Grading Language for Core Courses

At NYU Stern, we strive to create courses that challenge students intellectually and that meet the Stern standards of academic excellence. To ensure fairness and clarity of grading, the Stern faculty have adopted a grading guideline for core courses with enrollments of more than 25 students in which approximately 35% of students will receive an "A" or "A-" grade. In core classes of less than 25 students, the instructor is at liberty to give whatever grades they think the students deserve while maintaining rigorous academic standards.

Grading Policy:

Please refer to Assessment Expectations and the policy on late submission of work.

Academic Accommodations:

Academic accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at 212-998-4980 or see the [Moses Center](#) for further information.

Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Center for Students with Disabilities at (212) 998-4980 as soon as possible to better ensure that such accommodations are implemented in a timely fashion. For more information, see [Study Away and Disability](#).

Attendance Policy:

Study abroad at Global Academic Centers is an academically intensive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. In blended course format, students, based on need and circumstance may attend class sessions in-person or remote synchronously online. Both are acceptable and would be considered present in class. Since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the Global Sites is expected. Unexcused absences will affect students' semester participation grade. Faculty will take attendance at the beginning of every class. For Go Local Students studying in Florence, If you have scheduled a remote course immediately preceding/following an in-person class, you may want to discuss where at the Academic Center the remote course can be taken. Both in-person and remote students are responsible for making up any work missed due to absence. Repeated unexcused absences in a course may result in failure. Please be in contact with your professor via email to meet during office hours to discuss any missed lectures and assignments and arrange a timeline for submitting missed work.

Excused Absences:

In case of absence, regardless of the reason, the student is responsible for completing missed assignments, getting notes and making up missed work in a timely manner based upon a schedule that is mutually agreed upon between the faculty member and the student. Absences should be reported to the Office of Academic Support via email and to your faculty member BEFORE your class meets for lesson.

Categories of Excused Absences

Absence Due to Illness

- If you are a Go Local student present in Florence and feel sick, please contact the [Office of Student Life](#) for assistance.
- COVID-19 related family emergencies will be considered as an excused absence
- The Office of Student Life, when assisting you in cases of severe or extended illness, will coordinate with the Office of Academic Support to properly record your absences

Due to Religious Observance

- Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday
- Please note that no excused absences for reasons other than illness can be applied retroactively.

Students with questions or needing clarification about this policy are instructed to contact a member of the Office of Academic Support located in Villa Ulivi or to email florence.academicsupport@nyu.edu

Late Submission of Work

- All course work must be submitted on time, in class on the date specified on the syllabus.
- To request an extension on a deadline for an assignment, students must speak to the professor one week prior to the due date
- To receive an incomplete for a course at the end of the semester, two weeks before final exams, both the student and the faculty member must meet with the Assistant Director of Academic Affairs to review the request and if granted, they must both sign an Incomplete Contract detailing the terms for completing missing coursework.

Plagiarism Policy

PLAGIARISM WILL NOT BE TOLERATED IN ANY FORM

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

In the event of suspected or confirmed cases of plagiarism, the faculty member will consult first with the Assistant Director for Academic Affairs as definitions and procedures vary from school to school.

Writing Center:

The Writing Center, located in Villa Ulivi, offers you feedback on any type of writing, at any stage in planning or drafting. Sign up for a consultation at the [Writing Center's website](#) and submit your working draft or ideas a day in advance to [NYU Florence Writing Center](#). Drop-in for a consultation M-Th, but remember that appointments are given priority. Be assured that very rough drafts are welcome. Please note that we do not correct or "fix" your writing; instead, we prompt you to think and work. Our aim is to create stronger writers in the long term, not necessarily perfect papers in the short term

Required Text(s):

- Russell, Lynn and Munter, Mary (2014) *Guide to Presentations*, Pearson. Available in NYU bookstore, Amazon, and at Florence bookstore: International bookshop - La Feltrinelli, Via de' Cerretani 30/32r, 50123 Firenze.
- A Plain English Handbook: How to create clear SEC disclosure documents. Office of Investor Education and Assistance. (1998). Washington, DC: U.S. Securities and Exchange Commission. Available free [online](#), and Google Drive.
- All other readings will be posted on Google Drive and/or distributed via email.

Copies of each textbook are available for consultation and short term loans in the **Villa Ulivi Library**. Extra copies of some textbooks are also available for semester-long loans. For more information please consult [Books and Course Materials](#).

Supplemental Texts(s):

Texts that students are not required to are in NYU-FL Library or available online.

Internet Research Guidelines:

The careful use of internet resources is encouraged and a list of recommended websites will be given. Failure to cite the internet and other non-traditional media sources in your written work constitutes plagiarism.

Additional Required Equipment:

N/A

Class Assignments

CLASS 1 - February 1, 2021

Readings:

Syllabus

Deliverables:

Speech #0

Something About Me (2')

CLASS 2 - February 8, 2021

Readings:

Guide to Presentations - Chapter 1

Guide to Presentations - Chapter 2
Emotional Intelligence - Chapter 1 - What Emotions Are For? (pp. 3-12)
Emotional Intelligence - Chapter 2 - Anatomy of an Emotional Hijacking (pp. 13-29)
Emotional Intelligence - Chapter 4 - When Smart Is Dumb (pp. 33-45)

Deliverables:

A1 Business Document Analysis

Bring the business document to the class

Speech #1

Movies, TV Series, Books (5-minute). Self-evaluation due to the next class

Speaker #1

Select a speech from TED Talk and write an assessment

CLASS 3 – February 15, 2021

Readings:

Guide to Presentations - Chapter 3
Guide to Presentations - Chapter 4
A Plain English Handbook (pp. 17-35)

Deliverables:

Speech #2

*High School Speech (3-minute)
Self-evaluation due to the next class*

Speaker #2

Select a speech from TED Talk and write an assessment

A2 Best Team Experience

Assignment due on Sunday

Strategic Communication Plan

1. Executive Summary
2. Bibliography, at least 20 sources, MLA

CLASS 4 - Thursday, February 18, 2021 - Make up class

Readings:

Guide to Presentations - Chapter 5
Guide to Presentations - Chapter 6
Global Corporate Citizenship (Resources)
A Plain English Handbook (pp. 37-54)

Deliverables:

A4 Team Goals

Strategic Comm Plan - Part 2

3. *Industry*
4. *Value Proposition*
5. *Products & Services*
6. *Vision, Mission, and Values*
7. *Organizational Culture*

Speech #3

Elevator Pitch (1-minute)
Self-evaluation due to the next class

Speaker #3

Select a speech from TED Talk and write an assessment

Student Lecture #1: Global Corporate Citizenship

CLASS 5 - February 22, 2021

Readings:

Leadership Is a Conversation (Resources)

Deliverables:

A5 Individual Written E-Mail

Part One: Send an email after class

Strategic Communication Plan

8. Leadership
9. SWOT Analysis
10. Strategic Organizational Goals
11. Financial Summary

Student Lecture #2: Leadership Is a Conversation

CLASS 6 - March 1, 2021

Readings:

None

Deliverables:

A6 Team Presentation #1: Company Profile

Team Self-Evaluation due to the next class

A5 Individual Written E-Mail

Part Two

CLASS 7- March 8, 2021

Readings:

None

Deliverables:

A10 Quiz #1

CLASS 8 - March 15, 2021

Readings:

Managing Public Issues (Resources)

Deliverables:

A7 - Threaded Discussion Email - Part A

Strategic Comm Plan - Part 4

12. *Public Issues*
13. *Stakeholders Map*
14. *Stakeholders Analysis*

Student Lecture #3: Managing Public Issue

CLASS 9 - March 22, 2021

Readings:

Strategy & Society (Resources)

Deliverables:

A7 - Threaded Discussion Email - Part B

Strategic Comm Plan - Part 5

15. *Communication Goals*
16. *Target Audiences*
17. *Messages*

Student Lecture #4: Strategy & Society

CLASS 10 - March 29, 2021

Readings:

None

Deliverables:

A8 Team Presentation #2: Strategic Issue Response

Team Self-Evaluation due to the next class

NO CLASS - April 5, 2021

CLASS 11 - April 12, 2021

Readings:

The Corporation and Its Stakeholders ([Resources](#))

Deliverables:

A9 Written Report on Communication Channels

Strategic Comm Plan - Part 6

18. *External Communication Mix*
19. *Internal Communication Mix*
20. *Timeline (12 months)*

Student Lecture #5: The Corporation and Its Stakeholders

NO CLASS - April 19, 2021

CLASS 12 – April 26, 2021

Readings:

None

Deliverables:

None

Guest Lecture

4:00 pm - 5:00 pm

CLASS 13 – May 3, 2021

Readings:

None

Deliverables:

None

CLASS 14 - May 10, 2021

Deliverables:

A10 Quiz #2

CLASS 15 - May 17, 2021

Readings:

None

Deliverables:

A11 Team Presentation #3: Final Presentation

Team presentations due today

Team Self-Evaluation due on Sunday

****Note: The content of “Class Assignments and Topics” is tentative and subject to change****

Class Time Expectations

In light of the unique circumstances of blended instruction, we ask students to consider the following class time expectations to ensure a pleasant and productive class:

- Prepare your workspace for class, limit non-class activities during synchronous class time.
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- If deemed necessary by the study away site (i.e. a COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class. Consider using the chat function or “raise hand” function in order to add your voice to class discussions.
- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.

Final Exams

Final exams must be taken at their designated times. Should there be a conflict between final exams, please bring it to the attention of the Office of Academic Support florence.academicssupport@nyu.edu as soon as this is known to facilitate alternate arrangements. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Required Co-curricular Activities

N/A

Suggested Co-curricular Activities

Suggested optional co-curricular activities will be announced in class and/or via email by the professor throughout the semester.

Your Instructor

Stephen Matini is an Italian-American business coach and consultant specializing in organizational development, leadership development, team building, and change management.

Stephen has worked with both mid-sized and Fortune 500, especially in the engineering, manufacturing, and pharmaceutical sectors. Client portfolio includes multinational matrix organizations in the US, EMEA, and APAC regions like Hewlett-Packard, Novartis, Parker Hannifin, Kraft-Heinz, Gucci, Caritas, and Luxottica.

As a Client Partner for MYLIA, he works directly with business and functional leaders to identify competency gaps and design learning development programs to boost business performance.

Stephen believes that most organizational issues result from breakdowns among key stakeholders, which can be effectively solved by improving communication. Stephen is particularly passionate about sustainable leadership to leverage organizational profitability, agility, and credibility while optimizing costs and risks.

As an adjunct professor, Stephen teaches Organizational Communication at NYU since 2011. He also teaches Organizational Behavior, Foundations of Management, and Business Communication at Florida State University and the Lorenzo de' Medici Institute.

Stephen holds a Master of Arts in Business Communication from Emerson College and a Bachelor of Arts in Modern Literature, Music & Theatre from the University of Florence, where he graduated with honors.

Stephen is a Professional Certified Coach (PCC) with the International Coach Federation (ICF), and an Associate Member of the Chartered Institute of Personnel and Development (CIPD).

ASSIGNMENTS

Strategic Communication Plan

Groups of students will research an organization ([Fortune 100 Best Companies to Work For® 2020](#)) to create a Strategic Communication Plan, which will be presented by using three formal business presentations, A6, A8, A11.

The Strategic Communication Plan will also include an Executive Summary and a Bibliography. The bibliography must include at least 20 sources using MLA.

The Strategic Communication Plan template is available for download at [NYU Classes / Files](#)

Overview

Part 1	1. Executive Summary	February 15
	2. Bibliography (at least 20 sources)	

A6: Team Presentation #1: Company Profile

Part 2	3. Industry	February 18
	4. Value Proposition	
	5. Products & Services	
	6. Vision, Mission, and Values	
	7. Organizational Culture	
Part 3	8. Leadership	February 22
	9. SWOT Analysis	
	10. Strategic Organizational Goals	
	11. Financial Summary	

A8: Team Presentation #1: Strategic Issue Response

Part 4	12. Public Issues	March 15
	13. Stakeholders Map	
	14. Stakeholders Analysis	
Part 5	15. Communication Goals	March 22
	16. Target Audiences	
	17. Messages	

A11: Team Presentation #3: Final Presentation

Part 6	18. External Communication Mix	March 29
	19. Internal Communication Mix	
	20. Timeline (12 months)	

Assignment 1: Business Document Analysis

Locate any 1-page business document that interests you from any company. It can be part of a CEO letter in an annual report; another section of an annual report; an announcement / policy change / memo from their workplace; a full-page ad from a specific company. Think broadly about what can be considered a business document.

Deliverable:

Submit a Word document of no more than 200 words that answers these two questions:

- Why was it written and who is the intended audience?
- Do you think this document is effective? Why or why not?

Upload the Word document to NYU Classes (no PDF)

Assignment 2: Best Team Experience

In CLASS 1 you will be meeting your team for the first time. This is the team you will be working with throughout the rest of the course. As preparation for getting off to a strong start, you will be participating in an Appreciative Inquiry exercise in class.

Think about a successful team experience of your past, and respond to the following questions:

- What were the circumstances?
- How did you feel about being part of this team experience?
- How was the synergy among team members?
- What was the outcome?

Deliverable:

Submit a Word document of no more than 500 words that summarizes the combined positive team experiences of all team members.

Upload the Word document (no PDF) to NYU Classes

Assignment 3: Student Lectures

Students will conduct a 1-hour lecture pertaining to a specific business topic.

Global Corporate Citizenship
Leadership Is a Conversation
Managing Public Issues
Strategy & Society
The Corporation and Its Stakeholders

The purpose of the lecture is to create a lively experience that fully engages your classmates.

Preparation:

Reading:	Read the chapter you have been assigned
Mind Map:	Prepare a mind map of the chapter
Slides:	Design slides for your lecture (Powerpoint, Keynotes, Prezi)
Exercises:	Facilitate “Introductory Exercises” and “Exercises” from the assigned chapter
Engagement:	Create engagement through questions, games, videos
Takeaway:	Highlight 3-5 takeaways by using “Key Takeaway” from the assigned chapter

The Power of a Mind to Map: Tony Buzan
<https://www.youtube.com/watch?v=nMZCghZ1hB4>

A mind map can help you collect, focus, and order all at once. This technique has you:

- 1) Write your general-purpose in the middle of a large sheet of paper and circle it*
- 2) Draw branches from the circle to show your main points*
- 3) Label those branches with a single word, a brief-phrase or an image*
- 4) Add secondary branches off the main ones*

Assignment Due:

Upload slides (PDF) to NYU Classes 1 week before your due student lecture

Assignment 4: Team Goals

Over the course of the semester and you and your team will be doing a series of presentations, which will be graded for both the substance of the material presented and your presentation delivery. Each team will meet with the professor to review both the content and delivery style in the presentation benchmark.

The presentations will be videotaped, and we'll review those together. Just watching yourself on the video will be extremely helpful and you'll also be able to watch how you interact with your teammates. Afterward our review, the team should reach a consensus on several of the goals.

Deliverable:

Submit a Word document of no more than 300 words that states the goals of the team.

Upload the Word document (no PDF) to NYU Classes

Assignment 5: Individual Written E-Mail

Assume that you are an intern working in the Corporate Communication Department of Dunkin' Brands Group. One of the tasks you have been assigned involves monitoring how competitors have been reacting to stakeholder-driven concerns, and how they have been communicating their responses.

Part One:

You will receive a news article from the New York Times. The company highlighted in the news article is Starbucks, a major competitor to the Dunkin Brands Group. You've been asked to read this article and send an email to your supervisor, the Senior Vice President of Corporate Communication in which you assess the relevance of the information to your company. Your supervisor wants to know if there are any implications for your company and whether your company needs to monitor or communicate with any important stakeholder groups, as a result of what is being discussed in the article.

Write a 300 words email to your boss, the SVP of Corporate Communication. Include a subject line.

Upload your email as a Word document (no PDF) to NYU Classes

Part Two:

You will receive further instructions from the Professor via email on how to complete the assignment.

Assignment 6: Team Presentation #1: Company Profile

Groups of students will research an organization ([Fortune 100 Best Companies to Work For® 2020](#)) to create a Strategic Communication Plan, which will be presented by using three formal business presentations.

The Strategic Communication Plan will also include an Executive Summary and a Bibliography. The bibliography must include at least 20 sources using MLA.

For A6 Team Presentation #1: Company Profile your team presentation should inform the class about the most important aspects of the organization you chose. The assignment should incorporate the use of credible information sources, appropriate media resources, and information about the C-suite of the team's company.

Deliverable:

Each team will deliver a 15-minute presentation. Team members must share the speaking time equally.

No PowerPoint bullet slides are permitted, but you may use PowerPoint to show projected photographs, maps, charts, or illustrations. Use minimal visual aids; avoid using dense text slides. Think visually, not verbally on your slides.

Audience: Fellow students in the course.

Intents - As a result of this communication the audience will specifically do, think or say: "..."

Message - Craft an interesting informative message about your company and provide a context for the class to understand your later presentations. Organize your content for effective delivery.

Your presentation should include the following content from the Strategic Communication Plan:

- Industry
- Value Proposition
- Products & Services
- Vision, Mission, and Values
- Organizational Culture
- Leadership
- SWOT Analysis
- Strategic Organizational Goals
- Financial Summary

Upload slides (PDF) to NYU Classes one week prior to the presentation

Group Self-Evaluation

Each recorded presentation will be available on NYU Classes

Each team will review their recorded presentation and fill out a "Presenting Rubric" template available in NYU Classes to create a group self-evaluation

Upload your group self-evaluation to NYU Classes

Assignment 7: Threaded Discussion & Email

Part A – Threaded Discussion

For this assignment, each team member identifies a specific issue that concerns the team's company, and email his or her thoughts to all members of the team. Forward the completed threaded discussion to the Professor. This post will be a preliminary step toward selecting the content for Assignment 8: Team Persuasive Presentation: Strategic Issue Response

In your individual email, your goal is to inform the rest of your team about an issue that is critical to the company. Note that you are uncovering an emerging public issue that you determine will soon affect the company (if it isn't already!). You are not looking for day-to-day operational business problems stemming from competitive challenges or product marketing.

Your issue will undoubtedly involve the interests of one or more concerned (or soon to be concerned) stakeholder groups. Engage in a stimulated persuasive exchange with your classmates via Email until you come to a consensus on the issues discussed.

Part B – Email

As a result of class discussion and the exchange of posts earlier, your team should have a good sense of which stakeholder-drive issues it wants to talk about in the upcoming presentation. For this assignment, the team will jointly compose one e-mail message that will clarify which issues have been chosen.

Objective: To inform the professor about the chosen issues and to justify the team's choices.

Format: Consider the best way to prepare an effective short document that is sent by email and keep in mind the principle of "high skim value". (Something with a high skim value means that one can gain a large amount of information from a text by skimming it.)

This document will be evaluated as a team grade based on a combination of analysis, structure, and format.

Deliverable:

Once completed, save your email thread and upload it as a PDF to NYU Classes

Assignment 8: Team Presentation #2: Strategic Issue Response

For this presentation, your team will prepare a persuasive presentation concerning the primary issues facing your chosen company. As we discussed in class, how an organization responds to issues relates directly to stakeholder relationships.

Assume that your team comprises the task force that has been assembled by the Senior Vice President of Corporate Communication. The SVP wants your team to analyze the primary issues facing the organization and which groups are pushing the issues.

The SVP also asks the team to recommend a course of action that will address the issues and the relevant stakeholders. Keep the AIM model in mind as you prepare your recommendations and consider the appropriate communication channels to use.

Deliverable:

Each team will deliver a 15-minute presentation. Team members must share the speaking time equally.

Use visual aids, but avoid using dense text slides. Think visually, not verbally on your slides.

Audience - SVP of Communication

Intent - To persuade your audience that your issue-response plan will be strategically sound and tactically address critical stakeholders.

Your presentation should include the following content from the Strategic Communication Plan:

- Public Issues
- Stakeholders Map
- Stakeholders Analysis
- Communication Goals
- Target Audiences
- Messages

Upload slides (PDF) to NYU Classes one week prior to the presentation

Group Self-Evaluation

Each recorded presentation will be available on NYU Classes

Each team will review their recorded presentation and fill out a "Presenting Rubric" template available in NYU Classes to create a group self-evaluation

Upload your group self-evaluation to NYU Classes

Assignment 9: Written Report on Communication Channels

Now that your team has identified the critical issues facing your firm and assessed the risks and opportunities related to your company's image and reputation, your team needs to recommend how the company should use communication to enhance your company's image and reputation.

To accomplish this task, you will need to examine the firm's current communication strategy. This can be done by reviewing the company's various websites, social media channels, and also mainstream media reporting.

Then write a 1-page document (300 words) that address the following questions:

- What channels of communication should your company use to communicate about its initiatives to sustain a positive reputation/image?
- What are they using now?
- How effective are the current communication channels in reaching the company's stakeholders?

Readings/reference (all available on NYU Classes/Readings):

- Prof. Cees van Riel, speaking about [stakeholder communication strategies](#)
- The Edelman Company's [Trust Barometer](#)
- Prof. Elliot Schreiber on [corporate reputation](#)
- Harris Poll [Reputation Quotient](#)

Deliverable:

Submit a 1-page Word document (300 words) in standard business document format
Upload the Word document (no PDF) to NYU Classes

Assignment 10: Exams

Although most people don't enjoy taking quizzes, they do provide you with an assessment of how effectively you've absorbed and comprehended assigned readings and class discussions. There will be two quizzes.

Quiz #1 - CLASS 7

Quiz #2 - CLASS 14

Assignment 11: Team Presentation #3: Final Presentation

Your team from Corporate Communication has already addressed the range of issues facing the company and how it should respond. Your presentations to the SVP of Corporate Communication have been forwarded to the C-Suite (CEO, CFO, CIO, etc.) of the company. As a result, the CEO wants your team to assess how effectively the organization is using the communication mix (internal and external communication channels).

Each team will deliver a 15-minute presentation. Team members must share the speaking time equally. Use visual aids, but avoid using dense text slides. Think visually, not verbally on your slides.

Audience - You will deliver a presentation for the C-Suite that recommends the ideal communication mix for the organization. Persuade the C-Suite to accept your recommendations.

Your recommendations to the C-suite should be based on how you answer the following questions, which were the basis for Assignment 9:

- What channels of communication should your company use to communicate about its initiatives to sustain a positive reputation/image? What are they using now? How effective are the current communication channels in reaching the company's stakeholders?

Your presentation should include the following content from the Strategic Communication Plan:

- External Communication Mix
- Internal Communication Mix
- Timeline (12 months)

Keep in mind the following:

- Your audience is the CEO and other members of the C-suite. What information will be most effective in supporting your position to them? Be aware of what they can be expected to know.

Upload slides (PDF) to NYU Classes one week prior to the presentation

Group Self-Evaluation

Each recorded presentation will be available on NYU Classes

Each team will review their recorded presentation and fill out a "Presenting Rubric" template available on NYU Classes to create a group self-evaluation

Upload your group self-evaluation to NYU Classes