

**UNIVERSITY OF FLORIDA**  
**College of Journalism and Communications – Department of Public Relations**  
**Course MMC 6936 Corporate Reputation and Communication (☼)**  
**Spring 2015 Online**

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M-R 8-11pm, Saturdays 8am-12pm Eastern

(☼) *This syllabus is subject to change, as your instructor deems appropriate and necessary.*

***Course Description***

This course examines the fundamental roles that communication plays in corporate reputation affairs, including its

- production
- conceptualization
- dimensions
- topics and attributes
- associations
- monitoring
- measurement
- evaluation
- management
- effects
- valorization
- valuation

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**GENERAL DESCRIPTION OF THE COURSE**

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***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.

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**GRADES**

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Final grades will be determined according to the following weights:

**Percentage Allocations**

		Week Due	Percent	Points Each
1.	12 Discussion Forum	each week	30%*	3
	Individual post		10	1
	Response to classmates		10	1
	Contribution to class summary (PPT)		10	1
2.	Three (3) Quizzes	3, 6, 9	15	5
3.	Case in Point	4	5	n.a.
4.	Original Case Study	9	15	n.a.
5.	Consulting Project Proposal	listed below	listed below	
	a. Formative Research Plan	8	5	n.a.
	b. Situation Analysis	8	5	n.a.
	c. Campaign Goals/Objectives	10	10	n.a.
	d. Full Consulting Project Proposal	12	10	n.a.

\*Note: The Discussion Forum is 36 points (3 points per week, 12 weeks), but weighted as a category to 30%.

**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*

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## GENERAL REQUIREMENTS OF THE COURSE

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### ***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.

### ***Required Course Texts***

1. Carroll, CE (2013). *The Handbook of Communication and Corporate Reputation*. New York: Wiley-Blackwell, Inc.
2. Smith, R. D. (2013). *Strategic Planning for Public Relations*. New York, NY: Routledge Publishers.
3. 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.

### ***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
  - Computer audio/visual capabilities (microphone/camera)
  - Photo editing software
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- 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. *Your instructor does not advise on these techniques.*

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## DESCRIPTION OF ASSIGNMENTS

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For each assignment,

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

### ***Weekly Postings on the Discussion Forum 36% (12 weeks, 3 pts each week)***

- *Each week* students will submit three substantive responses.
  - A short essay
  - Two substantive responses
  - Class PPT Summary (via Google PPT/presentations)
- See the discussion forum guidelines below for the forum's expectations.

### ***Online Quizzes (5 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 4***

- 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.

### ***Consulting Project-Situation Analysis and Formative Research Plan: Due Week 8***

- Students will submit a short formative research plan and a situation analysis.

### ***Original Case Study Due Week 9***

- 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.

### ***Consulting Project: Reputation Management Goals and Objectives: Due Week 10***

- 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 8.

### ***Consulting Project: Proposal (20%) 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 week 8.

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## WORKING WITH YOUR INSTRUCTOR

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### *Instructor Contact*

#### *Instructor Availability*

- As an online course, your instructor is 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 your instructor 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, your instructor 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 [√] the box so that I receive a copy in my regular email, but still have 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](mailto:craig.carroll@jou.ufl.edu).
- Except for emergency situations when it cannot be avoided, contact your instructor *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 the instructor 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 instructor and fellow students;
- 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.

*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 professor;
6. Be honorable and to observe standards of conduct appropriate to a community of scholars

*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 your instructor documentation.
  3. Student submits documentation to your instructor.
  4. If needed, your instructor contacts 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.

## WEEKLY AGENDA

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### **Week 1: Introduction to Communication's Role in Reputation Matters**

#### ***Learning Objectives***

- To become familiar with the key questions, assumptions, problem areas and potential contributions the different disciplinary perspectives within communication offer to matters tied to corporate reputation
- To learn how, where, and why corporate reputations emerge

#### ***Assessment of Objectives:***

Short Essay Posting, Online Discussion, Collaborative Summary, Quiz at end of week 4

#### ***Readings***

- Carroll, C. E. (2013). Corporate Reputation and the Multiple Disciplinary Perspectives of Communication. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 1-10). Oxford, UK: Wiley-Blackwell.
- Carroll, C. E. (2008). Corporate reputation. In W. Donsbach (Ed.), *International Encyclopedia of Communication* (Vol. 3, pp. 1018–1021). Oxford, UK: Wiley-Blackwell.
- Carroll, C. E. (in press). Corporate reputation. In W. Donsbach (Ed.), *Concise Encyclopedia of Communication*. Oxford, UK: Wiley-Blackwell.
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### **Week 2: Human Communication Perspectives**

#### ***Learning Objectives***

- To become familiar with the key questions, assumptions, problem areas and potential contributions the different disciplinary perspectives within human communication offer to matters tied to corporate reputation
- 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;

#### ***Assessment of Objectives:***

Short Essay Posting, Online Discussion, Collaborative Summary, Quiz at end of week 4

#### ***Readings***

- Holladay, S. J. (2013). Corporate Reputation and the Discipline of Interpersonal Communication. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 20-29). Oxford, UK: Blackwell Publishing Ltd.



Remke, R. (2013). Corporate Reputation and the Discipline of Organizational Communication. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 30-39). Oxford, UK: Blackwell Publishing Ltd.

O'Rourke, J. S. (2013). Corporate Reputation and the Discipline of Management Communication. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 72-80). Oxford, UK: Blackwell Publishing Ltd.

Motion, J., Davenport, S., Leitch, S., & Merlot, L. (2013). Corporate Reputation and the Discipline of Public Relations. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 62-71). Oxford, UK: Blackwell Publishing Ltd.

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### **Week 3: Mass Communication Perspectives**

#### ***Learning Objectives***

- To become familiar with the key questions, assumptions, problem areas and potential contributions the different disciplinary perspectives within human communication offer to matters tied to corporate reputation
- 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;

#### ***Assessment of Objectives:***

Short Essay Posting, Online Discussion, Collaborative Summary Quiz at end of week 4

#### ***Readings***

Alessandri, S. W. (2013). Corporate Reputation and the Discipline of Visual Communication. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 130-140). Oxford, UK: Blackwell Publishing Ltd.

Brønn, P. S. (2013). Corporate Reputation and the Discipline of Corporate Communication. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 53-61). Oxford, UK: Blackwell Publishing Ltd.

Carroll, C. E. (2013). Corporate Reputation and the Disciplines of Journalism and Mass Communication. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (1st ed., pp. 121-129). Oxford, UK: Wiley-Blackwell Publishers.

Gower, K. K. (2013). Corporate Reputation and the Discipline of Corporate Communication Law. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 141-150). Oxford, UK: Blackwell Publishing Ltd.

**Week 4: Dimensions and Contents of Reputation**

***Learning Objectives***

- To learn about the primary dimensions of corporate reputation (e.g., prominence, esteem, attributes, associations)
- To develop one's sensitivity, moral compass, ethical framework, and values as a foundation for corporate reputation development and change.

***Assessment of Objectives***

Short Essay Posting, Online Discussion, Collaborative Summary, Case-in-Point, Quiz at end of week 4

***Readings***

- Mariconda, S., & Lurati, F. (2014). Being Known: A Literature Review on Media Visibility, Public Prominence and Familiarity with Implications for Reputation Research and Management. *Corporate Reputation Review*, 17(3), 219-236. doi: 10.1057/crr.2014.11
- Carroll, C. E. (2009). The Relationship between Media Favorability and Firms' Public Esteem. *Public Relations Journal*, 3(4), 1-32.
- Ragas, M. W. (2013). Agenda-Building and Agenda-Setting Theory: Which Companies We Think About and How We Think About Them. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 151-165). Oxford, UK: Blackwell Publishing Ltd.
- Einwiller, S. (2013). Corporate Attributes and Associations. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 291-305). Oxford, UK: Blackwell Publishing Ltd.
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**Week 5: Understanding C.A.M.P.U.S. Expectations**

C.A.M.P.U.S.: Constituents, Audiences, Markets, Publics, Users, Stakeholders

***Learning Objectives***

- To learn:
  - how, where, and why corporate reputations emerge,
  - what the organizational, communicative, and relational consequences are,
- To develop one's sensitivity, moral compass, ethical framework, and values as a foundation for corporate reputation development and change.

***Assessment of Objectives***

Short Essay Posting, Online Discussion, Collaborative Summary, Quiz at end of week 8

***Readings***

- van Riel, C. B. M. (2013). Corporate Reputation and the Discipline of Public Opinion. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 11-19). Oxford, UK: Blackwell Publishing Ltd.

- Luoma-aho, V. (2013). Corporate Reputation and the Theory of Social Capital. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 279-290). Oxford, UK: Blackwell Publishing Ltd.5
- Lammers, J. C., & Guth, K. (2013). The Institutionalization of Corporate Reputation *The Handbook of Communication and Corporate Reputation* (pp. 222-234): Blackwell Publishing Ltd.a

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**Week 6: Goals, Objectives, Strategies and Aspirations**

***Learning Objectives***

- To develop communication strategies, policies, performance metrics, and feedback loops for building desired corporate reputations and avoiding undesirable ones;
- To develop one's sensitivity, moral compass, ethical framework, and values as a foundation for corporate reputation development and change.
- To learn:
  - what the organizational, communicative, and relational consequences are,
  - how organizations should respond, and
  - how one should lead the organization's responsive process;

***Assessment of Objectives***

Short Essay Posting, Online Discussion, Collaborative Summary, Quiz at end of week 8

***Readings***

- Stavros, J. M., & Wooten, L. P. (2012). Positive strategy: Creating and sustaining strengths-based strategy that SOARS and performs. In K. S. Cameron & G. M. Spreitzer (Eds.), *The Oxford Handbook of Positive Organizational Scholarship* (pp. 825-839). Oxford, UK: Oxford University Press.
- Gregory, A. (2013). Corporate Reputation and the Discipline of Communication Management. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 81-93). Oxford, UK: Blackwell Publishing Ltd.
- Kim, J.-N., Hung-Baesecke, C.-J. F., Yang, S.-U., & Grunig, J. E. (2013). A Strategic Management Approach to Reputation, Relationships, and Publics: The Research Heritage of the Excellence Theory. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 197-212). Oxford, UK: Blackwell Publishing Ltd.
- Smudde, P. M., & Courtright, J. L. (2013). Form Following Function: Message Design for Managing Corporate Reputations In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 404-417). Oxford, UK: Blackwell Publishing Ltd.

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**Week 7: Fit, Congruence, Authenticity, and Alignment**

***Learning Objectives***

- To develop one's sensitivity, moral compass, ethical framework, and values as a foundation for corporate reputation development and change.

***Assessment of Objectives:***

Short Essay Posting, Online Discussion, Collaborative Summary, Quiz at end of week 8

***Readings***

- 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.
- Ihlen, Ø. (2013). Relating Rhetoric and Reputation. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 249-261). Oxford, UK: Blackwell Publishing Ltd.
- Molleda, J.-C., & Jain, R. (2013). Identity, Perceived Authenticity, and Reputation: A Dynamic Association in Strategic Communications. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 435-445). Oxford, UK: Wiley-Blackwell Publishers.

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**Week 8: Reputation Channels**

***Learning Objectives***

- To learn how, where and why corporate reputations emerge.
- To develop communication strategies, policies, performance metrics, and feedback loops for building desired corporate reputations and avoiding undesirable ones;
- To learn:
  - what the organizational, communicative, and relational consequences are,
  - how organizations should respond, and
  - how one should lead the organization's responsive process.
- Develop skills by writing and proposing a strategic communication plan focused on corporate reputation building, maintenance, and/or change, including situation analysis.

***Assessment of Objectives:***

Short Essay Posting, Online Discussion, Collaborative Summary, Situation Analysis, Quiz at end of week 8

***Readings***

- Rifon, N. J., Smreker, K., & Kim, S. (2013). Corporate Reputation and the Discipline of Advertising. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 40-52). Oxford, UK: Blackwell Publishing Ltd.
- McCorkindale, T., & DiStaso, M. W. (2013). The Power of Social Media and Its Influence on Corporate Reputation. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 497-512). Oxford, UK: Blackwell Publishing Ltd.
- Varey, R. J. (2013). Corporate Reputation and the Discipline of Marketing Communication. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 104-120). Oxford, UK: Blackwell Publishing Ltd.

Caywood, C. L. (2013). Corporate Reputation and the Discipline of Integrated Marketing Communications. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 94-103). Oxford, UK: Blackwell Publishing Ltd.

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**Week 9: Communication Research Methods for Studying Corporate Reputation**

***Learning Objectives***

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

***Assessment of Objectives:***

Short Essay Posting, Online Discussion, Collaborative Summary, Original Case Study, Quiz at end of week 12

***Readings***

- Stacks, D. W., Dodd, M. D., & Men, L. R. (2013). Corporate Reputation Measurement and Evaluation. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 559-573). Oxford, UK: Blackwell Publishing Ltd.
- Kim, Y., & Yang, J. (2013). Corporate Reputation and Return on Investment (ROI): Measuring the Bottom-Line Impact of Reputation. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 574-589). Oxford, UK: Blackwell Publishing Ltd.
- Kraatz, M. S., & Love, E. G. (2006). Studying the dynamics of reputation: A framework for research on the reputational consequences of corporate actions. In D. J. Ketchen Jr & D. D. Bergh (Eds.), *Research methodology in strategy and management* (Vol. 3, pp. 343-383). New York, NY: Elsevier.
- 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

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**Week 10: Reputation Crises, Issues, and Risk Management**

***Learning Objectives***

- 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;

- To develop communication strategies, policies, performance metrics, and feedback loops for building desired corporate reputations and avoiding undesirable ones;
- To develop one's sensitivity, moral compass, ethical framework, and values as a foundation for corporate reputation development and change.

***Assessment of Objectives:***

Short Essay Posting, Online Discussion, Collaborative Summary, Campaign Goals & Objectives, Quiz at end of week 12

***Readings***

- Benoit, W. L. (2013). Image Repair Theory and Corporate Reputation. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 213-221). Oxford, UK: Blackwell Publishing Ltd.
- Coombs, W. T. (2013). Situational Theory of Crisis: Situational Crisis Communication and Corporate Reputation In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 262-278). Oxford, UK: Blackwell Publishing Ltd.
- Heath, R. L. (2013). Who's in Charge and What's the Solution? Reputation as a Matter of Issue Debate and Risk Management. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 388-403). Oxford, UK: Blackwell Publishing Ltd.

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**Week 11: Reputation, Organizational Learning and Self-Renewal**

***Learning Objectives***

- To develop communication strategies, policies, performance metrics, and feedback loops for building desired corporate reputations and avoiding undesirable ones;
- To develop one's sensitivity, moral compass, ethical framework, and values as a foundation for corporate reputation development and change.

***Assessment of Objectives:***

Short Essay Posting, Online Discussion, Collaborative Summary, Quiz at end of week 12

***Readings***

- Sellnow, T. L., Veil, S. R., & Anthony, K. (2013). Experiencing the Reputational Synergy of Success and Failure through Organizational Learning. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 235-248). Oxford, UK: Blackwell Publishing Ltd.
- Murphy, P., & Gilpin, D. R. (2013). Complexity Theory and the Dynamics of Reputation. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 166-182). Oxford, UK: Blackwell Publishing Ltd.

**Week 12: The Future and Communication's Role in Reputation Matters**

***Learning Objectives***

- To learn:
  - how organizations should respond, and
  - how one should lead the organization's responsive process;
- To develop communication strategies, policies, performance metrics, and feedback loops for building desired corporate reputations and avoiding undesirable ones;
- To develop one's sensitivity, moral compass, ethical framework, and values as a foundation for corporate reputation development and change.
- Develop skills by writing and proposing a strategic communication plan focused on corporate reputation plan, including situation analysis, formative and evaluative research, strategy, and tactics.

***Assessment of Objectives:***

Short Essay Posting, Online Discussion, Collaborative Summary, Quiz at end of week 12

***Readings***

- Carroll, C. E. (2013). The Future of Communication Research in Corporate Reputation Studies. In C. E. Carroll (Ed.), *The Handbook of Communication and Corporate Reputation* (pp. 590-596). Oxford, UK: Blackwell Publishing Ltd.
- Park, N., & Peterson, C. M. (2003). Virtues and organizations. In K. S. Cameron, J. E. Dutton & R. Quinn (Eds.), *Positive organizational scholarship: Foundations of a new discipline* (pp. 33-47). San Francisco, CA: Berrett-Koehler Publications, Inc.
- Cameron, K. S. (2003). Organizational virtuousness and performance. In K. S. Cameron, J. E. Dutton & R. Quinn (Eds.), *Positive organizational scholarship: Foundations of a new discipline* (pp. 48-65). San Francisco, CA: Berrett-Koehler Publications, Inc.