

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

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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 9 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 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, 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 life and 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 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 12-week/12 module 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 **10** online **group discussions** and **seven written assignments**. 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, (3rd edition)

4 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. (**weeks 1, 5, 11 and 12**)

<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, 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 Stephen Colbert 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 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. Student may email .zip files or even links to Dropbox folders to Instructor via UF email. Students should compensate for technical difficulties by not waiting until the last minute to submit work. If you wait until 10:58 p.m. to post, you may be disappointed.

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 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 30%
- Written assignments 70%

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, 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:

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 **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:

	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.

Writing Help: As you will hear throughout this course, you are enrolled in one of the best journalism schools in the nation. Therefore, the highest standards of writing excellence will be expected. If you need help with writing, contact the UF Writing Center, <https://writing.ufl.edu/writing-studio/for-students/> (Links to an external site.)Links to an external site.

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. (Instructors also have tools that show the amount of time spent in the course each week.)

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:

- Doorley and Garcia, Chapter 1, *Reputation Management*
- *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 \$4.25 per article. <https://hbsp.harvard.edu/import/576024>
- <https://theharrispoll.com/reputation-quotient/#>

Watch:

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

- **Edelman Berland Trust Barometer**

Edelman is the world's largest public relations firm, with more than 5,000 employees in 65 cities, as well as affiliates in more than 35 cities. Edelman Berland is its research arm. The Edelman Trust Barometer research, published annually for more than 15 years, is widely-cited and used across industries and nations as a gauge of public trust.

[Richard Edelman on the Battle for Truth \(Links to an external site.\)Links to an external site.](#)

Discuss:

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.

Finally, please state **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 or oil spills, 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. **THIS WILL NOT SHOW IN YOUR COURSE CALENDAR.**

Write:

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 ranking in the writing assignment. How valid do you think these rankings are in terms of enhancing a corporation’s reputation? Also, 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? (500 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. SpelChek is not always your friend. Edit 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.)

ONE MORE THING 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

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:

- Doorley and Garcia, Chapter 2
- <http://www.instituteforpr.org/ethics-and-public-relations/> (pages 1-21)
- <http://insight.kellogg.northwestern.edu/article/howcitibanks-culture-allowed-corruption-to-thrive>
- Thinking about being a Whistleblower? <https://www.whistleblowers.org/resources/faq-page/know-your-rights-faq>

- Breach of ethics in social media: <http://www.bbc.com/news/business-41036967>Links to an external site.
- CaseStudy:<http://www.prsa.org/AboutPRSA/Ethics/Resources/CaseStudies/EducatorCaseStudy.pdf>

Watch:

- Donohue lecture *Ethics and Reputation Management*

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.

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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:

- Doorley and Garcia, Chapter 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.

Discuss: 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

- Describe the ethical and legal challenges inherent in social media.
- List some best practices when faced with social media challenges to reputation.
- Be able to conduct a social media audit

Read:

- Doorley and Garcia, Chapter 4
- What are people saying about you? Read Harvard Business School author Keith Quesenberry's article about how to conduct a social media audit. Download his social media audit template: <http://www.postcontrolmarketing.com/social-media-audit/>
- How to build a social media reputation management plan: <https://www.socialmediatoday.com/news/build-your-reputation-management-plan-in-5-steps-infographic/518535/> (Links to an external site.)Links to an external site.

Watch:

- Abigail Kneal from UF's "The Agency" - Social Audit for Gainesville organization
- <https://mediasite.video.ufl.edu/Mediasite/Play/e7f81627ee6c452d853a75b53f2bff2c1d> (Links to an external site.)Links to an external site.

- **Just for fun: Colbert on Fake News (It can hurt your reputation.)**
 - <https://mic.com/articles/161584/stephen-colbert-slams-pizzagate-conspiracy-theorists-after-being-dragged-into-it#.1J1kpDIV> (Links to an external site.)Links to an external site.
- Donohue Lecture: *Online Reputation Management*

Write:

Assignment #3: Conduct a social media audit

In this assignment, you will conduct a social media audit of an organization of your choice. It can be your workplace or any other organization you are familiar with. Be specific in analyzing what people are saying. You should examine several social media platforms.

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

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

Articulate 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:

- Chapter 5 and 15 Doorley and Garcia
- **WHOLE FOODS: *Your employees are crying!***
<https://www.businessinsider.com/how-whole-foods-uses-scorecards-to-punish-employees-2018-1>
- Tata case study: Harvard business School Publishing
<https://hbsp.harvard.edu/import/576024>

Watch:

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

Discuss:

After reading the Tata case study, please discuss the strategies Tata used to protect its reputation during corporate restructuring?

Write: Assignment #4 Respond to "Whole Foods! Your employees are crying!"

You are responsible for maintaining a good company reputation for Whole Foods, both among

employees and customers. What action would you take in response 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:

- 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:

--Doorley and Garcia, Chapter 6

--Lobbyist Code of Ethics

- o <http://www.ncsl.org/research/ethics/tools-of-the-trade-guidelines-to-ethical-lobbying.aspx>

[https://www.usnews.com/news/best-states/pennsylvania/articles/2018-01-20/think-tanks-blurred-lines-of-fact-fiction-interest-grou](https://www.usnews.com/news/best-states/pennsylvania/articles/2018-01-20/think-tanks-blurred-lines-of-fact-fiction-interest-groups)s (Links to an external site.)

Watch:

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

--Guest Lecture by *Sukanti Ghosh, senior director, APCO Worldwide.*

[IMG_3173.MOV](#) (Links to an external site.)

Discuss: Lobbying with integrity

In your discussion consider this: With lobbying efforts coming under increasing scrutiny, how can a company (or a country) lobby effectively while preserving a reputation for integrity? Be sure to reflect the readings in the post. 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
- Tyson Case Study. PRSA Silver Anvil winner
<file:///C:/Users/judit/Downloads/Tyson+Silver+Anvil+Case+Study.pdf>

Watch:

Donohue lecture: *Building Partnerships in the Community*

Discuss: TYSON case study: What were Tyson's primary objectives? How did the company engage the community? How did they address the issue of transparency?

Write: Assignment #5**PROJECT #1**

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 items:

- Doorley and Garcia, Chapter 8
- [https://www.ey.com/Publication/vwLUAssets/EY-disclosure-effectiveness-what-companies-can-do-now/\\$FILE/EY-disclosure-effectiveness-what-companies-can-do-now.pdf](https://www.ey.com/Publication/vwLUAssets/EY-disclosure-effectiveness-what-companies-can-do-now/$FILE/EY-disclosure-effectiveness-what-companies-can-do-now.pdf)

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: Integrated Communication/Global Collaborative Communication

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

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

Read:

- Chapter 9 Doorley and Garcia
- Case study: Doorley and Garcia, pp 259-262 -- Managing a Country's Reputation

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.

Assignment #6 – Project #2: Develop a reputation management plan

Now that you have learned many of the key elements of a good reputation management plan, it's time to put your knowledge to work. Your assignment this week is to identify an organization that can use your help, perhaps an organization that you are involved in, either at school, at work, or in the community. It can be organization that has had some reputational challenges or perhaps an organization that can benefit from having a basic plan in place to build and maintain a good reputation. You do not need to create a full-fledged plan, just an **outline** (with bullet points) of specific steps the organization might take to build or enhance its reputation internally and externally. You might also include a brief section about what to do in the face of a reputational disaster. Submit your paper to the assignment link. (Max. 1,500 words.) NOTE: Be sure to provide a brief description of the organization and the reputation challenges it faces, if applicable. (For example, you might be able to help a fraternity with a bad reputation develop a more positive reputation.) This will involve meeting (by phone, email or in person) with at least one key person in the organization.

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, maintain or restore its reputation.

Read:

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

Case study: <file:///C:/Users/judit/Downloads/DeflateGate%20Case%20Study.pdf>

Discussion:

To what extent can lessons learned from DeflateGate apply to other organizations or individuals in need of image restoration? Please post your thoughts to the discussion board.

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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 historic 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:

- What was Volkswagen thinking? Juan-Carlos Molleda, former Public Relations Chair at UF, looks at the Volkswagen story from a global perspective: <http://www.instituteforpr.org/volkswagens-transnational-crisis-%E2%94%82-in-full-speed-mo> (Links to an external site.)Links to an external site.

TWO United Airlines reputation stories:

- NYT times Upshot Column: 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& (Links to an external site.)Links to an external site.
- Harvard Business School article: United Airlines’ Reputation Recovery Challenge <https://hbsp.harvard.edu/import/576024>

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:

- Doorley and Garcia- Chapter 11
- <https://www.forbes.com/sites/vickyvalet/2018/10/11/the-worlds-most-reputable-companies-for-corporate-responsibility-2018/#2934d9c53371>
- Harvard Business School article about ethical implications of OilCorp's CSR:
<https://hbsp.harvard.edu/import/576024>

Watch:

Donohue Lecture: CSR as a Reputation Management Tool

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 #7 [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](#).