

## Syllabus for Corporate Reputation Management PUR6616

*The way to gain a good reputation is to endeavor to be what you desire to appear.*

Socrates

*It takes 20 years to build a reputation and five minutes to ruin it. If you think about that, you'll do things differently.* Warren Buffett

### **Instructor:**

Judith Higgins Donohue

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352-603-3941

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**Office Hours:** You may contact me by email or phone between 8 a.m. and 8 p.m.

***Please do not contact me after 8 p.m.***

#### Instructor Bio:

**Judith Higgins Donohue** brings more than 25 years of professional communication experience to the classroom. She holds a B.A. in Sociology and an M.S. in Organizational Communication, both from Regis College in Massachusetts. Donohue started her career as a journalist, first as a reporter for daily newspapers in Connecticut and the Washington, DC area and then as a journalist for McGraw-Hill's business and trade books, including *Engineering News Record* and *Chemical Week*. After 10 years in journalism, Donohue switched to the field of public relations and joined Della Femina McNamee/Creamer Dickson Basford agency.

She has also done public relations writing and media relations for Ketchum and Burson-Marsteller, two of the nation's leading public relations agencies. Her clients have included Bayer, Stouffers, Nestle, US Steel, Pennsylvania Coal Association, Alcoa and Phillip Morris. She has worked extensively in the area of reputation management and crisis communication for her clients.

In the year 2000, Donohue switched from the agency side to the corporate side and spent the next nine years leading the New England public affairs team at Hewlett-Packard. For the past ten years Donohue has applied her communication skills and experience in the classroom, first at Regis College in Weston, MA and University of South Carolina, and currently at University of Florida.

Her specialties are Public Relations, PR Research, Crisis Communication and

Reputation Management. She consistently earns top ratings from students and faculty alike. Over the years Donohue has won many prestigious awards for her writing and public relations work, including the highest honors from such organizations as the Public Relations Society of America (PRSA), the International Association of Business Communicators (IABC) and the American Society of Training and Development (ASTD). At HP, her internal communication work has been cited throughout HP as a “best practice.” She is also a mediator, certified by the Florida Supreme Court.

## **Course Description:**

Using lectures, readings, videos, case studies and discussions, the course will cover the ways a good reputation can be created, monitored, measured and managed.

There will be an emphasis on the importance of business ethics and the role of corporate governance in generating corporate reputation, focusing on how the moral and ethical aspects of corporate behavior and performance can affect a company, creating both positive and negative reputations. Students will consider ethical dilemmas that can arise, especially in times of crisis, and will learn how to develop dynamic and effective communication strategies that safeguard the brand and enhance reputations, while telling the truth to their stakeholders.

Social media will be a key element of this course, as students learn about the challenges of protecting reputation in an era where virtually anyone can launch an attack on reputation, whether personal or corporate.

An important part of this learning experience will be students' sharing their own career-related experiences and understanding through discussions.

*(Note: While this is neither a brand management course nor a crisis communication course, there will undoubtedly be some overlap with these disciplines, especially regarding some of the more sensational corporate reputation management challenges in recent years. This will merely*

*serve to underscore the importance of an integrated approach to reputation management, involving multiple communication specialties.)*

### **Course Website:**

Your course is Canvas (UF e-Learning). Go to <http://lss.at.ufl.edu>. Click the blue e-Learning button. Login with your GatorLink account. Your course will be in the Courses menu on the left navigation. You might have to click All Courses at the bottom depending on how many courses you have taken at UF.

Contact UF Helpdesk <http://helpdesk.ufl.edu/> (352) 392-HELP (4357) if you have any trouble with accessing your course.

**Course Communication:** Please contact me by phone or by **Canvas** email with any questions. In most cases, I will respond within 24 hours. If you think your question might benefit others in the class, please ask it via Course Questions.

### **Course Objectives:**

By the end of this course, students will be able to recognize and articulate the importance of corporate reputation management. They will be able to create a strategic plan to build a good corporate reputation and to monitor, measure and manage that reputation. They will also have the tools they need to avoid, or in some cases, manage attacks on reputation.

### **Course Goal:**

The goal of this course is to teach students about reputation management, its definition and importance as a key asset in today's business community. Using lectures, readings, case studies and discussions, the course will cover the ways a good reputation can be created, monitored, measured and managed.

### **Course Expectations/Overview:**

This is a 16-week online course. All sessions are asynchronous, meaning there are no "live" sessions. Each module will have assigned reading. The course consists of a combination of readings, videos and lectures. In addition to the assigned reading, there will be 12 graded discussions and eight written assignments, the 7<sup>th</sup> assignment being a group project. Work is expected to be completed on time. Late assignments are not accepted. Participation in class discussions is expected to be carried on in a professional matter, respecting the instructor and fellow students.

**Ownership Education:**

As graduate students, you are not passive participants in this course. All students in this program have a background in marketing, advertising, public relations, journalism, or similar fields. This class allows you to not only take ownership of your educational experience but to also provide your expertise and knowledge in helping your fellow classmates. The Canvas shell will have an open Q&A thread where you should pose questions to your classmates when you have a question as it relates to an assignment or an issue that has come up at work. Your classmates along with your instructor will be able to respond to these questions and provide feedback and help. This also allows everyone to gain the same knowledge in one location rather than the instructor responding back to just one student which limits the rest of the class from gaining this knowledge.

**Required Reading Material:**

*Reputation Management: The Key to Successful Public Relations and Corporate Communication* by John Doorley and Helio Fred Garcia, Routledge, (3<sup>rd</sup> edition)

**Harvard Business School case studies.** Follow this link and go to the Harvard Business School site, then register to get the reduced student rate of \$4.25 per article.

The readings will be located in a UF Course Pack on the Harvard site.

<https://hbsp.harvard.edu/import/576024>

**Teaching Philosophy:**

As a communication professional who spent several decades working in journalism and public relations, I understand the importance of being able to articulate ideas and information clearly and accurately. Thus, teaching students to write succinctly is a top priority. It matters little how much one knows if one cannot communicate it well. I encourage “plain talk,” free of inflated language, clichés, vague words (such as “very,” “rather” and “etc.”), buzzwords and corporate-speak. I believe I have an obligation to apply the highest standards of writing excellence in my classes. To that end, I spend a significant amount of time correcting and commenting on written assignments.

Discussion posts should adhere to the same high writing standards as written assignments.

I focus on engaging students through interesting, informative lectures and stimulating discussions. I encourage students to read the work of professionals in the field, and to build on that knowledge, continually looking for ways to extend learning. Students are also encouraged to share their ideas and learn from their peers, exploring and applying new ideas and methods.

I am committed to being both approachable and available, ready to offer guidance and encouragement as needed.

Communication ethics are woven throughout these lessons. I believe it is my job to create an awareness of the ethical issues inherent in every aspect of communication.

I believe that learning should be a pleasant experience, both for the teacher and the student. To that end, I often sprinkle my “serious” readings and discussions with cartoons, videos and funny stories. (Sometimes we can learn as much from Stephen Colbert and Jon Stewart as from Socrates and Aristotle.)

My ultimate goal is to create an environment where students are inspired to be excellent communicators, guided by sound ethical principles.

### **Instructional Methods:**

In general, this course is structured as follows: There will be 15 modules, each one typically consisting of a brief lecture, several readings and videos, a case study and an online discussion related to the case study and reading material. The discussions will be an important part of each module, with substantive posts and thoughtful feedback to others in the course required. There will also be seven written assignments. There will not be any *live* sessions.

### **Attendance Policy:**

Because this is an online asynchronous course, attendance in the form of calling roll will not occur; however, students are expected to sign onto the course site regularly throughout the week to check for course updates in the announcements and discussion sections of the site.

### **Late Work and Make-up Policy:**

Deadlines are critical to this class and late work is not accepted. There are no makeup options. Extensions for deadlines may be approved in rare instances, for example if you are having a baby or attending the birth of your child on deadline day. Family vacations, work-related travel or minor illness are not valid reasons for extensions. Plan ahead! If you anticipate a problem or event that will require an extension, please contact the instructor **PRIOR** to the deadline.

Each module begins on Sunday morning and ends Saturday night at **11 p.m.**

### **Coursework:**

**Issues with uploading work for a grade is not an excuse.** If a student is having technical difficulties with Canvas, there are other means to submit completed work. In the event of technical issues, students may contact the Instructor via UF email. **Students should compensate for possible technical difficulties by not waiting until the last minute to submit work.**

**Suggested technical issue policy:** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Contact UF helpdesk (352) 392-HELP.

**Emergency and extenuating circumstances policy:** Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructors immediately.

Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process: <https://www.dso.ufl.edu/care/medical-withdrawal-process/> .

**Students MUST inform their academic advisor before dropping a course,** whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes.

**Coursework:**

All coursework should be submitted through Canvas.

**Deadlines:**

Initial posting on discussions	11 PM <b>Wednesdays</b>
Response to two classmates' discussions	11 PM EST Saturdays
Assignments	11 PM EST Saturdays

**Grading:**

Your work will be evaluated according to this distribution:

- Discussions 30%
- Written assignments 70%

The final grade will be awarded as follows:

The final grade will be as follows:

A	100%	to	92.5%
A-	< 92.5%	to	89.5%
B+	< 89.5%	to	86.5%
B	< 86.5%	to	82.5%
B-	< 82.5%	to	79.5%
C+	< 79.5%	to	76.5%
C	< 76.5%	to	72.5%
C-	< 72.5%	to	69.5%
D+	< 69.5%	to	66.5%
D	< 66.5%	to	62.5%
D-	< 62.5%	to	59.5%
F	< 59.5%	to	0%

**Weekly Lectures:**

Most weeks there will be a lecture. There will also be several external videos related to the lecture and readings. These videos will vary in length depending on the material. It is your responsibility to watch all the lectures and videos.

**Discussions/Reading Reactions:**

Discussions/reading reactions are a key part of this course, as we seek to learn from scholars, from professionals in the field and from one another. There is no minimum word count, but postings should be substantive, succinct and thought-provoking, adding to the body of knowledge of the group. ("I agree with Joe" is none of these.) Although the discussions are based primarily on the lectures and readings, **outside material, properly cited, is expected**, including personal experience from the student's life and work. **Postings should reflect specifics from the readings and lecture.** See the rubric below regarding discussions.

**Discussions account for 30 percent of the grade.**

**The following rubric applies to discussions:**

<b>Discussion Assignments Grading Criteria</b>			
	<b>0-60 points</b>	<b>61-79 points</b>	<b>80-100 points</b>
<b>Quality of posting</b>	Postings are not relevant to the questions posed.	Postings are well-written and succinct. They reflect the readings, the lecture and some outside source material, but outside source material not cited.	Postings are well-written and succinct. They reflect the readings, the lecture and outside information, with proper outside source material cited.
<b>Quality of reply</b>	Response not relevant to original posting.	Response relevant to posting, but fails to support position.	Response relevant to posting and supports position with factual information.
<b>Understanding of reading and outside source material</b>	Responds to the question posted, but does not mention materials from the readings.	Responds to the question posted and makes reference to readings.	Responds to question posted and demonstrates understanding of material and outside source material; properly cites information.

**Assignments:**

There will be **7** written assignments based on the lectures and readings. Each assignment is worth 10 percent of the grade, for a total of **70 percent**. Written assignments are a key part of this course, and the highest standards of writing are expected. **Written assignments should be double-spaced in 12-point type.** Refer to the rubric below.

**The following rubric applies to all written assignments:**

	<b>100-90 Excellent</b>	<b>89-80 Good</b>	<b>Less than 80 Unsatisfactory</b>
Topic – 20%	Competently describes and contextualizes subject matter.	Capably describes subject matter of assignment with some context.	Fails to fully describe subject matter or to contextualize it
Sourcing – 20%\	Refers not only to course learnings but to substantial outside materials.	Refers to course learnings and some outside materials.	Little reference is made to course learnings and there is no evidence of outside materials.
Relevance – 20%	Cites own experiences or real life incidents to highlight learnings.	Cites some relevant experiences or real life incidents to give additional context.	Material is presented without real world relevance.
Insight – 20%	Offers compelling, focused and persuasive views.	The paper falters at times, but the main points are clear.	Points are unclear, either through misunderstanding or lack of focus.
Writing – 20%	Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible piece of work.	Syntax is clear and the relatively few grammar, punctuation or spelling errors do not impede understanding.	Syntax is not always clear with grammar, punctuation and spelling errors noticeable. This may disrupt understanding.

**University Policy on Accommodating Students with Disabilities:**

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to

the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.

**\*\*Netiquette: Communication Courtesy:**

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.

<http://teach.ufl.edu/wpcontent/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

**Class Demeanor:**

Mastery in this class requires preparation, passion and professionalism. Students are expected, within the requirements allowed by university policy, to actively participate and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online discussions is expected.

My role as instructor is to identify critical issues related to the course, direct you to and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

**Getting Help:**

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

I Repeat: Should you have technical issues, any requests for extensions or make-ups MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request an extension.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

Counseling and Wellness resources

<http://www.counseling.ufl.edu/cwc/Default.aspx> 352-392-1575

- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course, please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

### **Course Evaluation:**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. 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>

### **University Policy on Academic Misconduct:**

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>

The University of Florida Honor Code was voted on and passed by the Student Body in the Fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

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."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

### **ACADEMIC HONESTY**

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that

they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

**Plagiarism:** Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college. **This instructor uses, "Turn-It-In" anti-plagiarism software that identifies exactly which words, phrases and paragraphs have been borrowed from other sources.** Be diligent about citing all nonoriginal material.

**Cheating:** Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

**Misrepresenting Research Data:** The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

**Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.**

Students are expected to adhere to the University of Florida Code of Conduct  
<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

## Get Started!

### Course Introduction

#### Prior to the first class:

##### **Watch: Introductory lecture**

- You will learn a little bit about your instructor.
- You will learn about the key elements of Corporate Reputation Management and why it is important in today's global business community.
- You will review the course requirements, including a description of the learning materials, and requirements for weekly discussions and written assignments.

# Weekly Modules

## Week One: What is the value of Reputation Management and how can we measure it?

### Objectives

1. Explain what reputation management is and why it matters.
2. Articulate some specific ways that reputations can be measured.
3. Discuss the 10 basic precepts of reputation management offered by Doorley and Garcia.

### Lectures

1. Edelman Berland Trust Barometer. [Richard Edelman on the Battle for Truth \(Links to an external site.\)](#).
2. Donohue lecture: *Introduction to Reputation Management*  
[Introduction to Reputation Management \(Links to an external site.\)](#)
3. Fombrun Lecture: <https://www.youtube.com/watch?v=3i5LCr1bTek>

### Readings

1. Doorley and Garcia, Chapter 1 Reputation Management
2. Measuring Images in Changing Contexts for Reputation Management. <http://cb.hbsp.harvard.edu/cbmp/access/https://hbsp.harvard.edu/import/576024>
3. Harris Poll 2018 Reputation Poll : <https://theharrispoll.com/rq-2018-supermarkets-are-now-the-superstars-thanks-to-their-rising-reputation/> (Links to an external site.)[Links to an external site.](#)

### Discussions

1. In just a paragraph or two, tell us a little about yourself, your course of study, your job, if you have one. If you are willing, it would be interesting to hear a little about your special interests, your family, anything that would give us a little insight into who you are.
2. Describe one corporate reputation management disaster that comes to mind and indicate whether, in your opinion, the company was able to recover its reputation. (Not Tylenol, please!) Post to the discussion link.

**REMINDER:** Initial discussion posts are always due **WEDNESDAYS** by 11 p.m. Two responses are due by Saturday at 11 p.m.

## Assignment #1

Some call the reputation rankings by organizations like Forbes, Fortune and Business Week “beauty contests.” Check out the latest Forbes and Fortune rankings online showing which companies have the best reputation. Also, read the Harris poll/Pew research article about rankings in the writing assignment. How valid do you think these rankings are in terms of enhancing a corporation’s reputation? Incorporate your thoughts on the "changing contexts" discussed in the Harvard article. Do you think customers care about a company's values when rating its reputation? (400 words min.)

*Note: As stated in the syllabus, the highest quality of writing is required to succeed in this course. I deduct points for every error in grammar and punctuation that a student in junior high and above should not make carefully. For grammar tips, I suggest going back to a book that was written more than 100 years ago-- "The Elements of Style" by Strunk and White. (There have been many revisions to the original, needless to say. Also keep the AP Stylebook handy.)*

*Something to think about: Your final assignment in this course will be to produce a complete reputation management plan for an actual organization. You should start thinking about this now.*

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## Week Two Ethics and Communication

### Objectives

1. Explain the origin of the word “ethics” and what that implies in terms of reputational management.
2. Distinguish between behaviors that are “unethical,” “immoral,” and “illegal.”
3. Discuss some landmark cases that involved ethical lapses which seriously damaged an organization’s reputation.
4. Identify sources of information to get guidance on business ethics issues.

### Lectures

Donohue lecture *Ethics and Reputation Management* [Introduction to Reputation Management](#)

From hero to laughingstock. Jon Stewart talking about Brian Williams.

<http://thedailyshow.cc.com/videos/j3ware/guardians-of-the-veracity>

### Readings

1. Doorley and Garcia, Chapter 2
2. <http://www.instituteforpr.org/ethics-and-public-relations/> (pages 1-21)
3. Breach of ethics in social media:: <http://www.bbc.com/news/business-41036967>

4. Through the Eyes of a Whistleblower:  
<http://insight.kellogg.northwestern.edu/article/howcitibanks-culture-allowed-corruption-to-thrive>
5. Be aware of Whistleblower protection.  
[https://en.wikipedia.org/wiki/Government\\_Accountability\\_Project](https://en.wikipedia.org/wiki/Government_Accountability_Project)
6. Case study:  
<http://www.prsa.org/AboutPRSA/Ethics/Resources/CaseStudies/EducatorCaseStudy1.pdf>.

### **Assignment #2**

After reading the PRSA case study on online ethics above, please answer the questions at the bottom of the study—briefly and succinctly.



## Week Three: Media Relations

**Learning Objectives:** Upon successful completion of this study week, students should be able to:

1. Explain the function of media relations and the role of an effective media relations person in regards to reputation management.
2. Contrast the role of the corporate spokesperson with the role of the journalist.
3. Articulate some “best practices” of a media relations professional relative to protecting/enhancing corporate reputation.
4. Describe the elements of a good media “pitch.”

### Readings:

1. Doorley and Garcia, Chapter 3 Media Relations
2. [Relationship between PR and media relations: https://instituteforpr.org/academic-inquiry-media-relations-tactical-strategic-function-public-relations/](https://instituteforpr.org/academic-inquiry-media-relations-tactical-strategic-function-public-relations/)
3. <https://www.nytimes.com/2017/06/21/business/media/jay-solomon-fired-wall-street-journal.html> about the ethical implications of relationships with the media. Don't get too friendly.

**Discussion:** When, if ever, is it appropriate to ask the journalist for a list of questions prior to an interview? How about asking to review the quotes the journalist plans to use to insure accuracy? What if the journalist does not agree? Please post your thoughts to the discussion link.

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## Week Four: Social Media and online reputation management

**Learning Objectives:** Upon successful completion of this study week, students should be able to

1. Describe the ethical and legal challenges inherent in social media.
2. List some best practices when faced with social media challenges to reputation.
3. Conduct a social media audit

### Lectures

1. Donohue Lecture: *Online Reputation Management*
2. Presentation on How to Do a Media Audit, Abigail Kneal, UF student, The Agency

### Readings

1. Doorley and Garcia, Chapter 4 Social Media
2. <http://www.betaboston.com/news/2015/07/23/sleazy-internet-domain-sucks-up-the-bucks/>
3. **What are people saying about you?** Learn how to do a social audit. Read what Harvard Business School author Keith Quesenberry says about how to conduct a social media audit. Read this article and download his social media audit

template: <http://www.postcontrolmarketing.com/social-media-audit/> (Links to an external site.)Links to an external site.

4. Building a social media reputation management plan\_ <https://www.socialmediatoday.com/news/build-your-reputation-management-plan-in-5-steps-infographic/518535/>
- 5.Colbert on Fake News—Just for fun. <https://mic.com/articles/161584/stephen-colbert-slams-pizzagate-conspiracy-theorists-after-being-dragged-into-it#.1J1kpDIVj>

### **Assignment #3: Conduct a social media audit**

In this assignment, you will conduct a social audit of an organization of your choice. It can be your workplace or any other organization you are familiar with. See details in module.

## **Week Five: Employee and Organizational Communication, its Challenges and Opportunities**

**Learning Objectives:** Upon successful completion of this week students should be able to: -

1. Articulate ways that employees can be included in a reputation management plan.
2. Enumerate at least six ways to protect the company's reputation during employee layoffs and downsizing.
3. Express some Best Practices to align employee behavior with reputational interests.
4. Explain methods to measure employee engagement

### **Lecture**

Donohue Lecture: *Protecting the Company's Reputation During Tough Times/Mergers and Acquisitions/Layoffs*

### **Reading**

- 1.Chapter 5 Doorley and Garcia
2. **Why are Whole Foods employees crying?** <http://www.businessinsider.com/how-whole-foods-uses-scorecards-to-punish-employees-2018-1> (Links to an external site.)Links to an external site.
3. Case study: Harvard Business Review: Tata Consultancy India article <https://hbsp.harvard.edu/import/576024>

## **Discussion**

What steps did Tata Consultancy take to protect its reputation during layoffs?

## **Assignment #4**

### **Whole Foods! Your employees are crying!**

You are responsible for maintaining a good company reputation specifically among employees.

How would you begin to respond to the article you just read, which has been widely circulated in the community? (Min. 500 words of **ACTUAL CONTENT**, not including your name, the title, citations etc.)

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## Week 6: Government Relations

**Learning Objectives:** Upon successful completion of this study week, students should be able to:

1. Differentiate between government relations and lobbying.
2. Articulate the essence of the lobbyist Code of Ethics.
3. Explain how to use third party advocates to advance a company's reputation.

### Lectures

1. **Guest lecturer:** Sukanti Ghosh, Managing Director, APCO Worldwide, on building relationships with state and local government entities.
2. **Donohue Lecture-** *Using Third Party Advocates to Build Reputation*

### Readings

1. Doorley and Garcia, Chapter 6 Government Relations
2. <http://pac.org/news/think-tanks-a-new-brand-of-lobbying-firms>

### Discussion

#### Lobbying

In your discussion consider this: With lobbying efforts coming under increasing scrutiny, how can a company lobby effectively while preserving a reputation for integrity? Please post your thoughts to the discussion link.

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## Week 7: Community Relations

**Learning Objectives:** Upon successful completion of this study week, students should be able to:

1. Articulate ways to engage the community in order to establish a positive reputation.
2. Identify different "audiences" in the community and conduct a community assessment/audit.
3. Explain how and when to incorporate philanthropy into a community relations strategy.

### Lecture

Donohue lecture: *Building Partnerships in the Community*

### Readings

1. Doorley and Garcia Chapter 7 Community Relations
2. [Tyson Silver Anvil Case Study.pdf](#)

## Discussion

After reading about Tyson's Silver Anvil Award, please discuss what the company's primary objectives were. How did the company engage the community? How did Tyson address the issue of transparency? How do you think the company's reputation was enhanced by this campaign?

**Assignment #5**

A Community Relations Challenge - Your client, a respected community hospital, has applied for a permit to build a large new wing. The expansion will increase the availability of quality health care in the region and will bring more than 100 new jobs to the neighborhood—all things that could enhance the reputation of the hospital. However, construction will require tearing up the neighborhood for more than a year and tearing down two historic buildings. The neighbors are up in arms and the local Historical Society has already articulated its opposition. In fact, they are planning a demonstration on July 4 outside the historic buildings. What are some ways you can win the support of the community, avoid negative publicity and win the support of the community before, during and after the construction? (min. 500 words.)



## Week 8: Investor Relations

**Learning Objectives:** Upon successful completion of this study week, students should be able to:

1. Articulate the goals and roles of investor relations (IR) professionals.
2. Define the legal constraints governing the discipline of IR.
3. Explain the concepts of disclosure and materiality as they affect the communication function.

LECTURE: Ted Talk Conscious Investors

[https://www.ted.com/talks/vinay\\_shandal\\_how\\_conscious\\_investors\\_can\\_turn\\_up\\_the\\_heat\\_and\\_make\\_companies\\_change](https://www.ted.com/talks/vinay_shandal_how_conscious_investors_can_turn_up_the_heat_and_make_companies_change) (Links to an external site.)Links to an external site.

### Readings

- Doorley and Garcia, Chapter 8 Investor Relations

<https://www.ey.com/Publication/vwLUAssets/EY-disclosure-effectiveness-what-companies-can-do-now/%24FILE/EY-disclosure-effectiveness-what-companies-can-do-now.pdf>

### Discussion

What is the optimal relationship between the IR function and the media relations function? How should an IR communication professional balance the desire to position the company as positively as possible with the requirements of formal and informal disclosure of material information? What if the investment situation is bad news? Please post your thoughts on the discussion link.

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## Week 9: Integrated Communication/Global Collaborative Communication

**Learning Objectives:** Upon successful completion of this study week, students should be able to:

1. Describe the global role of the corporate communication professional.
2. Delineate some skills sets required to communicate successfully when doing business across borders and cultures.
3. Discuss some strategies for maintaining productive relationships with local business leaders in a global marketplace

### Lectures

1. Donohue introduction to guest lecturer
2. Lecture by [Robert Grupp](#), Graduate Program Director and Adjunct Instructor, Global Strategic Communications, University of Florida; President, Grupp Global Partners, LLC

## Readings

1. Chapter 9 in Doorley and Garcia Integrated Communication
2. Case study: Doorley and Garcia, pp 259-262 -- Managing a Country's Reputation

## Discussion

Staying ahead of the game and achieving success is difficult when there are so many simultaneous disruptive forces at work in the world today. Global leaders must be open to adopting new skills enabling solutions via collaborative approaches. These include navigation, networking, negotiation and narrative development, not to mention learning, listening, linking and leadership skills. One of the most important learnings is to know what we don't know, rather than rely on intuition. Where does your "global mind-set" spring from? What in your experience and education enables you to take an empathetic yet accurate global perspective? What does it mean to "Think Global, Act Local" on-the-job? What specific steps can individual communication professionals like you do to earn credibility and relevancy working "transnationally?" Please post your thoughts to the discussion link.

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## Week 10 Branding, Integrated Marketing and Reputation Management; Focus on Millennials

**Learning Objectives:** Upon successful completion of this week's study, students should be able to:

1. Explain the difference between branding, marketing and marketing communications.

2. Describe some tactical tools used in branding and marketing communication.
3. Articulate some ways an organization can use its brand image to build and maintain reputation.

## Lecture

### Reputation and Brand: [Defining Reputation Management and Why It's Important](#)

#### Readings

1. Doorley and Garcia Chapter 9 Integrated Communication
2. Do Millennials care about their Corporate Reputations?\_  
<http://www.webershandwick.com/news/article/millennials-at-work-perspectives-on-reputation>
3. How Millennials Evaluate Corporate Reputation:  
<http://www.nielsen.com/us/en/insights/news/2015/millennials-evaluate-corporate-reputation-through-a-new-lens.html> (Links to an external site.)

#### Discussion

Based on what you have read, do you think millennials consider a company's reputation when they make purchasing decisions? If so, do you think they look at reputation any differently than other potential customers? If you are a millennial, please share your thoughts and experiences.

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## Week Eleven: Issues Management and Crisis Communication

**Learning Objectives:** Upon successful completion of this week, students should be able to:

1. Analyze some of the landmark cases in issues management and crisis communication.
2. Describe tactics that communication professionals can use to prevent and control rumors that can damage an organization's reputation.

#### Lectures

1. Introduction to guest speaker- Donohue
2. Lecture by Fred Garcia: "*How to Maintain Trust and Reputation in a Crisis*"

*Not all crises result in loss of reputation, trust, or confidence. Well-handled crises can enhance a reputation, even as poorly-handled crises lead to significant harm. This guest lecture will cover the best practices and foundational principles of maintaining trust and reputation when things go wrong.*

#### Reading

Doorley and Garcia Chapter 10 and 11

## **United Airlines Reputation Challenges- TWO Perspectives:**

- NYTimes "Upshot" column about United Airline's latest reputation disasters.  
[https://www.nytimes.com/2017/04/17/upshot/how-much-would-people-put-up-with-to-avoid-united-airlines.html?em\\_pos=small&emc=edit\\_up\\_20170417&](https://www.nytimes.com/2017/04/17/upshot/how-much-would-people-put-up-with-to-avoid-united-airlines.html?em_pos=small&emc=edit_up_20170417&)
- Here's another perspective on United's Reputation reputation challenge:
- <https://hbsp.harvard.edu/import/576024>

### Discussion

Professor Garcia says that trust stays strong when organizations show they care quickly; trust falls when they fail to show they care. The discussion question: Think of a crisis you've seen in the world where the organization or its leaders quickly showed they cared. How did it turn out? Similarly, think of a crisis you've seen in the world where the organization or leaders failed to show they care. How did it turn out?

## Week Twelve: Corporate Social Responsibility (CSR)

### Learning Objectives:

1. Describe the relationship between corporate responsibility and corporate communication.
2. Define a company's sphere of influence and demonstrate corporate responsibility within that sphere.
3. Explain how corporate communication should be tied to business strategy.
4. Articulate the meaning and importance of transparency.

### Lecture

CSR as a Reputation Management Tool

### Readings

1. Doorley and Garcia- Chapter 12 Corporate Responsibility
2. <https://www.forbes.com/sites/vickyvalet/2018/10/11/the-worlds-most-reputable-companies-for-corporate-responsibility-2018/#2934d9c53371>
3. HBS article about Oil Corp. CSR <https://hbsp.harvard.edu/import/576024>
4. <https://www.forbes.com/sites/susanmcperson/2018/01/12/8-corporate-social-responsibility-csr-trends-to-look-for-in-2018/#453be7c840ce>
5. Case Study: HP's case study on sustainability as a competitive advantage\_ <http://www.hp.com/hpinfo/globalcitizenship/environment/commitment/accenturestudy.pdf>

### Discussion

Think about what you have learned about the elements of an effective CSR program. Analyze a specific CSR program you are aware of and discuss whether it appears to be effective and tied to corporate goals and business strategy. Do you feel the CSR program is helping to enhance the company's reputation as well as its bottom line?

### Assignment #6

#### What's Ahead in 2020 for CSR?

In the January, 2018 Forbes article assigned this week, Susan McPherson predicted CSR trends we might see in 2018. In your opinion, were any of her predictions accurate? Based on what you have been reading here and seeing in the media, what **three** trends in CSR do you see emerging in 2020? What leads you to these conclusions? Be specific. You are asked to make an **educated** guess. There are no wrong answers. (min. 600 words-actual content.)

**Learning Objectives:** Upon successful completion of this study week, students will be able to:

1. Articulate the benefits and challenges of working in communication as a corporate employee versus working on the agency side as a consultant.
2. Explain agency structure and areas of specialty practice
3. Explore various career options for communication specialists

## Lecture

Working as a PR consultant- Louis Capozzi



Session 7 -  
Managing The Cons

## Readings

1. Doorley and Garcia, Chapter 13: PR Consulting
2. [https://ufl.instructure.com/courses/360480/files/40943665?module\\_item\\_id=7126956](https://ufl.instructure.com/courses/360480/files/40943665?module_item_id=7126956)  
(Measuring relationships in PR)

## Week 14: Corporate/Organizational Challenges/Opportunities

**Learning Objectives: By the end of this study week, students will be able to**

- Define the professional communicator's role
- Discuss six challenges facing the public relations professional today
- Have the tools they need to be a "strategic" communicator

## Lecture

Harvard Business School professor and Uber executive Frances Frei:

[https://www.ted.com/talks/frances\\_frei\\_how\\_to\\_build\\_and\\_rebuild\\_trust#t-893875](https://www.ted.com/talks/frances_frei_how_to_build_and_rebuild_trust#t-893875)

## Reading

Doorley & Garcia, Chapter 14

**Discussion** More than 100 years ago, Ivy Lee, often considered the founder of modern public relations, counseled his client, John D. Rockefeller, *"Tell the truth, because sooner or later the public will find out anyway. And if the public doesn't like what you are doing, change your policies and bring them into line with what the people want."*

In 2018, Harvard Business School professor Frances Frei, *lamenting the lack of trust in today's business world, said "If we can learn to trust one another more, we can have unprecedented human progress."* It seems like companies have not made a lot of progress in the last 100 years with regard to building trust. What do you think are the primary obstacles that get in the way of building trust between organizations and their various stakeholders?

## Week 15: Create a Reputation Management Plan

### Assignment #7 GROUP PROJECT

Over the past few weeks you have been learning about the elements of a good reputation management plan. It's time to create your own plan for the organization of your choice. The plan should include elements to create, monitor, measure and manage the organization's reputation. It should be an **actual** organization that might benefit from your work.

You and your partner (TBD) will identify the organization and inform the professor by Nov. 1. (The due date is Nov. 27.) Be sure to provide the name and a brief description of the organization and the reputation challenges it faces. For example, you might be able to help a fraternity with a bad reputation develop a more positive reputation. Or maybe there is a restaurant that got a bad rating from the health department. Or maybe it's a new company just building its reputation management plan. There are plenty of organizations out there needing help. This will involve meeting (by phone, email or in person) with at least one key person in the organization and analyzing any possible threats to its reputation. More details will be provided later in the course.

**Submit your assignment via the Assignment link.** Minimum 1200 words of **actual** content. (*Not including your names, my name, the name of the course/paper, or the citations at the end.*)

## Week 16: Wrap-up: Essentials for a good reputation and course takeaways

### Objectives

1. Know the steps to take to preserve a good reputation
2. Articulate the essential elements of a good reputation management plan
3. Consider how the importance of reputation management might change in the 21<sup>st</sup> century

## **Lecture**

Rachel Botsman is an expert on an explosive new era of trust and technology and what this means for life, work and how we do business. She is an award-winning author, speaker and lecturer at Oxford University's Saïd Business School

1. [https://www.ted.com/talks/rachel\\_botsman\\_the\\_currency\\_of\\_the\\_new\\_economy\\_is\\_trust](https://www.ted.com/talks/rachel_botsman_the_currency_of_the_new_economy_is_trust)

## **Discussion:**

Rachel Botsman says that reputation will become even more powerful in the coming years, replacing credit reports as a measure of trust. She foresees a “dashboard” where reputation data can be collected, store and accessed. She suggests that the resume will become “an archaic relic of the past,” replaced by reputational data. Please share your observations on these points and any other information you gleaned from this interesting video.

## **Assignment #8**

### *What have you learned?*

Based on what we have been reading and talking about these past 16 weeks, how has your understanding of reputation management changed? What are some ways this learning might benefit you in your communication career? Please talk about at least three things you learned that could be used to help a company build or enhance its corporate reputation and three things you would advise an organization to do in the immediate aftermath of a crisis. (Min. 1000 words.) Please post to the [assignment link](#).