

Corporate Reputation Management PUR 6616
Fall, 2016

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

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Office Hours: You may contact me by email anytime or by phone between 8 a.m. and 8 p.m.
Please do not contact me after 8 p.m.

Course Website: lss.at.ufl.edu

Course Communication: Please contact me by phone, by Canvas email or ufl email (donohuej@jou.ufl.edu) 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 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 Objectives:

By the end of this course, students will be able to recognize and articulate the importance of corporate reputation management. They will know how 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.

Expectations:

Students are expected to complete all work on time and in a professional manner, respecting the instructor and fellow students. The highest standards of writing are expected in all discussions and writing assignments.

Required Reading Material:

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

Creating Corporate Reputations by Grahame Dowling, Oxford University Press (2001)
(Available used on Amazon for \$10; Kindle rental \$13.51) (*Just a few chapters from this one.*)

3 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 \$3.95 per article.
<https://cb.hbsp.harvard.edu/cbmp/access/38486210>. The readings, which are used in weeks 1, 5 and 10, will be located in a UF CoursePak on the Harvard site.

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, 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 postings should adhere to the same high writing standards.

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 Jon Stewart and Tina Fey as from Socrates and Aristotle.)

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

Instructional Methods:

In general, this course is structured as follows: There will be 12 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 five 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. 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:

All coursework should be submitted through Canvas.

Deadlines:

Initial posting on discussions	11 PM EST Wednesdays
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 50%
- Written assignments 50%

The final grade will be awarded as follows:

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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 related to the topic is welcome, including personal experience from the student's workplace. **Postings should reflect specifics from the readings and lecture.** See the rubric below regarding discussions.

The following rubric applies to discussions:

Discussion Assignments Grading Criteria			
	0-60 points	61-79 points	80-100 points
Quality of posting	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.
Quality of reply	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.
Understanding of reading and outside source material	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 five written assignments based on the lectures and readings. 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:

	100-90 Excellent	89-80 Good	Less than 80 Unsatisfactory
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
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

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.

===== **Schedule**

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.

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

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

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

Read 6 items:

- Doorley and Garcia, Chapter 1, *Reputation Management*
- Dowling, Chapter 1, pp. 9-17 **and Chapter 10**, *Measuring Images and Reputations Changing Contexts for Reputation Management* (via Harvard Business School Publishing.) Follow this link and go to the Harvard Business School site, then register to get the reduced student rate of \$3.95 per article. <https://cb.hbsp.harvard.edu/cbmp/access/38486210>. The readings, which are used in weeks 1, 5 and 10, will be located in a UF CoursePak on the Harvard site.
- Harris Poll on Reputational Quotient:
http://www.harrisinteractive.com/vault/2015%20RQ%20Media%20Release%20Report_020415.pdf
- **Case Study:** Dowling, pp.45-48 *Air India: War on the Ground*

Watch:

- Donohue lecture: *Introduction to Reputation Management*
- YouTube video featuring Charles Fombrun, widely acknowledged as a leader in the field of reputation management.
<https://www.youtube.com/watch?v=3i5LCr1bTek>

Discuss:

- 1. Introduce yourself to the class.** 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. Air India Case Study**
The Air-India case study tells us what strategies did not work for the struggling airline. Please suggest some ways that Air-India might have improved its reputation when its business was in trouble. Please post your thoughts to the discussion link.

Write: Assignment #1:

Grahame Dowling calls the reputation rankings by organizations like Forbes, Fortune and Business Week “beauty contests.” Check out the latest Forbes and Fortune rankings for

companies with the best reputation. (The Harris poll rankings are also included in the readings.) How valid do you think these rankings are in terms of enhancing a corporation's reputation? Give reasons and examples. (500 words min.)

Week Two Ethics and Communication

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

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

Read 6 items:

- Doorley and Garcia, Chapter 2
- <http://www.instituteforpr.org/ethics-and-public-relations/> (pages 1-21)
- How To Avoid Being the Next Enron <http://www.ethics.org/?q=resource/ten-things-you-can-do-avoid-being-next-enron>
- [Through the Eyes of a Whistleblower:](http://insight.kellogg.northwestern.edu/article/howcitibanks-culture-allowed-corruption-to-thrive)
<http://insight.kellogg.northwestern.edu/article/howcitibanks-culture-allowed-corruption-to-thrive>
 - Be aware of Whistleblower protection.
https://en.wikipedia.org/wiki/Government_Accountability_Project - **Case study:**
<http://www.prsa.org/AboutPRSA/Ethics/Resources/CaseStudies/EducatorCaseStudy1.pdf>.

Watch:

- Donohue lecture *Ethics and Reputation Management*
- From hero to laughingstock. Jon Stewart talking about Brian Williams.
<http://thedailyshow.cc.com/videos/j3ware/guardians-of-the-veracity>
- **OPTIONAL:** 2014 interview with Woodward and Bernstein on 40th anniversary of Watergate break-in <https://www.youtube.com/watch?v=554xlab-u2s>

Write: 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:

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

Read 3 items:

- Doorley and Garcia, Chapter 3 - Deloitte Case Study:
http://www.globalalliancepr.org/website/sites/default/files/nolie/GA%20Awards/Winners/2013%20Global%20Alliance%20Comm%20Prix%20Awards_Deloitte%20TMT%20Predictions_work%20plan%20for%20publication.pdf

Discuss: Deloitte Case Study

Deloitte recognized that its corporate reputation could be advanced by positive media coverage of its annual TMT report. Discuss some of the strategies Deloitte used. Which strategies were most successful and what tools were used to measure success? Please post your thoughts to the discussion link. (Min. 500 words)

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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 :

- Describe the ethical and legal challenges inherent in social media.
- Articulate some best practices to execute when faced with social media challenges to reputation.

Read 3 items:

- Doorley and Garcia, Chapter 4
- *Risky Business* Weber-Shandwick Report, <http://www.online-reputations.com/findings.html>
- <http://www.betaboston.com/news/2015/07/23/sleazy-internet-domain-sucks-up-the-bucks/>

Watch:

- Donohue Lecture: *Online Reputation Management (ORM)*
- Watch: [United Breaks Guitars.docx](#) (three videos and follow-up)

Discuss: United Airlines case

If you were drafting a reputation management plan for United Airlines today, what specific elements might you include in a strategic plan to avoid the ongoing adverse publicity that has plagued them for the past few years? Please post your thoughts to the discussion link.

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Week Five: Organizational Communication, its Challenges and Opportunities

Learning Objectives: Upon successful completion of this week students should be able to: -
Articulate the ways that employees can be included in a reputation management plan.

- Enumerate at least six ways to protect the company’s reputation during employee layoffs and downsizing.
- Express some Best Practices to align employee behavior with reputational interests.

Read 2 items:

- Chapter 5 and 15 Doorley and Garcia

Case study: HBR: Cravens and Oliver study about employees as a key link to corporate reputation management. Harvard case study. Follow this link and go to the Harvard Business School site, then register to get the reduced student rate of \$3.95 per article.

<https://cb.hbsp.harvard.edu/cbmp/access/38486210>. The readings, which are used in weeks 1, 5 and 10, will be located in a UF CoursePak on the Harvard site.

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Watch:

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

Discuss: HBS article. The authors assert that “*Employees are the first step in the process to manage corporate reputation.*” Do you agree with this position? Why? (or why not?) If employees are the link to a good reputation, what are some ways a company can manage and, indeed maximize, this important resource? What is an example of a company known for valuing its employees? Please post your thoughts to the discussion link.

Write: Assignment #3

Describe the “balanced scorecard” approach to employee feedback. How can it be used as a reputation management tool? (Min. 500 words)

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Week 6: Government Relations

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

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

Read 2 items: Doorley and Garcia, Chapter 6

<http://pac.org/news/think-tanks-a-new-brand-of-lobbying-firms>

Watch: Donohue Lecture- *Using Third Party Advocates to Build Reputation*

Discuss: 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:

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

Read 2 items:

- Doorley and Garcia Chapter 7
- Case Study: [starbucks case study](#)

Watch:

Donohue lecture: *Building Partnerships in the Community*

Discuss: Starbucks case study

One element of Starbucks' strategy was to identify and involve other groups that might benefit from its campaign. How effective was this strategy? How might Banana Republic benefit by the association? What other organizations might be logical partners in this campaign? Can you think of any other tactics that might have worked?

Write: Assignment #4

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 down two historic buildings in the area, and the local Historical Society has already articulated some objections. 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.)

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Week 8: Investor Relations

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

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

Read 3 items:

- Doorley and Garcia, Chapter 8
- McKinsey Report: (Rebuilding corporate reputations- Lessons learned in in the 2009 recession)
http://www.mckinsey.com/insights/corporate_social_responsibility/rebuilding_corporate_reputations
- Does Corporate Reputation Influence Investor Choices?
<http://www.palgravejournals.com/crr/journal/v10/n1/full/1550036a.html>

Discuss:

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: Global Collaborative Communication

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

- Describe the global role of the corporate communication professional.
- Delineate some skills sets required to communicate successfully when doing business across borders and cultures.

- Discuss some strategies for maintaining productive relationships with local business leaders in a global marketplace.

Read:

- Chapter 9 in Doorley and Garcia
- Additional reading to be assigned

Watch:

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

Discuss: Developing a Collaborative Mind-Set: Key to Business Leadership in an Unpredictable and Interdependent World

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.

Week 10: Branding, Integrated Marketing and Reputation Management

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

- Explain the difference between branding, marketing and marketing communications.
- Describe some tactical tools used in branding and marketing communication.
- Articulate some ways an organization can use its brand image to build and maintain reputation.

Read 6 items:

- Doorley and Garcia Chapter 10 Integrated Communication
- How Millennials Evaluate Corporate Reputation
<http://www.nielsen.com/us/en/insights/news/2015/millennials-evaluate-corporate-reputationthrough-a-new-lens.html>
- Dowling, Chapter 9, 186-206

- Top Brands ranking by Reputation Management
<http://www.reputationinstitute.com/CMSPages/GetAzureFile.aspx?path=~%5Cmedia%5Cmedia%5Cdocuments%5Cpress-release-for-us-retrak-100-final-051215.pdf&hash=d3ce0b62cb0c7bdaf7983becfcf089e88df6e197d5d7f1a95a76e04981328903>

Case study: HBS *Livestrong: Cycling around Lance Armstrong*. Follow this link and go to the Harvard Business School site, then register to get the reduced student rate of \$3.95 per article. <https://cb.hbsp.harvard.edu/cbmp/access/38486210>. The readings, which are used in weeks 1, 5 and 10, will be located in a UF CoursePak on the Harvard site.

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- CNN article: Livestrong Foundation
<http://www.cnn.com/2013/01/17/living/armstronglivestrong-foundation/index.html>

Discuss: Case Study Lance Armstrong/Livestrong

Few fashion items of the past decade have had more popularity than the yellow “Livestrong” bracelets supporting cancer survivors. Even today, long after Lance Armstrong has fallen from grace, the foundation he started in 1997 is still thriving. The charity that reaches out to cancer survivors continues to raise millions of dollars every year. How do you think this charity—so closely linked to Armstrong—has managed to keep its reputation intact despite the reputational nosedive of its founder? Please post your thoughts to the discussion link.

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Week Eleven: Issues Management and Crisis Communication

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

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

Read 4 items:

- Doorley and Garcia: Chapters 11 and 12 Issues Management and Crisis Communication
- What was Volkswagen Thinking?" Atlantic
- Magazine <http://www.theatlantic.com/magazine/archive/2016/01/what-was-volkswagenthinking/419127/> (Links to an external site.)
- UF's GSC Chair Juan-Carlos Molleda looks at the Volkswagen story from a global perspective: Molleda, J.C. (2015, October 9). Volkswagen's transnational crisis: In full-speed mode. Institute for Public Relations' blog.

[t:http://www.instituteforpr.org/volkswagenstransnational-crisis-%E2%94%82-in-full-speed-mo](http://www.instituteforpr.org/volkswagenstransnational-crisis-%E2%94%82-in-full-speed-mo) (Links to an external site.)

- (Links to an external site.)And also, Molleda, J.C. (2016, January 11). Taxonomy of responses to VW's Goodwill Package reveals PR lessons. PRNews. Available at: bit.ly/1OwJctk (Links to an external site.)

Watch:

- Introduction to guest speaker- Donohue
- 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.

Discuss:

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?

Twelve: Corporate Responsibility

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

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

Read three items:

- Doorley and Garcia- Chapter 13
- Case Study: HP's case study on sustainability as a competitive advantage
<http://www.hp.com/hpinfo/globalcitizenship/environment/commitment/accenrestudy.pdf>

<http://www.forbes.com/sites/jacquelynsmith/2012/12/10/the-companies-with-the-bestcsr-reputations/>

Watch:

- Donohue Lecture CSR as a Reputation Management Tool
- <http://www.slideshare.net/happysammy/the-18-immutable-laws-of-corp-reputation>

Discuss:

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?

Write:

Assignment #5 *What have you learned?*

Based on what we have been reading and talking about these past 12 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. 750 words.) Please post to the assignment link.