

UNIVERSITY OF FLORIDA
College of Journalism and Communications – Department of Public Relations
Corporate Reputation and Communication (☼)
Course PUR 6616
Section 736H Summer C 2015
Online

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(☼) This syllabus is subject to change, as necessary and appropriate.

GENERAL DESCRIPTION OF THE COURSE

Course Description

This course examines the fundamental roles that communication plays in corporate reputation affairs, including developing reputational intelligence, understanding and meeting stakeholder expectations, developing and actualizing a reputational platform, managing reputation risk, and building and changing corporate reputation.

Objectives

Students are expected:

1. To become familiar with the key questions, assumptions, problem areas and potential contributions that the different disciplinary perspectives within communication offer to matters tied to corporate reputation.
2. To learn:
 - How, where, and why corporate reputations emerge,
 - What the organizational, communicative, and relational consequences are,
 - How organizations should respond, and
 - How one should lead the organization's responsive process;
3. To develop communication strategies, policies, performance metrics, and feedback loops for building desired corporate reputations and avoiding undesirable ones;

4. To gain experience with the variety of methodologies that can be applied to the measurement and management of corporate reputation;
5. To develop one's sensitivity, moral compass, ethical framework, and values as a foundation for corporate reputation development and change.
6. To develop skills by writing and proposing a strategic communication plan focused on corporate reputation building, maintenance, and/or change, including situation analysis, formative and evaluative research, strategy, and tactics.

Course Format:

This course consists of readings, discussions, class summaries (collaborative writing), case studies, and a consulting project proposal. There are few lectures. This course is organized as a journey where exploration, reflection, and co-construction of knowledge occurs rather than definitive, expert answers given.

Books

1. Carroll, C. E. (2013). *The Handbook of Communication and Corporate Reputation* (1st Ed.). Oxford, UK: Wiley-Blackwell Publishers.
2. Dowling, G. R. (2001). *Creating Corporate Reputations: Identity, Image, and Performance*. Oxford, UK: Oxford University Press.
3. Schultz, M., Hatch, M. J., & Larsen, M. H. (2000). *The Expressive Organization: Linking Identity, Reputation, and the Corporate Brand*. Oxford, UK: Oxford University Press.
4. Smith, R. D. (2013). *Strategic Planning for Public Relations* (4th ed.). New York, NY: Routledge Publishers.

Reading Packet

A Reading Packet available online. Please see the course schedule for the complete list of readings. There may be additional readings in the form of handouts or discussion postings at various times during the term.

- Carroll, C. E. (2012). The OTRI-I Audit and the Detection and Expression of Hidden and Blind Organizational Identities: Implications for Managing Reputational Intelligence, Authenticity and Alignment. *Corporate Reputation Review*, 15(3), 179-197. doi: 10.1057/crr.2012.11
- Carroll, C. E. (in press). Corporate reputation. In W. Donsbach (Ed.), *The International Encyclopedia of Communication*. Oxford, UK: Wiley-Blackwell.
- Carroll, C. E., Greyser, S. A., & Schreiber, E. (2011). Building and Maintaining Reputation through Communications. In C. Caywood (Ed.), *The International Handbook of*

Strategic Public Relations & Integrated Communications (pp. 457-476). New York, NY: McGraw-Hill.

Carroll, C. E., Huang-Horowitz, N. C. L., McKeever, B. W., & Williams, N. L. (2014). Key messages and message integrity as concepts and metrics in communication evaluation. *Journal of Communication Management*, 18(4), 386-401. doi: doi:10.1108/JCOM-06-2012-0052

Olkkonen, L., & Luoma-aho, V. (2014). Public relations as expectation management? *Journal of Communication Management*, 18(3), 222-239. doi: doi:10.1108/JCOM-02-2013-0012

Christensen, L. T., Morsing, M., & Thyssen, Ø. (2013). CSR as aspirational talk. *Organization*, 20(3), 372-393 doi: 10.1177/1350508413478310

Larkin, J. (2003). How to manage reputational risk. In J. Larkin (Ed.), *Strategic Reputation Risk Management* (pp. 37-85). London: Palgrave Macmillan.

GENERAL REQUIREMENTS OF THE COURSE

Online Course Administration

Canvas e-learning (<https://lss.at.ufl.edu>) will be used to administer the course communication, materials (i.e., PowerPoint files, reaction comments / discussions, readings, assignment guidelines, quizzes) and grades. Uses of the term "online" in this syllabus refers to this portal.

Software, Hardware, and Internet Access:

Students are expected to have the following at your disposal:

- Internet access
- a University of Florida email account,
- a Google account
- a Twitter account
- Microsoft Office Word, PowerPoint, Excel 2010 or more recent,
- Adobe Acrobat Reader 10.0 or higher (11 is recommended)
- Computer audio/visual capabilities (microphone/camera)
- Photo editing software

- Students are expected to know the norms and etiquette for using email, Discussion boards, weblogs (blogs), Twitter, and wikis.
- Students are expected to have basic skills for using Google docs (docs, forms, sheets, and slides), basic PowerPoint, basic Excel, and basic Word.
- Use of alternative software packages to Microsoft or Adobe products must be converted to appropriate formats: *.docx, *.xlsx, *.pptx, *.pdf, etc.
- Students are expected to learn on your own, attend a workshop, or consult a peer for these learning technologies. I do not advise on these techniques.

ASSIGNMENTS, DUE DATES & GRADES

The Assignments contribute to your final grades according to the following weights:

Assignment Weights

#	Assignment	Points	Percentage
1	3 Discussion Syntheses	100 pts each	20%
2	Quizzes (Weeks 4, 8, and 12)	50 pts each	15%
3	Case in Point (Week 3)	100	10%
4	Arthur W. Page Case Competition Case (Due Week 11)	100	10%
5	Consulting Project		35%
	a. Research Proposal (Due Week 4)	50	
	b. Formative Research Plan (Due Week 4)	50	
	c. Reputation Platform (Due Week 7)	50	
	d. Full Consulting Project Proposal (Due Week 12)	200	
6	Participation	100	10%

Grading Scale

The grading scale for the course is as follows: Grading Scale:

A	92-100 points	C	72-76 points
A-	90-91 points	C-	70-71 points
B+	87-89 points	D+	67-69 points
B	82-86 points	D	62-66 points
B-	80-82 points	D-	60-62 points
C+	77-79 points	F	below 60 points

FYI, University's Grading Policy:

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Grades for this graduate course will be based on the total points earned over the term

DESCRIPTION OF ASSIGNMENTS

- See the assignment's guidelines found in under the Assignments tab online...
- Grades will be posted online. See "Grades" on the left-hand menu.

3 Syntheses of Readings (3 over 11 weeks, 10 pts each week)

- Students will summarize and synthesize the readings into an overall model of your own making (with charts, diagrams, tables, etc. as needed) that "unites" the readings and offers your take-away.
- Each student must complete one within each 4 week period (Weeks 2-4, 5-8, and 10-12).
- No more than 3 students per week, until each week has 3 students allocated. That is, we should have at least 3 students presenting a week.
- You are responsible for offering a substantive response that adds value to at least 2 of your classmates each week.

Online Quizzes (50 pts each)

- The three (3) quizzes of the course are designed to test the student's knowledge of the main ideas covered in each of the modules, including readings, handouts, and online discussions as specified in the syllabus.
- The quizzes will be multiple-choice and non-cumulative.
- See the course calendar for the date ranges of the quizzes.

Short Case Study (Case in point, lessons learned): Due Week 3

- Students will submit a 2-page, single-spaced case study of a reputation challenge or risk faced by an organization within the last 24 months, complete with lessons learned.
- Use the Case in Point "Deepwater Horizon" (Smith, 2013, pp. 34-35 as your model.) Your case should cover a background of the problem or opportunity, how the organization handled the problem or opportunity, the "reputation (risk) management" lessons learned, and then implications for other organizations.
- Students will have a sign-up sheet. No two students can use the same case.

Original Case Study Due Week 11

- Students will submit a case study (5,000 to 7,500 word range) that describes a current event, organizational problem or crisis modeled. Submissions will include an abstract, the case study, a PowerPoint, and 3-5 key questions. Consult the Arthur W. Page Society's annual case study competition guidelines for more details.

Consulting Project-Situation Analysis and Formative Research Plan: Due Week 4

- Students will submit a formative research plan which covers the Situation Analysis, Organizational Analysis and Publics Analysis.
- Students will also submit a research proposal detailing the research methods, sample and data necessary for answering key questions remaining that would affect the quality of the formative research plan. (See Smith Ch. 9. and Appendix A.
- The instructor will provide the organization.

Consulting Project: Reputation Management Goals and Objectives: Due Week 7

- Students will submit a positioning statement, goals and objectives that will guide their campaign proposal (1-2 pages).
- This assignment uses the same focal organization as the consulting project assignment in week 4.

Full Consulting Project Proposal (200 pts) Due Week 12

- Students will submit a case solution using the strategic planning model presented by Smith (2013), consisting of a 15-page single-spaced paper (font size = 12), and a PowerPoint PPTX.
- This assignment uses the same focal organization as the consulting project assignment in weeks 4 and 7.

WORKING WITH YOUR INSTRUCTOR

Instructor Availability

- As an online course, I am available by appointment by phone, Skype or Google Hangout. See the syllabus first page for times of availability.
- Feel free to set up a time to discuss any matters related to course work, academic and/or career advising, or anything else you would like to discuss.
- Please be aware that I may not always be able to respond immediately to your communication. As a rule, allow up to 48 hours for a response.
- Communication from Your Instructor
- For "up-to-date" information, I will keep all announcements to the class posted via the Announcements tab.
- Communication from Students
- Personal emails from students are always welcome.
- Emails pertaining to the course should be sent through the online platform. Please check [access to all of your messages through our online system.

- Use our online discussion forum, FAQ (Frequently Asked Questions) for questions that concern the whole class.
- Use private email through our online system for questions that you concern only you (e.g., grades, personal situation, etc.)
- Emails unrelated to the course can be sent straight to craig.carroll@jou.ufl.edu.
- Except for emergency situations when it cannot be avoided, contact me well in advance of a deadline in order to give me adequate time to respond you.
- Upon receipt of feedback or grades from assignments, please wait 48 hours before contacting me for questions or discussion. (This is a nice, guaranteed "cooling off" period to ensure our discussion is helpful.)

Class Policies

You are expected to

- complete the readings and assignments ahead of schedule;
- engage in thoughtful online discussion that advances knowledge;
- ask pertinent and productive questions of your fellow students and me;
- demonstrate command of the subject matter;
- develop and offer your own insights and opinions;
- contribute to the collective learning of all participants.

Deadlines

All deadlines are based on Eastern time zone. Deadlines are posted/time activated in Canvas. In general, Assignments and Discussion Syntheses are due Tuesday nights at 11:59pm, class responses to posts by Thursday night at 11:59pm, and quizzes by Saturday night at 11:59pm.

Class Participation Expectations

Class participation includes the degree to which you

- bring up insightful ideas,
- create constructive debates with your classmates,
- contribute to the learning of your classmates, and
- maintain a professional and civil level of conduct that does not interfere with the learning or dignity of anyone in our class.

General Student Expectations

Students are expected to:

1. Complete assigned readings (before engaging in online discussion);
2. Engage in online discussions;
3. Ask good questions
4. Create value and knowledge
5. Contribute to the learning of his or herself, classmates, and me;
6. be honorable and to observe standards of conduct appropriate to a community of scholars

DISCUSSION FORUM GUIDELINES

Directions

All initial postings must be at least 500 words and supported with at least four sources. Students are encouraged to use PowerPoint for the development of models to assist with their synthesis of the course materials. While additional sources may be used, students are expected to use the course readings and the instructor's initial PPTs as the basis of their synthesis.

All initial postings are due by 11:59pm on Tuesday of the week assigned, with student responses due by midnight the Thursday following. All postings in response must be at least 250 words in length, written in scholarly format, and supported by the research.

Tone

Course assignments and weekly posting constitutes the exchange of researched information and allows for the opportunity to share this information with the other students. Unless specifically asked to do so, your opinion does not count; it is all about doing the research to find out what the experts in the field have to say. Always write in third person unless your opinion is solicited.

Additionally, you must respond to at least two of your student peers in a completely concise format, and must always be courteous and respectful. All responses must take a dialogic or engaging view and must be supported with additional resources. A response indicating: I agree; You are correct; You rock; etc., will not be accepted as a suitable response.

Late postings or late responses will not be accepted.

Extra Credit

- Extra credit means extra work on top of core assignments.
- Extra credit is not available for students who have not submitted all assignments on time.
- Extra credit is not available for assignments that have incurred penalties.

The University of Florida Honor Code

The University of Florida Honor Code applies to all work related to this online graduate course. 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, 392-1261.

You can review UF's academic honesty guidelines in detail at:
<http://www.dso.ufl.edu/judicial/procedures/honestybrochure.php>

Students with Challenges

- I am committed to helping students with special challenges overcome difficulties with comprehending the subject matter, while abiding by the standard code of confidentiality.
- If you are serious about improving your performance in the course, the time to seek help is as soon as you are aware of the problem –whether the problem is difficulty with course material, a disability, or an illness.
- In order to address academic needs, I must be informed of the student's circumstance at the beginning of the semester before performance becomes a factor.
- The steps are:

1. Students must register with the Dean of Students Office.
 2. DSO provides me with documentation.
 3. Student submits documentation to me.
 4. If needed, I will contact DSO.
- This is not to imply that standards of fairness will not be generally applied when evaluating student work; only that reasonable and appropriate measures will be taken to ensure that officially recognized challenges do not become a hindrance to a student's ability to succeed in this course.