PUR 4243 – 29710

Course Title: *Mavericks, Rebels and Change Agents: How "Innovation Communications" Creates Movements, Drives Disruption and Changes the World*

Fall 2024

Time: Thursdays, 1:55 – 2:45 p.m. Hybrid – (Weimer 2050 and Zoom)

Instructor: Jackie Price; LinkedIn: https://www.linkedin.com/in/jackie-price-0b13702/

Email: *jacqueline.price@ufl.edu*
Office hours: By appointment

Prerequisite: PUR3000 with a C or better

REQUIRED TEXTS

All readings will be provided on Canvas, no textbook purchase required.

Participants in this course will be required to watch videos, review relevant articles that are provided and be prepared to actively participate in class discussions. This is an interactive learning "experience" where individual and group discussion takes center stage. All students will be required and encouraged to participate, collaborate in team exercises and challenge their predisposed ideas.

COURSE DESCRIPTION

How do you build a "movement" or a company that changes the world? How do you galvanize people to think, believe and behave differently? How do you create *fascination* and inspire people to "lean forward" toward ideas and concepts that are new – and may be challenged by the established "status quo?"

Welcome to the wild west of "Innovation Communications," where trailblazing visionaries and great communicators inspire great leaps forward. This course is for the bold, the brave and the people who want to be change agents on the front lines of innovation, bringing new ideas, products, services and systems to the world. It's a tough job, but never boring. If you want to lead communications for projects that reinvent, disrupt and inspire positive change, this is the place for you.

COURSE LEARNING OBJECTIVES:

Upon completing this course, participants will:

- Understand the difference between "selling stuff" and creating a "movement"
- Gain a basic knowledge of the role of communications and public affairs in innovation environments
- Learn how to identify audiences and create communications strategies to drive early adoption and fascination
- Understand how to present an innovative and disruptive ideas to the media, the public and "influencers"
- Develop an understanding of the intersection between communications and economic markets in innovative environments
- Gain experience in crisis and public affairs communications
- Learn how to create success metrics and measure the impact and value of innovation communications programs

COLLEGE OF JOURNALISM AND COMMUNICATIONS OBJECTIVES

The Accrediting Council on Education in Journalism and Mass Communications requires that by graduation all students should be able to:

- apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located;
- demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
- demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
- present images and information effectively and creatively, using appropriate tools and technologies;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
- effectively and correctly apply basic numerical and statistical concepts;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply tools and technologies appropriate for the communications professions in which they work

Instructor Interaction

My primary objective is to inspire you to think differently, embrace new ideas, become curious and understand the intersection of people, markets, ideas and incentives when new innovations are launched. These are the characteristics that successful communicators bring to innovative projects.

Participation in discussions is essential for all students, as is an open mind. This "class" is an experience where you will be required to challenge your assumptions, develop your creativity and learn how to explain new ideas, as well as inspire others through many different communications approaches and mediums.

Come ready to learn, ask questions, offer thoughtful ideas and have fun! But leave your phone on silent and in your bag – texting during this experience is strongly discouraged. Participation and being present are required when you're trying to change the world ☺

Late or Missed Work

Grades will be given based on participation, creative and analytical thinking and completion of assignments on time. I'm not up for being a babysitter, so please complete the assignments and do the work on time. I will not accept late work without documentation required by the University. **Your grades will reflect your commitment and professionalism in completing assignments, as well as the effort and enthusiasm you show during the entire experience.**

Attendance

This experience focuses on class participation and group discussion. We are a team and we need everyone to show up and be involved for the team to perform well. If you must miss a class, you are responsible for notifying me in at least 12 hours in advance of the cause of your absence and, if it is due to illness, provide a note from your medical provider. For further information on attendance policy, please consult: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/.

Participants in the class are free to make an appointment for office hours via Zoom, ideally just before or after class.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies

a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with me.

I will document and report all honor code violations, including cheating and plagiarism. The minimum penalty for a violation of the honor code is a zero on the assignment or exam but may be higher depending on the severity of the violation.

Professionalism

This learning experience will be run much like a working startup environment. Please come to class with an open mind, energy, ideas and questions. **We are going to talk about ideas and situations that require critical thinking and diversity of thought. Different opinions and respectful debate are encouraged, even required.** Please show up ready to dive in.

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, https://www.dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu/evals (Links to an external site.). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/ (Links to an external site.).

GRADING & ASSIGNMENTS:

Attendance: 60%
 This is the majority of the grading criteria. You are required to show up on time, ready to contribute to the experience. If you cannot attend a class, please notify me via email at least 12 hours beforehand and provide an explanation as well as a doctor's note if the reason is medical. If you do not notify me of an absence at least 12 hours prior, or if you miss more than 1 class, your grade will reflect these absences.

Participation and Weekly Assignments: 30%
All participants are required to attend **and participate** in classes. Active participation through commenting and asking questions is required to gain full points, your physical presence is not

enough. Participation will be graded daily. Present but no participation will receive no points, present but non-meaningful participation (i.e. simply saying "I agree") will result in half credit, and participation that adds to the discussion via meaningful comments or questions will receive full credit.

Group Assignment: 10%
We will undertake a group project the final 2 weeks of the experience and every member of the team will have both individual and group responsibilities. The project will focus on a highly innovative concept, company or organization and our objective is to take everything we learned and develop a comprehensive communications strategy, execution, delivery and measurement plan.

Grading for the course follows current UF grading policies for assigning grade points (see [here](#)).

The grading scale for the course is as follows:
A = 94.0-100%
A- = 90.0-93.99%
B+ = 87.0-89.99%
B = 84.0-86.99%
B- = 80.0-83.99%
C+ = 77.0-79.99%
C = 74.0-76.99%
C- = 70.0-73.99%
D+ = 67.0-69.99%
D = 64.0-66.99%
D- = 60.0-63.99%
E = below 60%

Tentative Course Schedule*

Week 1 August 22	**What is "Innovation Communications?"** We will explore the practice of communications that bring new concepts, ideas, products and services to markets, and how integrated communications programs are a critical part of every growth strategy. What is different about this work? What is the pace, what are the risks and rewards and how do other factors like the economy and crisis situations come into play when innovations are beginning? ****This class will NOT be live as your professor will be on vacation. There will be a video sent to all enrolled students and homework for week 1 is below.**

	Suggested reading: "Fascinate: How to make Your Brand Impossible to Resist" **Suggested viewing:** • https://www.youtube.com/watch?v=u4ZoJKF_VuA • https://www.youtube.com/watch?v=BpGT7DJAtQ4

Week 2
August 29
	Building a movement vs. "selling stuff"
	
	What's the difference between a sales vs. marketing-driven business? How important is it to create a tribe of believers in a mission if the goal is growth and profitability?
	How do communications leaders create strategies and campaigns to present innovative and disruptive ideas.
	
	Especially ones that will be challenged by the "established" leaders?
	    a) Start with Why: What is your idea and why should anyone care?
	    b) Create a Value Proposition: Something is broken - how do we make it better?
	
	Suggested watching:
	https://www.youtube.com/watch?v=qp0HIF3SfI4&ab_channel=TED
	
	Suggested reading: https://www.amazon.com/Start-Why-Leaders-Inspire-Everyone-ebook/dp/B002Q6XUE4/ref=sr_1_1?crid=2KNJN8TXFBSVM&dib=eyJ2IjoiMSJ9.4kIDXmyJjS0Xw-QcilAjNYVBWc9Yy7Jo2uJqz91oRd67nd2yVBA8ioPR6_y3GWe_3Vsm0rKcOgiF_ODWiNqR4HfTKEkIO2BjwNXPsxlCJs87Fv-WZUAPgWrVbvQ1R0VTlwnVurDdY7xbag5QYpaBdtYsSszvhzIrPXdz5bTvPSvixS4m5fVBFIZQzx9tJUZu3MpLfrzrzYApiaT6S0zGP-vGXCoMH1MYgUaVpbi_VGdWcXbGCSz9C4O5-gGe4AC8yOkX9qqHrUocU5UNbhB0uU_5VF59QdtuCbvxOarMrGw.nPGFrzc71HZ5KO5porBR9K7hgvs3nP6IwKRLWQccgQo&dib_tag=se&keywords=simon+sinek&qid=1714412173&sprefix=simon+%2Caps%2C109&sr=8-1

Week 3 Sept. 5	**Nothing is for "everyone" - Finding your target audience** Trying to speak to everyone often leads to speaking to no one? How do communications leaders create personalization and segmentation strategies to present innovative and disruptive ideas to the most likely adopters? • Who are your people? (Hint: Demographics can deceive) • Thin the herd: Determining who **aren't** your people.

	• How to discover your audience: Who benefits from innovation? **Suggested Watching:** • https://www.youtube.com/watch?v=04pdq5IppL8 • https://www.youtube.com/watch?v=Ci-dtOFHPhU • https://www.youtube.com/watch?v=qzoIAJYPQwo&ab_channel=NordicBusinessForum
Week 4 Sept. 12	**The Snowball - Understanding adoption curves & network effects** One of the most important things any innovative organization has to focus on is adoption of their concepts and solutions. From your earliest champions through to mass adoption, knowing when and who to reach is critical, and ideally this leads to "network effects." This week our goal is to understand the adoption curve and network effects, both of which are the drivers of innovation acceptance and growth, and the backbone of good innovation communications.
Week 5 Sept. 19	**You have 10 seconds: Capturing attention in a noisy world** You know your audience. You've identified the incentives. Now you need to reach people in a very crowded field of constant information overload - and give them something to do. This is a "call to action". The experience this week will be to define the steps you want your audience to take and create a message framework that will inspire and incentivize your early adopter audience to move in your direction.
Week 6 Sept. 26	**Why should I care? Using Game Theory and incentive planning to ignite and inspire your audiences** Game theory in marketing and communication campaigns begins with motivation: Incentives are what trigger people's interest in playing the game. Motivations drive actions that are fulfilled by fun challenges, elevation of social status, recognition from peers, feedback from the community and more. These rewards give customers (players) a sense of achievement. This feeling is what reinforces motivation to keep them interested in the "game" of awareness and adoption. Our focus this week: • Creating Relevant incentives: What's in it for the people you want to inspire? • Instant Gratification: Delivering first impressions that are good enough to share.

	• Creating Momentum: How "Compounding Voices" drive a snowball effect. • Attraction vs promotion: Speaking "at" people vs. drawing them "toward" you through relevant messages and challenges.
Week 7 Oct. 3	**It's about the economy!** The economy always has an impact on innovation. Weak economies often are the genesis for great change and new ways of thinking, while strong economies benefit legacy systems and organizations. Our challenge as communicators is to understand the economic forces shaping our industry and our potential customers /adopters. We have to know the market conditions that we are operating in and what drives them. This week it's all about the economy, its impact on consumption and how we navigate the rollercoaster of global forces that can be both propellers and headwinds facing innovation.
Week 8 Oct. 10	**When Crisis Hits…. How do you communicate when things go wrong?** Heavyweight boxing legend Mike Tyson said: "Everybody has a plan until they get punched in the face." What happens when your product kills people, your CEO gets caught in a sex scandal or a natural disaster wipes out your facility? How do you handle labor strikes, tanking stock price, social-media backlash and constant attacks on every aspect of your innovation from established entities that have much bigger voices than yours? This week we will dive into the crazy, fascinating, stressful but essential world of crisis management and all the communications practices used to manage these risks.

Week 9 Oct. 17	**Testing, testing … Is this thing working?** What are the results we want to achieve? How do we know if our innovative communications plans are working? What if they aren't – how do we pivot to a better plan? Impact measurement is a very overlooked practice for many communications professionals, but it is a focus for the people who fund our campaigns. Our focus this week is to understand the importance of measuring success against defined metrics of success and exploring some of the we have to use measurement tools and practices available to marketing and communications teams. We will look at some of the leading tools and resources that are used to measure the impact of communications activities.
Week 10 Oct 24	**Using Data to Inform Decisions** We will welcome a guest speaker to lead us through "data-driven decisions" and all the ways we can use data to inform communications plans, crisis response and business planning.
Week 11 Oct. 31	**Creating a Communications Launch Plan**
Week 12 Nov. 7	**Group Innovation Project: TBD**
Week 12 Nov. 14	**Group Innovation Project: TBD**
Week 13 Nov. 21	**Final Class (TBD topics)**
Dec 16	**Grades delivered to UF**

Standard UF Policy Information and Links

When submitting materials to AI tools, such as assignment instructions or other content, ensure you have the appropriate permissions for any copyrighted elements. Additionally, avoid sharing any information protected under FERPA, including personal data from educational records (provided via ChatGPT, 2024).

AI Policy for Student Work

In this course you may be asked to use generative AI for some assignments. AI is commonly used in the profession, so familiarity with generative AI tools is important. However, do not let your creative thinking and editing skills lapse! When AI is allowed or encouraged in assignments, you will need to document how AI was used. This could include providing your original prompts, showing the editing that you did to the created content, or using appropriate citation of information obtained via generative AI. If you are using AI when not explicitly allowed, that is considered a violation of the honor code as you are presenting content as your own that was not fully created by you. There are various AI detection tools available (built within Canvas and externally such as ZeroGPT), and many AI platforms follow very formulaic response patterns. If I am concerned that your work is not your own, I will try to verify the originality of your work. If unable to do so, I may ask you to resubmit the assignment detailing how you arrived at your submission.

Student Privacy
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html (Links to an external site.)

In-Class Recording
Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a

guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Policy on Course Syllabi 3 UF, Academic Affairs, July 28th, 2021 Honor Code and Student Conduct Code.

[Campus Resources](#)

Health and Wellness
U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: [http://www.counseling.ufl.edu/cwc (Links to an external site.)](http://www.counseling.ufl.edu/cwc), and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies),
or [http://www.police.ufl.edu/ (Links to an external site.)](http://www.police.ufl.edu/).

Academic Resources
E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. [https://lss.at.ufl.edu/help.shtml (Links to an external site.)](https://lss.at.ufl.edu/help.shtml).

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. [https://www.crc.ufl.edu/ (Links to an external site.)](https://www.crc.ufl.edu/).

Library Support, [http://cms.uflib.ufl.edu/ask (Links to an external site.)](http://cms.uflib.ufl.edu/ask). Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. https://teachingcenter.ufl.edu/ (Links to an external site.).

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. https://writing.ufl.edu/writing-studio/ (Links to an external site.).

Student Complaints
Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf (Links to an external site.).

On-Line Students Complaints: http://www.distance.ufl.edu/student-complaint-process (Links to an external site.).