PUR 4800-2764 Public Relations Campaigns

Spring 2019 Tuesdays 10:40AM – 11:30AM, Thursdays 10:40AM – 12:35PM
Weimer 1076

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Office Hours: T 12:30pm-2:00pm, R 1:00pm-2:00pm, and by appointment. (Feel free to stop by anytime when my office door is open! ☺)

COURSE DESCRIPTION:

PUR 4800 is the capstone course for the undergraduate program in public relations. As such, it draws heavily on students' previous training in principles, techniques, writing, and research methods to develop and partially implement a public relations campaign for an *actual organizational client*. Students will use the principles and techniques of public relations to analyze case studies, track current public relations issues, create various communication campaigns, and solve real-world problems. The additional advanced learning will come not so much from the instructor or the materials but in the application—the creation of comprehensive communications campaigns that truly communicate.

COURSE FORMAT:

Class time will be dedicated to lectures/discussions and/or time reserved for team meetings and work sessions. Students should prepare to dedicate ample time outside of classroom hours to complete their campaign projects. For the campaign-planning portion, this course will employ the counseling-firm format in which class members form account teams, representing the same organization client. The requirements and expectations of the Team Project will be as rigorous and demanding as students' first job in public relations.

LEARNING OUTCOMES:

By the end of this course, you should be able to:

- Discuss the basic principles of public relations campaign management, including applied research, planning, communication, evaluation, and stakeholder relationship management
- Develop a standard of excellence by analyzing "real life," award-winning campaigns
- Apply strategic, creative thinking in the development of a public relations campaign and collateral materials
- Determine, analyze, and develop communication programs to solve real-world problems

- Consult and advise an actual client on strategic public relations campaign development

RECOMMENDED TEXT:

Bobbit, R., & Sullivan, R. (2013). *Developing the Public Relations Campaigns: A Team-Based Approach 3rd ed.* Upper Saddle River: Pearson.

ADDITIONAL TEXT:

Austin, E. W. & Pinkleton, B. E. (2006). *Strategic Public Relations Management: Planning and Managing Effective Communication Programs.* Lawrence Erlbaum Associates, Mahwah, NJ.

Smith R. D. (2009). *Strategic Planning for Public Relations* (3rd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

CONTINUING READING:

Students are expected to read news periodicals (local, national, and international) and communication-related professional and academic journals regularly. Higher levels of professional competence and authority demand not only awareness of current news events but also an applied understanding of how economic, political, and social trends affect the communication profession. Suggested resources include, but are not limited to, the *Journal of Public Relations Research, Public Relations Review, Public Relations Journal* (http://www.prsa.org/prjournal/), and *PRism* (http://www.prismjournal.org). Other helpful practitioner-based resources include The Institute for Public Relations (www.instituteforpr.com) and PRSA (www.prsa.org).

ABSENCES AND PUNCTUALITY:

Attendance is required for each scheduled class meeting. Each student is allowed ***two*** unexcused absences for the semester. Your final grade may be lowered by one letter grade (e.g., B- to C-) for each unexcused absence beyond two. An excused absence is one supported by documentation (e.g., from UF or a doctor's office) or specially approved by the professor prior to the absence. Regardless of the reason for your absence, you are responsible for all class work missed, and a missed class is not an excuse for missing a deadline. Late arrivals and/or early departures from class, without prior approval from the professor, will be counted as unexcused absences.

OTHER CLASS POLICIES:

- The University of Florida Honor Code applies to all activities associated with this class.
- Class members are expected to read the assigned reading (if any) before class and participate actively in class discussion.
- Although you may use computers in class, internet messaging and surfing are disruptive and, if caught, you may forfeit computer use in the class.
- All work will be judged by professional standards. All out-of-class work must be well written, typed and visually appealing, with no spelling or grammatical errors.

SPECIAL NOTES:

- *Disability Accommodations*: Students needing academic accommodations for a disability must first contact Disability Resource Center (352-392-8565) to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements.
- *Religious Observance*: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.
- *Excused Absences for University Extracurricular Activities*: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up any graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work.
- *Course Evaluations:* Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations 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/."

GRADING:

Grades are *earned* via five modes: (1) Assignments/exercises; (2) Case study presentation; (3) Exam; (4) A final campaign project and presentation [group]; and (5) Class participation

Area	Percent of Grade
Assignments	10%
Case Study	10%
Exam	25%
Campaign Project	40%
Class Participation	15%
	100%

Grading scale: 100-93 A; 92-90 A-; 89-87 B+; 86-84 B; 83-80 B-; 79-77 C+; 76-74 C; 73-70 C-; 69-67 D+; 66-64 D; 63-60 D-; 59 and below E

- **Assignments** include individual writing assignments and/or multiple in-class assignments that will require you to apply the principles, techniques, and skills you've learnt to real-world scenarios and solve various problems. Some writing assignments may be related to your team project.

- For **case presentations,** each team of three students will select and sign up for one (1) year of case studies from the PRSA Silver Anvil website (available at http://www.prsa.org/Awards/SilverAnvil/Search). Each team will be required to read through all the cases of the year and select the best one for analysis and present to the class. **Alternatively,** you may find a casebook of public relations campaign (approved by the professor). Read through all the cases of the book and select the best one for analysis and presentation. Detailed guidelines for case presentations can be found on page 10.

- There will be one closed-book, comprehensive semester **exam** on **<u>March 28.</u>** A study guide will be provided to you prior to the exam. Content of class discussions, required readings, and students' class presentations are subject to inclusion.

- **The final campaign project** requires students to work in teams to research and propose a public relations campaign for an actual client selected by the instructor. A written campaign proposal will be turned in and students will present their campaign design to the client, who will provide oral debriefing. Detailed instructions on the team campaign project are included in this syllabus.

  The Team Project grade is comprised of a Team Grade (75%) and an Individual Grade (25%). Individual grade will be based on peer evaluations. Utilizing confidential forms, team members will evaluate each other's contributions. Team Grade will be based on the quality of the campaign plan book (75%) as well as the final oral presentation (25%).

  Notes: Teams will be responsible for providing supplies and other materials, such as presentation binders and prototypes, which are necessary for producing two copies of a written campaign plan and an oral presentation of **professional quality**. Cost of the production (up to $200) will be reimbursed by the client organization.

- **Participation** points can be earned via the following in-class exercises. NOTE: None of the following in-class exercises may be made-up.
  – Five-Minute "In the News": Every student is encouraged to bring in a PR case from CURRENT events every week for a five-minute informal discussion and critique. Such cases can be found in the news, PR trade publications, the PRSA Website, etc.
  – In-Class Reports: "What points are most clear to you?" and "What do you still not understand?"
  – Q&As/Class Discussions: Your level of engagement and participation in class discussions and work attitude throughout the semester.

COURSE SCHEDULE:

Please Note: As the semester progresses, this schedule may change to reflect the progress and needs of the class and work groups.

Date	Topic	Recommended Readings
Week 1	Syllabus Handed Out	
(Jan 8, 10)	<u>Course Overview and Syllabus Review</u>	
	<u>Review of Fundamentals of Public Relations</u>	B & S: Chapter 1

[An introduction to the course. Fundamentals of public relations are reviewed including definitions and functions of public relations, evolution of public relations, and why public relations is important for organizations' success in the contemporary world.]

- ❖ **Assignment #1: Resumes & Cover Letters (Jan 17)**
- ❖ **Students sign up for case presentation**

Week 2 (Jan 15, 17) — An Overview of the Public Relations Campaign Management Process
Brand Platform

B & S: Chapter 2 & handout

[The public relations campaign process. Focus is on the ROPES model. Brand platform is also discussed.]

- ❖ **DUE in Thursday class (Jan 17): Assignment #1**
- ❖ **Assignment #2: Brand Platform (Due Jan 24)**

Week 3 (Jan 22, 24) — Research — B & S: Chapter 3, 4

[How to identify communication problems based on research findings. The primary research methods—survey, in-depth interviews, and focus groups— are examined. Related issues such as measurement development and data analysis techniques are discussed]

- ❖ **Campaign Project Team formed**
- ❖ **DUE in Thursday class (Jan 24): Assignment # 2**

Week 4 (Jan 29, 31) — Strategic Planning: Goals and Objectives — B & S: Chapter 5

[How to develop goals and objectives based on situational analysis is discussed. Planning and management techniques are introduced.]

- ❖ **Client Meeting (Jan 31)**
- ❖ **Team Project:**
- ✓ **Each team meets separately to compile one brand platform (Vision, Values, and Purpose sections only) that represents the team's shared input and an outline of the major challenges/issues to address in the Team Project.**

- ✓ **Then, the AEs meet - each bringing their team's brand platform and list of campaign issues/challenges to the meeting - and reach agreement on ONE brand platform (Vision, Values, and Purpose sections only) and list of the campaign issues/challenges** *(note: Compile one uniform copy for the whole class that reflects the best collective efforts and wisdom of all the teams).*

- ✓ **Research directors of all teams collectively draft a research plan to coincide with the agreed upon brand platform and campaign issues/challenges to be addressed. This draft includes proposed methodologies, description of respondents, timeline, and <u>instruments</u> (i.e., focus group discussion guide, survey) to be reviewed with the client. Research directors of all teams work together and submit one copy of the research plan for the class. Teams will collaborate in the research design, data collection, and analysis.**

- ❖ **The agreed upon---brand platform, a list of campaign issue, research plan, and instrument drafts are due to Dr. Men via hard copy and email by 10:40am, Feb 12. *****Please indicate clearly team contributions to each part of the research plan (including the instruments) in your submission.*****

Week 5 (Feb 5, 7) — <u>Strategic Planning: Target Audiences</u>
<u>Teamwork</u>

[The concepts of target population, publics, and audiences are discussed. Different theoretical approaches to segment publics are introduced.

Week 6 (Feb 12, 14) — <u>Implementation: Messages and Strategies</u> — Handouts
<u>Creative Thinking Techniques</u>

[Different types of messaging strategies are discussed. The creative thinking process and techniques are examined.]

- ❖ **Team Project:**
- ✓ **DUE via hard copy and email by 10:40am on Tuesday (Feb 12): Agreed upon brand platform, a list of campaign issues, research plan, and instruments.**
- ✓ **Feedback on your research materials will be provided to you on Feb 14.**
- ✓ **Revise and finalize the research plan**

Week 7 (Feb 19, 21) — <u>Implementation: Media Channels</u> — B &S: Chapters 6 & 8

- ✓ **Client Meeting (Feb 19, TBD)**
- ❖ **Team Project:**
- ✓ **AEs, representatives of research directors, and the CEO meet (or e-meet) with the client to validate and finalize brand platform, issues/challenges, and research plan for Team Project on Feb 19.**
- ✓ **Primary research (focus group and survey) data collection begins.**
- ✓ **Progress report on research progress due by March 12 team meeting; formal research report and campaign objectives are due on March 19**

Week 8 (Feb 26, 28) Field Research Week

- ❖ **Team Project:**
- ✓ **Data collection and analysis**

Week 9 (March 5, 7) **SPRING BREAK**

Week 10 (March 12, 14) Field Research, Campaign Team Meetings, and Progress Report

- ❖ **Team Project**
- ✓ **Individual team meetings with Dr. Men on March 12 for research Q&A and progress report.**
- ✓ **Complete collective research report and individual team campaign objectives due by 10:40am, March 19.**

Week 11 (March 19, 21) Logistics, Evaluation, and Measurement B & S: Chapter 10

[Staffing, budgeting, and timing issues related to public relations programing. Introducing the role of measurement in public relations evaluation and why it is important for program success. A historical review of public relations evaluation approaches is provided. Differences between outputs, outtakes, and outcomes are discussed.]

- ❖ **Team Project**
- ✓ **Research report and team campaign objectives due via hard copy and email by 10:40am, Tuesday, March 19.**
- ✓ **Teams meet on their own on March 21 to revise and finalize objectives based on feedback and start working on Programming**
- ✓ **Draft of programming [without prototypes] for campaign plan book DUE via email to Dr. Men on April 4.**

Week 12 (March 26, 28) Review and Exam

Exam scheduled on **March 28**

Week 13 (April 2, 4) Campaign Plan Production

- ❖ **Team Project**

- ✓ **Meet in class on April 2 to continue working on programing; draft ideas review and Q&A with Dr. Men**
- ✓ **Teams meet on their own on April 4 to complete programing draft**
- ✓ **DUE via email by 12:35pm, Thursday, April 4: Draft of programming portion for campaign plan book.**

Note: Dr. Men will be in NYC for the Arthur W. Page Society Spring Seminar on April 4.

Week 14 (April 9, 11) — Campaign Plan Production

- ❖ **Team Project**
- ✓ **Refine programming based on feedback and add prototypes; start working on evaluation and stewardship**
- ✓ **Teams compile a complete draft of the campaign plan book and prototypes for Dr. Men's review on April 18.**

Week 15 (April 16, 18) — Campaign Plan Review, Revision, and Finalization

- ❖ **Team Project**
- ✓ **Complete content for all sections of the campaign plan book**
- ✓ **Campaign plan draft review with Dr. Men and Q & A on April 18**
- ✓ **Teams start drafting PPT outline**

Week 16 (April 23) — Semester Wrap-up, Celebration, and Presentation Rehearsal

- ❖ **Team Project**
- ✓ **Bring the finalized electronic copy of the campaign plan book for Dr. Men's final approval.**
- ✓ **Draft/outline of the PPT review.**

FINAL PRESENTATION & HARD COPY CAMPAIGN PLAN BOOK DUE:
MAY 2 (THURSDAY), 12:30pm-2:30pm

APPENDIX: INSTRUCTIONS ON ASSIGNMENTS AND PROJECTS

ASSIGNMENTS:

Assignment #1: Resumes & Cover Letters **DUE: Jan 17**

- Write resume and cover letter applying for 2 team positions of your preference. The particular layout is of the student's choosing but should include the following elements at a minimum.
- Resumes and cover letters (5 sets) are due via hard copy in class on Jan 17.
- ******* Only 2 cover letter/resume sets should include full name and contact information. This set is to be turned in with 3 additional "blind" sets in which name and contact information are omitted from the resume and the cover letter. i.e., A total of 5 sets will be turned in; resume paper is not required.

RESUME (PREFERABLY 1 PAGE):

Full name and contact information*******
- address, phone, e-mail

College education
- university, anticipated month/year of graduation, major/minor degree, GPA (optional)

List of courses taken that are applicable to positions sought

Work experience
- title, location, main responsibilities, length of time in job

Activities, offices held, honors, volunteerism/community service

Computer skills

Language fluency (if other than English)

COVER LETTER (1 PAGE):

Full name and contact information*******
- address, phone, e-mail

Business letter format

2 positions of interest (i.e., **<u>do NOT write a separate letter for each position sought</u>**)

Brief description of qualifications for positions sought

Refer to attached resume for further review

Express appreciation for consideration

Assignment #2: Brand Platform **DUE: Jan 24**

- Conduct literature review and secondary research (e.g., website, blogs, news coverage, etc.) on our client organization.
- Based on information gathered, draft Vision, Values, and Purpose sections of the brand platform.
- The draft brand platform (Vision, Values, and Purpose sections only) is due in class on Thursday, Jan 24 (also bring a copy to the client meeting).

GUIDELINES FOR CASE PRESENTATION:

A typical case study presentation lasts approximately **15 minutes**. **Be prepared to defend your presentation as the instructor and the class may ask questions throughout the session.**

Using PowerPoint, create slides with appropriate information for each of the following slides. Be sure to provide answers to ALL of the questions listed here as you'll lose points for every question you fail to answer. You may use more than one slide per section.

- Title slide:
    a. List who conducted the program and when. If an agency conducted the program, list the agency and the client.
    b. Also include your name/date/course information on this slide.

- Background/Situational Analysis:
    a. Describe the situation that called for the campaign, including any important background information (i.e., situational analysis).
    b. What's the issue/problem?

- Research:
    a. Describe any research that campaigners conducted to gain insight into the problem/opportunity/audience. Which methods did planners use? How were the findings used to inform campaign planning?
    b. Describe whether they conducted primary or secondary research, and whether it was qualitative or quantitative.

- Target public(s):
    a. Outline the target audiences/publics for the campaign. Who were the primary publics? Any secondary publics?
    b. How were the publics segmented (e.g., demographically, psychographically, geographically, by reputation, by position, etc.)?
    c. Who else, in your opinion, should have been considered as a target?

- Goals/objectives:
    a. Identify each goal as either awareness, attitudinal, or behavioral.
    b. Outline the objectives for the campaign and tell whether these were output or outcome (impact) objectives.
    c. Were the objectives measurable? In other words, did planners quantify each objective (e.g., increase awareness by 40%...)? How could the objectives be re-written to make them more effective?

- Key messages:
    a. List the major messages campaigners wished to communicate in the campaign?
    b. What did planners want the target public(s) to know, remember, think about, or do?
    c. Did they develop a campaign theme/slogan to make the messages more memorable?
    d. If there was no clear theme, what would you suggest?

- Strategy: Identify the strategy or strategies for the campaign. What are the overall concepts, approaches, or general plans to achieve the goal(s) and objectives?

- Tactics/Channels:
    a. Describe how the messages were communicated. Be specific.
    b. Did planners rely on paid/owned/shared/earned media,? Be sure to indicate which is which.
    c. Indicate whether these were communication or action/event-driven tactics.

- Evaluation: Discuss how the campaign was evaluated, what was evaluated, and whether it achieved its stated objectives. What were the results of the campaign?

- Stewardship: Discuss how planners maintained/could have maintained existing relationships with stakeholders throughout the campaign following the principles of stewardship.

- Opinion: On this last slide, explain whether this was a campaign you would have enjoyed planning and executing. Why/why not? Elaborate your key take-aways.

Use your own words. Do NOT "lift" entire sentences and paragraphs from the case study and place them in your presentation. This is plagiarism and you will receive a zero for the assignment.

TEAM CAMPAIGN PROJECT GUIDELINE:

For Spring 2019, class teams will be working with Drawn From Valor (https://www.drawnfromvalor.org/). Students will meet with the client during the fourth week of classes to discuss various public relations issues/challenges and design their research and campaigns accordingly. Likewise, class teams will base their work on an agreed upon brand platform for the client, which will be discussed in further detail in the second week of the semester. Each team will create its own agency name.

Teams will be organized as follows: All students will submit resumes and cover letters (two sets with student name and 3 blind sets - see attached for submittal requirements) seeking two of the five positions of Account Executive (AE), Research Director, Director of Creative Services, Copywriting Director, or Media Director (see attached for job descriptions). Based on the submitted material, the professor, acting as CEO, will select an AE to head each team, and the AEs, in turn, will select members to fill the four remaining positions on their respective teams, subject to final approval by the CEO. If any team exceeds five members, its AE will determine which position to duplicate for his/her team in order to best meet the particular needs of the team; the same holds true if the AE needs to combine two positions to accommodate fewer than five members. Although addressing related client issues based on the same brand platform, the teams will work independently of each other. **However, the research portion of the study - the results of which all teams will share – will be conducted jointly**.

The teams are normally required to conduct two focus groups. Subsequently, the joint research project must yield a combined *minimum* total of 200 usable surveys. Please note: Focus group participants CANNOT be included in the survey portion of the research.

Each team will develop and partially implement a public relations campaign and will submit TWO copies of a written campaign plan book in addition to making an oral presentation to the client (see attached for details). At least **three** (more preferred) of the public relations programming techniques recommended in each plan must be produced as a **professional-level** prototype and provided to the client in both hard copy and electronic format (e.g., finished brochure). In addition, an electronic copy of the team's final PowerPoint presentation must be provided to the client.

As in professional practice, team members will be highly dependent on each other to complete the project successfully. *Under no circumstances will a student be allowed to complete a campaign project on his/her own.* AEs are expected to be the first line of contact to resolve any team problems. Should additional assistance be required, the CEO should be consulted in a timely manner. Unresolved team problems are not an excuse for diminished quality work product or failure to meet the requirements of this course.

As CEO, the professor will conduct multiple in-depth meetings with each team during the semester, at which time members will formally report on their progress in completing the five steps of the public relations process of ROPES: research, objectives, programming, evaluation, and stewardship (see attached for required progress report format) and rehearse their client presentation with the CEO who will provide advice and criticism for each team.

On **May 2**, teams will make their formal oral presentations to the client. Business attire is required.

Campaign Plan Book Format Requirements:

Two (2) hard copies of the campaign plan book are required for successful completion of the Team Project and are due immediately prior to the team's client presentation. Keep in mind that the campaign plan book is a standalone document; that is, it must be self-explanatory and comprehensive. Furthermore, its design and layout should be reflective of professional, not amateur, quality. That is, the campaign book should **not** look like "student" work.

Be cautious of using acronyms, such as ROPES, without first clearly defining them, and avoid use of public relations jargon potentially unfamiliar to the client (e.g., publics) without an accompanying explanation. Everything covered in the client presentation must be included in the campaign book, and the campaign book is expected to include details, such as budgets, that are not thoroughly reviewed in the client presentation.

The campaign plan book is to be divided into sections for Brand Platform, Executive Summary, Research, Objectives, Programming, Evaluation, and Stewardship. The overall look and feel, layout, and format of the campaign plan book are at the team's discretion, but books must include, at a minimum, the elements described below.

Brand Platform
This section includes a copy of the completed brand platform, including Vision, Values, Purpose, and Brand Positioning Statement. It should be accompanied by a one-page summary explaining each of the four parts of the platform. This section of the book is the same for each team and should be written collaboratively.

Executive Summary
This section is a one- to two-page, high-level summary of the issues/challenges addressed and a brief description of work done and conclusions reached/recommendations made in each of the ROPES steps. Someone should be able to read only this section and have a working understanding of the overall scope of the team's campaign. This section is different for each team in that it focuses on the team's unique contribution to the overall project.

Research
This section includes a description of and rationale for the methodologies employed, subsequent findings, and conclusions drawn from the teams' research. The format should be in keeping with an academic research report (i.e., *include in-text references and a References page*), written for an audience who has no knowledge of social science research methods, and include blank copies of any research instruments used. One research section will be jointly written, and each team will include the same research section in the campaign books. *Note: Originals of the completed research instruments, any records of research findings, and SPSS files must be provided to the CEO before the client presentation.*

Objectives
This section describes the team's goal(s) and objectives for the campaign and how each relates to the research findings. Target audiences should also be specified. The objectives section differs for each team.

Programming
This section includes recommendations (strategies and tactics in specific, actionable terms), key messages, budget (delineated costs of implementing each recommendation, including *source, date, and contact info* for estimates provided), timeline, and prototypes created by the team for the client's use. That said, the programming section differs for each team. Electronic files of prototypes and the final PowerPoint presentation must be included in the campaign book to aid the client in future replication, editing, etc.

Evaluation

This section, which differs for each team, explains how the client can evaluate the effectiveness/success of *objectives* presented in the campaign plan – both *during* (process evaluation) *and after* (outcome evaluation) campaign implementation. Evaluation methods will be discussed in class.

Stewardship

This section, which differs for each team, explains how the client can steward the *relationships* established during the campaign process. Stewardship principles will be discussed in class.

Job Descriptions for Team Project:

Account Executive (AE):

Team leader. Has overall and ultimate responsibility for successful coordination, completion, presentation, and delivery of the team's campaign plan. Additional responsibilities include management of team's work schedule, deadlines, budget, and proper alignment of campaign plan with agreed upon brand platform. Primary point of contact for CEO and client. Reports to CEO.

Copywriting Director:

Lead responsibility for writing copy for all campaign materials, assuring grammatical and spelling accuracy, consistency, clarity, and effectiveness in key messages communicated to target audience(s). Reports to AE.

Director of Creative Services:

Lead responsibility for "look and feel" of all campaign materials, including prototype creation of at least three public relations techniques/programs recommended by team and design of the book. Reports to AE.

Director of Research:

Lead responsibility for strategy, implementation, and compilation of research on client organization and applicable publics. Reports to AE.

Media Director:

Lead responsibility for investigation, cost assessment, and recommendation of appropriate media channels (including social media) through which campaign plan programming can be implemented. Reports to AE.

Client Presentation Format Requirements:

On Thursday May 2, each team will have **20** minutes to present a summary of their work, recommendations, and prototypes related to their proposed campaign plan. Please note: Prototypes must be presented in a manner that is clearly visible to a large audience – either through PowerPoint or enlarged posters on easels, etc. Teams are advised to repeatedly practice their presentations within the 20-minute time limit, as it will be strictly enforced. The format of the client presentations is as follows; order of individual team presentations will be determined by the CEO. **Business suits required.** See pg. 20 for the presentation score sheet.

- CEO provides opening remarks.

- Research directors from each team jointly present their methodologies and findings.

- Each remaining member takes part in the team presentation. Allocation of topics is to be decided by the team, but objectives, programming (with prototypes), evaluation, and stewardship must be included. Use of PowerPoint or similar presentation software is required.

- AE closes, invites any additional questions (please note questions may come up during the presentation, so be prepared to respond).

- Questions should be answered by the team member with primary responsibility for the area of inquiry. If needed, the AE can step in to assist and/or arrange for follow-up after the client meeting. Given time constraints, some items may need to be tabled for follow-up discussion, and the AE is responsible for recording these items and ensuring follow-up is completed.

- **Please note:** Dr. Men reserves the right to give an AE a grade of "I" (Incomplete) if the client is not provided with all the campaign book elements described herein or if the AE fails to follow through on a commitment made to the client at the final presentation in a timely manner. Only when client commitments have been met will the grade of "I" be converted to an actual grade that reflects the AE's overall performance in the class.

AGENCY ETIQUETTE:

The following tips for successful group work have been developed by many students before you.

- ✓ **Flexibility in scheduling is a must.** "Everyone is juggling two jobs and lots of classes. You're going to have to make time."
- ✓ **Be on time for meetings.** "No one wants to sit around waiting for someone to arrive. Call immediately if you're going to be late due to an emergency."
- ✓ **Have weekly goals and meet them.** "Complete your assignments ASAP, not just before the next meeting."
- ✓ **Schedule enough time personally to complete assignments.** "Time goes by quicker than you think, so stay on top of deadlines. Don't come to a meeting and say I didn't have enough time to get it done. That just holds us all up."
- ✓ **Come to meetings prepared.** "It's amazing how some students will come unprepared to meetings with photocopied material from the library. Who cares? Tell us what it means."
- ✓ **Take all group meetings seriously.** "There's lots of work to be done. Often it's done in so many steps. Research. Analyze. Research again. Write. Edit. Write it again."
- ✓ **Be patient.** "Everyone is just as tired as you are."
- ✓ **Focus on research in the beginning.** "Determine problems and opportunities based on the research, and then plan the campaign accordingly so that you can measure in the end."
- ✓ **Be accountable to each other.** "Understand how hard it is for everyone and be there for each other. There is no excuse for not getting assignments done."

GRADING RUBRIC FOR WRITING ASSIGNMENTS

A fixed grading scale allows you to earn a 0, 70, 80, 90 or 100 on each project, which will be evaluated as follows:

Grade Earned	Following Instructions	Writing Style	Content
An essay will earn the grade of **0** if it is not turned in by the deadline OR <u>any</u> of the following occurs:	The essay is written without any regard for the instructions provided.	Many errors in grammar, punctuation, spelling, and/or word choice render the essay incomprehensible.	The content of the essay suggests the author is "winging it" without any regard for the assignment OR sources *other than class materials* are not properly referenced.
An essay will earn the grade of **70** if <u>any</u> of the following occurs:	The essay is missing major required elements stated in the instructions.	Three or more errors in grammar, punctuation, spelling, and/or word choice.	The content of the essay suggests the author does not fully comprehend the assignment. Some content is correct but major points are missed.
An essay will earn the grade of **80** if <u>any</u> of the following occurs:	The essay is missing some required elements stated in the instructions.	Two errors in grammar, punctuation, spelling, and/or word choice. Some writing is not very clear and adequate.	The content of the essay suggests the author does not fully comprehend the assignment. Some content is correct but some points are missed.
An essay will earn the grade of **90** if <u>each</u> of the following occurs:	The essay meets the expectations of the instructions provided. All required elements are covered.	No more than one error in grammar, punctuation, spelling, and/or word choice. Writing style is basic but clear and adequate.	The content of the essay suggests the author has an accurate and thorough grasp of the assignment.

An essay will earn the grade of **100** if each of the following occurs:	The essay exceeds the expectations of the instructions provided. Required elements are not only covered, but also enhanced by additional content drawn from class discussions and well-informed insights.	No errors in grammar, punctuation, spelling, and/or word choice. Writing style is advanced yet highly readable and engaging.	The content of the essay suggests the author has an advanced and applied understanding of the assignment. That is, the author incorporates topics covered in class to enhance his/her points in an original way that exceeds expectations.

GRADING RUBRIC FOR CASE STUDY

	Superior 100	**Excellent 90**	**Good 80**	**Fair 70**	**Poor 0**
Completeness	All required components incorporated into submission	Only 1 component not incorporated	Two or more components not incorporated	Up to half of the required components not incorporated	More than half of the required components not incorporated
Thoroughness	Each topic is treated very thoroughly	Each topic is treated somewhat thoroughly	Only some topics are treated somewhat thoroughly	Some topics are treated somewhat weakly	Each topic is treated only weakly
Readings (Application of case materials and theories)	Very clear that readings and theories were understood and incorporated well	Clear that readings and theories were understood and incorporated well	Somewhat unclear that readings and theories were understood	Submission has questionable relationship to reading material and theories	No evidence that readings or theories were incorporated
Accuracy and/or quality of ideas	Contains well-developed original ideas and/or precisely-worded, accurate information	Contains original ideas and/or accurate information	Contains at least some original ideas and/or some accurate information	Contains few original ideas or some accurate information	Contains only unoriginal ideas and/or inaccurate information
Surface features Surface features (e.g., formatting, correct spelling, grammar, complete sentences, and appropriate citation of sources)	Controls very well for surface features (i.e., formatting, spelling, grammar, typographical errors, etc.)	Controls well for surface features (i.e., formatting, spelling, grammar, typographical errors, etc.)	Somewhat lax in control of surface features (i.e., formatting, spelling, grammar, typographical errors, etc.)	Very lax in control of surface features (i.e., formatting, spelling, grammar, typographical errors, etc.)	Lacks acceptable control of surface features (i.e., numerous distracting flaws in formatting, spelling, grammar, etc.)

GRADING RUBRIC FOR THE CAMPAIGN PLAN BOOK

Criteria	Excellent >90	Proficient 80-89	Basic 70-79	Inadequate <70
Format /Mechanics	• Typed & double-spaced • Cover page, references & page numbers • Well-constructed sentences • No grammar or typing/spelling errors • Outstanding design/layout/neatness	• Typed & double-spaced • Cover page, most references included & page numbers • Mostly well-constructed sentences • Relatively free of grammar and spelling/typing errors • Good design/layout/neatness	• Typed & double-spaced • No cover page, references or page numbers • Some poorly constructed sentences • Some grammar and spelling/typing errors • Poor Design/layout/neatness	• Format errors or handwritten • No cover page, references or page numbers • Numerous poorly constructed sentences • Multiple grammar and spelling/typing errors • Poor design/layout/neatness
Structure/ Organization	• Well-organized • Clear background, planning, and recommendations • Ideas are developed in a logical way • Relevant and concisely written	• Well-organized • Clear background, planning, and recommendations • Ideas are developed • Some irrelevant or redundant information	• Some problems with organization • Weak background, planning, and recommendations • Ideas are somewhat developed • Lacks precision	• Problems with organization • Insufficient background, planning, and/or recommendations • Ideas are undeveloped
Research	• Sound and appropriate research methods • Sufficient primary and secondary information related to the issue • Every recommendation is supported by research	• Sound and appropriate research methods • Sufficient primary and secondary information related to the issue • Most recommendations are supported by research	• Some problems with research methodology • Some primary and secondary information related to the issue • Some recommendations are supported by research	• Problems with research methodology • Insufficient primary and secondary information related to the issue • Recommendations have little research support
Application	• Evidence of reflection on and incorporation of concepts, models, tactics, and tools from class discussions/texts	• Evidence of concepts, models, tactics, and tools from class discussion/texts	• Minimal evidence of concepts, models, tactics, and tools from class discussion/texts	• No attempt to apply concepts, models, tactics, or tools from readings or class discussions
Creativity	• A unique or creative approach is used • Ideas are original, interesting, and engaging	• A unique or creative approach is used • Ideas are original and interesting	• Lack of uniqueness and creativity • Some ideas are original	• No evidence of uniqueness or creativity • No original ideas
Completeness /Accuracy	• Content beyond what was required • Specific information and examples used to support points	• Did all that was required • Accurately presented facts and concepts	• Did most of what was required • Accurately presented most facts and concepts	• Did not fulfill requirements • Understanding of facts or concepts inconsistent or inaccurate

SCORE SHEET FOR CAMPAIGN PLAN PRESENTATION

Judge's Name: ________________________ **Team #_______**

On a scale of 1-20, where 1 = "poor" and 20 = "excellent," please rate the team on each of the following five criteria.

1. **Strategic Planning** _______
   - ❍ Each recommendation is supported by primary or secondary research.
   - ❍ Objectives are connected to goals and supported by strategies and tactics.
   - ❍ There are clear statements identifying target audiences and effects desired from each.
   - ❍ There is a plan to use evaluation results to drive stewardship and future campaigns.

2. **Visual Communication** ______
   - ❍ Slides use images that provide clarity and underscore key points.
   - ❍ Presenters use appropriate visual language in their presentation.
   - ❍ Images are cited properly.
   - ❍ There is a cohesive look to the presentation.

3. **Presentation** _______
   - ❍ Overview explains the problem/opportunity and context of the project.
   - ❍ Conclusion includes appropriate and well thought-out recommendations.
   - ❍ Each team member makes a contribution.
   - ❍ Presentation includes stories that contribute to the overarching goal.

4. **Recommendations** _______
   - ❍ Recommendations are relevant to the problem/opportunity and research.
   - ❍ Recommendations are actionable and practical.
   - ❍ Recommendations are likely to be effective.
   - ❍ Recommendations demonstrate creative and critical thinking.

5. **Overall Performance** _______
   - ❍ The performance has a cohesive vision.
   - ❍ The presentation is polished, professional and articulate.
   - ❍ Students work together as a team.
   - ❍ Q&A is handled adeptly with clear, specific answers or "we don't know."

Score:____/100

Comments:

CONCLUSION:

This rigorous course can equip you with the skills you need to attain an internship and entry-level position in public relations. I am looking forward to a great semester together! ☺