ADPR 450/850: Public Relations Theory and Strategy—A Peer Review of Teaching Project Benchmark Portfolio

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Peer Review of Teaching
Benchmark Course Portfolio for

ADPR 450/850
Public Relations Theory and Strategy

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2014-2015
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INTRODUCTION

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OBJECTIVES OF COURSE PORTFOLIO

This is the fifth time I have taught ADPR 450/850: Public Relations Theory and Strategy at my college. I have made adjustments to the course content, mode of content delivery, major assignments and assessment based on student feedback every time I taught it again. I have even revamped the course significantly once to adapt it to an online session. With so many changes over the past three years, I worry that this course may not be as coherent and effective as it can be. As a result, I have decided to participate in the Peer Review of Teaching program to achieve the following three objectives: to better align course objectives with course content, to improve ways of documenting and assessing student learning, and to fit the course into the broader curriculum.

First, to better align course objectives with course content. When I developed my syllabus three years ago, I started with the course content and then drafted my course objectives. As the field of public relations is constantly changing, I have updated the course content each semester while keeping my course objectives intact. Increasingly, I start to wonder if the revamped content still aligns with my course objectives. Furthermore, I am not certain if my course objectives are effectively written. Looking at them now, they seem rather general. Is this acceptable? My first objective of participating in this program is to clarify my own course objectives.

Second, to improve ways of documenting and assessing student learning. Our college is accredited by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). One challenge for our college to meet the accreditation standards is to provide systematic and scientific assessment of student learning. In this particular course, the assignments students complete tend to focus on the applications. Theoretically speaking, successful application of theories and strategies build upon awareness and understanding of these topics. However, I have found that sometimes students can complete assignments successfully without a full and accurate understanding
of the theories and strategies they use. I hope to use the Peer Review of Teaching to help me figure out how to best document and assess learning.

Last, to fit the course into the broader curriculum. My course is one of a series of courses on public relations offered in our college. It builds upon the knowledge gained from introductory-level survey courses that offer students a glimpse of what public relations entails and provides them with some practical public relations examples or cases. Armed with this piecemeal knowledge, students then learn theories and strategies in my class. Afterward, some students take an applied public relations techniques class that builds upon the theories and strategies introduced in my class. Before students graduate, every advertising/public relations major has to take a capstone course where the may gets an opportunity to practice public relations in a real integrated marketing communication campaign. My colleagues and I have been discussing how each public relations class can and should build upon previous classes that students have taken.

**DESCRIPTION OF THE COURSE**

**Course Goals**
This course aims to help students explore a multitude of topics related to modern public relations, understand core theories and strategies underlying modern public relations, and employ such knowledge in pitching new businesses, managing crises and coordinating media relations.

This course meets the ACE Outcome #6: Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to understand and evaluate human behavior. It also meets several ACEJMC competencies and achieve outcomes at all levels of awareness, understanding and application.

For detailed course goals, see Appendix I: Syllabus.

**Course Content**
My target course offers an overview of theories and strategies that underlie modern practice of public relations. Since this is a foundational course, it places an emphasis on breadth rather than depth. It reviews the history of PR, laws and ethics, dominant theories in the field, and strategies employed in a variety of public relations practices, including crisis communication, media relations, community relations, nonprofit PR, employee relations, investor relations, public affairs relations, and international PR.

This course does not simply expect students to grasp theories and strategies but also to apply them in analyzing public relations practices.
Enrollment
This course is becoming increasingly popular with our majors. It has surged from 18 students when I took it over in the spring of 2013 to 32 students to the fall of 2014 and spring of 2015, despite the fact that it is offered every semester, including summer. The growing class size has prompted me to alter some course materials, assignments and activities.

This course is intended for juniors, seniors and graduate students. This poses a challenge in that content and assignment need to be relevant and engaging to students at various levels. I prepare this course assuming that students have a decent grasp of the advertising/public relations field and a basic understanding of the campaign planning process, both of which are covered in two prerequisite classes: Intro to Advertising and Public Relations and Advertising Campaign Strategy.

In addition to our own majors, students from other departments also take this course, especially those from the Agricultural and Environmental Sciences Communication program on East Campus

DETAILS OF THE COURSE

Course Outline
This course consists of five modules with each focusing on a different area of public relations theories and strategies (see Appendix I: Syllabus for more detail).

Module 1 – PR Overview
Module 2 – PR Models and Theories
Module 3 – Crisis Communication Strategies
Module 4 – Media Relations Strategies
Module 5 – Special Topics

I started this five-module format when I taught this class as a five-week summer session and found this to work equally well in a fall or spring semester class.

In each module, students completed the readings and additional materials first, after which they worked on a small independent project (except the last module). For Module 1, each student produced a 15-minute new business pitch presentation for a client he or she was assigned to. Students needed to demonstrate their understanding of the PR industry through this assignment. Then in Module 2, students completed a professional development activity where they shadowed a PR practitioner, interviewed a PR practitioner, or watched a webinar on PR to write a report connecting PR theories with practice. Module 3 required students to draft a crisis management plan for their clients and Module 4 asked them to put together a media kit.
The whole class was divided into six groups of five or six; each shared the project with the rest of the group members, reviewed each other’s work, and offered constructive feedback.

Throughout the course of the semester, students were also expected to actively follow industry blogs and trade journals. They were asked to reflect upon articles from such sources, discuss them in small groups and share insights learned with the whole class.

**Teaching Methods**
I employed a variety of pedagogical methods in this course:

1. **Lectures with discussions.** I used to rely heavily on course lectures before, believing I had so much to teach the students that I lectured, interspersed with brief discussions, for the whole three-hour session. But student evaluations and assignments proved me wrong. On the one hand, students had trouble staying focused on lectures for three hours; on the other hand, students did not comprehend or retain lecture content effectively. Gradually, I added more and more discussion time, both during the lecture and during in-class activities. This semester, I typically used the first half for lecture, with brief discussions with students during this period, allocated the second hour for small-group discussions on an in-class activity, and took advantage of the third hour to reflect on the activity as a whole class.

2. **Theory with application.** Even though the course focuses on public relations theories and strategies, the ultimate goal of learning these theories is to apply them to public relations practices. Therefore, I made sure lecture content included both explanations of theories and exemplifications of case studies. In-class activities provided another opportunity for students to apply the theories just introduced in lecture. Furthermore, even though each major assignment focused on assessing the application competency, the prompt required students to specifically explain the connotation of the theories/strategies applied and articulate the connections between the theories/strategies and the problem to be solved.

3. **Online and offline student interactions.** Millennials spend a substantial amount of time online. They are used to learning in the online environment. As a result, I heavily used Blackboard for this course. I uploaded all the lectures, reading materials, course handouts, and assignments on Blackboard. Given the increasing number of students enrolled in this course, I divided the class into six small groups of five or six students. To promote a strong sense community and connection, the students had to submit their assignments on Blackboard and
review their group members’ work. In addition, I also had the students post a reflection piece on a blog post from an industry news source on Blackboard so that students could discuss the news stories they picked in class the following week and share what they learned with the whole class.

(4) **Online and offline content delivery.** For quite a while, I struggled with how to tailor the content to each student’s interests given that the scope of public relations is fairly vast and broad. Consequently, I decided to try online delivery of certain course content so that students could choose a certain number of topics that they were interested in learning. For example, During Week 14, I shared on Blackboard two sets of narrated lecture materials on employee relations and investor relations with the class. For Module 5 toward the end of the semester, the students could choose to watch two case study videos out of five that they were interested in and then shared their reflections with group members.

(5) **Group and individual work.** Professional public relations is almost always group work and therefore cultivating the ability to work in groups is a priority in this class. However, group work also comes with challenges for instructors. Free-riding is a common problem and fair grading should reflect that. Hence, I employed a combination of group and individual work for this class. All of the major assignments in each module were individual work, culminating in a personal professional portfolio. However, each student got to review, and therefore received reviews from, his or her group members. Students also worked on in-class activities in small groups. Furthermore, they discussed industry news in small groups and shared insights with the whole class in each module.

(6) **Academic and professional perspectives.** Even though this class focuses on theories and strategies, I really want the students to see real-world relevance of what they learn in the classroom. So I try to bring guest speakers to the classroom for fresh industry perspectives. This semester, Courtney Engel, VP of Public Relations at Grey New York, Skyped in to discuss PR and activation. The guest lecture was well-received and student evaluations were overwhelmingly positive.

**THE COURSE AND THE BROAD CURRICULUM**

My course is a critical offering in the public relations emphasis in our sequence. It is a core class in the Public Relations track. Sandwiched between introductory and more advanced courses, it bridges lower- and higher-level materials.
At the university level, this course fulfills a critical ACE goal, specifically Outcome #6: Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to understand and evaluate human behavior.

In terms of the discipline, this class addresses four critical competencies outlined by ACEJMC and students have to demonstrate their learning at the awareness, understanding and application levels (see Appendix I: Syllabus for more detail).

This class builds upon the knowledge gained from several introductory-level survey courses that provide students with the basic knowledge of public relations. Before my class, students have had exposure to public relations in ADPR 207: Communicating to Public Audience, ADPR 251: Introduction to Advertising & Public Relations, and ADPR 283: Strategy Development for Advertising & Public Relations.

In my class, students learn more abstract public relations theories and strategies. Furthermore, they are expected to apply these theories and strategies in their explorations of a variety of practice areas, such as crisis communication and media relations.

It must be noted that breadth takes priority over depth in examining these topics. If students are interested in one specific area, they can further hone their skills in such advanced courses as Corporate Crisis Communication and International Public Relations. Another reason why breadth is preferred here is that many a student interested in entering the public relations profession may take this class only without much time left in their college career to explore more advanced classes. Hence, it lays the foundation for both advanced courses and students’ careers.

Moreover, this is the only class in the public relations emphasis that focuses on theories and strategies. Ideally, students will take my class to learn theories and strategies, which guide their work in ADPR 451/851 Public Relations Techniques, a course that focuses on learning how to produce PR content. My class also prepares and motivates some students for public relations work when they take their capstone integrated marketing communication project.

The challenge for my class in the broader context of the curriculum is that students come with different levels of knowledge of public relations depending on what classes they have taken before. I know for certain that our majors have taken ADPR 251: Introduction to Advertising & Public Relations, and ADPR 283: Strategy Development for Advertising & Public Relations. Some non-majors and graduate students may not have taken these two classes. Further compounding the issue is that since the public relations track is quite fluid, students can come to my class having taken other advanced courses such as
Corporate Crisis Communication and Public Relations Techniques. Ultimately, the content I have prepared may be repetitive for some and new for others. This is an issue my sequence needs to tackle too.

ANALYSIS OF STUDENT LEARNING

Assignments
Three major assignments comprised the personal professional portfolio that each student turns in at the end of the semester: agency new business pitch, crisis management plan, and media kit (see Appendix II: Student Work Sample I for more detail).

1. Agency New Business Pitch
The objective of this assignment was to help students (1) familiarize themselves with what PR agencies do, (2) understand the public relations campaign planning process through case studies, and (3) to practice persuasive pitching. Each student was assigned a public relations agency and a client. Everyone was expected to prepare a pitch deck in the form of PowerPoint or Prezi and narrate the presentation in a 15-minute video (see Appendix II: Student Work Sample I).

Most students completed the assignment successfully by grasping the scope and depth of what public relations agencies did. But some had trouble identifying the philosophy that each agency adopted. The sample in Appendix II did an excellent job describing the core tenets that guided APCO’s communication planning (see Appendix II: Student Work Sample I).

The second objective was the most challenging. It might appear easy at first, but students had to demonstrate their thorough understanding of each step of the campaign planning process (research, objectives, strategy, tactics and evaluations) in their analyses of cases. To help students complete this task more successfully, I emphasized this topic in class and had them practice writing simple campaign plans as a group activity. Despite this, many students did not identify critical insights at the research phase or provide a quantifiable number in the objective. Compared to last semester, students in the spring of 2015 did a much better job providing quantifiable results for the evaluations. The sample shown here did not quite specify the whole planning process (see Appendix II: Student Work Sample I).

Regarding the third objective, even though the video production software, Screencast-O-Matic was new to most of the students, they had no problem producing the videos, demonstrating their high level of digital proficiency. The pitch was a lot better than what I had expected; admittedly, the students should have had practice in an earlier prerequisite class.
2. Crisis Management Plan
The major assignment for Module 3 was a crisis management plan. I introduced and discussed each section of the plan in class. The students also practiced some key principles in a mock crisis communication scenario.

The biggest challenge in this assignment was the message planning worksheet (see Appendix II: Student Work Sample I). Students in previous semesters often failed to distinguish between key messages and supporting facts; most this semester still provided vague messages as supporting facts when they should have done additional homework to gather concrete pieces of information and facts. The sample provided in Appendix II, though, did a great job. Failure to provide specific facts showed a lack of effort to find out additional information. It could be an issue of motivation, lack of resourcefulness, or a lack of understanding of what key facts were, despite the fact that I emphasized this subject in class and provided a several examples. In assessing student learning, I need to evaluate not just how well students complete assignments but also why they perform the way they do.

A lack of motivation seemed to be one strong reason at least. Students were expected to produce this crisis management plan for the client they were assigned, so they should have tailored the content to their specific clients. Yet, the work they produced showed that most relied too much on the samples provided to them, which were not about the industry their clients were in, and that the three pieces of pre-gather information lacked coherence and originality by borrowing too much from publicly-available information on the company websites.

3. Media Kit
The last major assignment that goes into the final personal portfolio was the media kit where students were expected to produce materials for journalists to support the launch of a new product or service for the clients they were assigned.

Since this is a public relations strategy class, the main objective of this assignment is not to have the students produce the best-written media release and other supporting materials per se, but to justify why each item in the media kit is necessary from a strategic point of view. To achieve this objective, I had the students fill out planning forms before each item in the media kit. I explained the purpose of these questions in class and provided them with samples. Interestingly, a few students still did not fill out these forms, suggesting a lack of awareness of strategic planning. Not surprisingly, items in these media kits were often incoherent as a whole to support the new product or service launch. Even those who completed such planning sheets had not not appropriately
addressed the questions. For instance, a great many student provided the same answers to the questions “What are the types of media to reach those publics?” and “Which media will receive the kits?” The students also struggled to address how they would measure the impact of each tactic. This shows that I still have a long way to go to motivate the students to focus on strategic questions first before they delve into tactics.

Overall, students quite enjoyed these assignments based on end-of-semester student evaluations:

**Q: What activities or assignments in this course contributed most to your learning?**
**A:**
- “I liked all of the major assignments for this class. I thought they were helpful and especially liked that we worked for the same company and had the same client. Will be using in my portfolio!”
- “I liked the project and assignments. They really helped me understand more of what public relations is.”
- “The Media Kit was the assignment that contributed the most …”
- “The module assignments were a lot of fun and gave us the opportunity to apply our skills appropriately.”
- “Crisis communication plan was the most interesting. I know the media kit will be most beneficial later on.”
- “I thought the activities in this course were mostly relevant.”
- “The big projects such as the Media Kit and the Crisis Management Plan”

In addition to the final portfolio, students also completed the following assignments.

4. **Professional Development Activity**
To encourage the students to connect the theories and strategies discussed in class with their real-world applications, I had them conduct a professional development activity where they had to (1) job shadow a public relations practitioner, (2) interview a public relations practitioner, or (3) watch a webinar on public relations. Motivated students often chose the first two options. They needed to submit a report where they described the insights they learned and connected the theories and strategies introduced in class with their activity. Students needed to demonstrate that they understood the theories and strategies and naturally connected them with real-world practice.

A student sample is provided in **Appendix III: Student Work Sample II.** This student did a good job connecting multiple theories and strategies, more than the number that is required, using the information from the interviews she conducted. However, she did not clearly define or explicate the theories or strategies in writing before she made the theory-
practice nexus. Hence, she did not demonstrate that she truly understood what these concepts meant. This reflects one of the challenges I described earlier that sometimes students could successfully complete assignments without demonstrating a full understanding of the theories and strategies. This is something I plan to address when I teach this class again: ask the students to explicitly explain the theories and strategies in this assignment.

5. Peer Reviews
To encourage group cohesion and community building, multiple opportunities of peer reviews were offered throughout the course. Students had to submit their major assignments on Blackboard and review their group members’ drafts to offer constructive feedback. When I first implemented peer reviews in classes several years ago, most students tended to focus more on the positives and were reluctant to provide criticism. Consequently, I asked students in this class to provide at least two strengths and two weaknesses in each of their reviews, which forced them to be more constructive and critical. Overall, I am quite happy with most of the feedback that students offered to their peers.

6. Industry Tracking Post and Oral Report
The objective of this assignment was to encourage students to keep up with the development in the industry and to connect it with what they learn in class. Students were asked to write a 50-word reflection piece where they needed to connect the news article to either the theories/strategies discussed in class or their personal/professional experiences. The connection was the challenging part. Most students simply expressed their personal opinions on the article without providing additional critical information, such as theories and personal experiences. In many activities in class, students were actively encouraged to connect classroom learning with public relations practices and many still struggled with this. In terms of assessment, I am not sure if it was because they had been asked to do this too many times or if they simply had trouble making the connection, a question for further inquiry.

7. Class Participation
Given the 3-hour length of each class session, students wore out quite fast. In general, students were quite active when they were put in small-group discussions. Given the large number of groups, it took a while to have each group report their discussion results at the last hour and it was hard to assess how each individual student contributed to the group discussions. As a next step, I would like to make group discussion more efficient and accountable.
Based on the student evaluations, most seemed to have enjoyed the in-class activities and discussions:

**Q: What activities or assignments in this course contributed most to your learning?**

- “The in class activities where we would apply what we just learned to a situation”
- “The small groups were useful.”
- “In class discussions and activities kept my focus.”
- “The in-class discussions contributed most to my learning in this class. To me it is a topic I need to see examples and case studies to really understand how the strategies and theories work in the real world. Those in-class examples explained by professor Wang really supplemented my learning.”

**Grades**
Below is the grade distribution for the Spring 2015 class of 32 students.

<table>
<thead>
<tr>
<th>Grades</th>
<th># of Students (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>26 (81%)</td>
</tr>
<tr>
<td>A-</td>
<td>3 (9%)</td>
</tr>
<tr>
<td>B+</td>
<td>1 (3%)</td>
</tr>
<tr>
<td>B-</td>
<td>2 (6%)</td>
</tr>
</tbody>
</table>

Overall, students performed quite well this semester.

**PLANNED CHANGES**

Overall, I think the Spring 2015 class was a success. Reflecting upon this past semester, I certainly noticed some things I would like to change with what I have learned from the *Peer Review of Teaching* program.

I identified three objectives at the beginning of this peer review project: *to better align course objectives with course content, to improve ways of documenting and assessing student learning, and to fit the course into the broader curriculum.* I have tried specifically to address these three objectives and ended up with some progress.

In terms of better aligning course objectives with course content, I have adopted the backward design method to streamline the course and made it more coherent.
To improve ways of documenting and assessing student learning, I provided students with rubrics for every assignment to identify which specific topics the students were struggling with. This approach has allowed me to pinpoint the weak areas that I need to more specifically address in the following semester, such as the definition of research insights, the importance of writing a quantifiable objective, the difference between key messages and supporting facts, and the need for strategic planning for a media kit.

Furthermore, I have also identified topics that this class should focus on so that it fits in the broader public relations curriculum. For instance, I have simplified the section on history because students should have already encountered it in previous classes. Nevertheless, the fact that the public relations track does not have a specified sequence of courses that students are required to take, I still encountered challenge in meeting students who come in with varying levels of previous knowledge. Even though most found the course content relevant, one student felt “this almost needs to be an introductory class.”

Two more critical issues emerged in the discussions earlier. Sometimes students could successfully complete assignments without demonstrating a full understanding of the theories and strategies. As a result, I want to ask the students to explicitly explain the theories and strategies in the assignments. Another issue was that the group discussions were not as effectiveness. Hence, I would like to make group discussion more efficient and accountable.

In addition to further working on these objectives, I also learned some new information from the student evaluations.

Even though some students “liked the course as it was,” many still felt the lectures were too long even though I had cut them to a third of class time. Quite a few students recommended meeting twice or three times each week instead of once a week for three hours. One commented “it is too dense for that” and another one claimed to “tend to lose focus and attention with just slides all of class.” Hence, I would add more interactive activities and guest speakers next semester.

Moreover, some students suggested even more discussions. One wrote “I think that more discussion of the reading materials along with the in-class power points would reinforce the strategies and theories.” Another suggested the class should “focus more on discussion rather than random assignments.” During the semester, I made sure that a third of the class time was allocated for group discussions and the last third of class was to reflect on the in-class activity as a whole class. I suspect the discussions were not as
efficient and effective as they should have been. Looking into the future, I would provide more structured guidelines to group discussions.

Lastly, many students still asked for more examples even though many had already been provided. This again attested to the challenge of learning about abstract theories and strategies for students. I might have overestimated the effectiveness of the examples I provided. For next semester, I would provide more examples and case studies to illustrate the theories and strategies.

**SUMMARY AND OVERALL ASSESSMENT OF PORTFOLIO PROCESS**

Overall, this past year of participating in the *Peer Review of Teaching* program has been most illuminating and beneficial. I got to focus on tackling three tangible objectives for my *ADPR 450/850 Public Relations Theory and Strategy* class. These three areas were partly inspired by the discussions I had within this program at the beginning of the school year.

Then I got to apply many ideas introduced in this program, such as backward design principle and assessment methods, in my teaching. I had the opportunities to discuss what I observed and learned with my small group and with my small group leader. This program provided a variety of flexible modes of learning for me, which is what I would like to implement in my own classes as well.

Looking back, the *Peer Review of Teaching* program has not only helped me improve the target course under investigation here but also provided me with life-long pedagogical principles that I can employ in other instructional settings. For all of these, I am truly grateful!
ADPR 450/850
PUBLIC RELATIONS THEORY AND STRATEGY
Spring 2015

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Email: mwang10@unl.edu
Phone: (402) 472-2984
Office Hrs: M 11:00 a.m. - 1:00 p.m. or by appointment

Class Time: Monday 1:30 - 4:20 p.m.
Location: 109 Andersen Hall

COURSE DESCRIPTIONS

This course offers an overview of the theories and strategies that underlie modern practice of public relations. Since this is a foundational course, it places an emphasis on breadth rather than depth. As such, it reviews a wide variety of concepts related to public relations.

Equally important for this course is the application of these concepts in public relations practice. Hence, the theoretical discussions in class are complemented by the completion of an agency new business pitch presentation, a professional development activity, a crisis management plan, and a media kit.

Course Prerequisites

Junior standing and either ADPR 283 or BRDC 227 or JOUR 202.

This is an undergraduate-graduate cross-listed course. Graduate students are expected to demonstrate a higher level of strategic thinking in class discussions and assignments. The assignments for graduate students are often longer and more theory-focused.

Course Objectives

This course aims to help you:

⇒ Explore a multitude of topics related to modern public relations;
⇒ Understand core theories and strategies underlying modern public relations;
⇒ Employ these theories and strategies in pitching new businesses, managing crises and coordinating media relations.

Course Materials

No textbook is required for this course. One textbook is recommended.


This textbook can be rented in an online version. For instance: http://www.coursesmart.com/0077378644

Additional reading materials will be assigned and made available on Blackboard. You are expected to complete the readings BEFORE you attempt to work on any assignments or projects.
A variety of activities will be completed on Blackboard, so please make sure you have access to this resource. Also confirm that your email address is correct on Blackboard so that you will be able to receive timely announcements from the instructor.

To keep yourself updated on the latest developments in public relations, you need to actively follow news on the topic. You are expected to follow any one of the following resources on public relations and discuss what you learn from these sites:

- CommPR.Biz at http://www.commpro.biz/public-relations/
- Bulldog Reporter at http://www.bulldogreporter.com/daily-dog
- PR Tactics at http://www.prsa.org/Intelligence/Tactics/Issues
- PR Blogs listed at http://www.odwyerpr.com/website_links/website_links.htm

ACE Outcome #6: Approved in January 2008 by the faculty of the University of Nebraska–Lincoln, UNL’s Achievement-Centered General Education Program (ACE) is built on student learning outcomes that answer the question, “What should all undergraduate students--irrespective of their majors and career aspirations--know or be able to do upon graduation?” This course is certified to meet ACE student learning outcome #6: Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to understand and evaluate human behavior.

Opportunities to learn: Using lecture, small and large group discussion, guest speakers, case-study analysis and reading assignments, students will learn PR theories, history and evolution of PR models and applied methodology of public relations. Knowledge gained will help students understand how and why organizations and their various audiences interact with each other. Using the learned theoretical base that has evolved from early PR history to current day, students will be able to develop problem-solving PR strategies.

Opportunities to demonstrate learning. Students will compare and contrast theories through written papers and exams. They will demonstrate understanding of theories through application to scenarios and case studies—both discussion and in written form. Written work and exams will be evaluated by the instructor with feedback provided. Of primary concern in evaluation is the ability to apply theories to develop problem-solving methods for realistic scenarios. Quality of discussion will also be considered in the course grading.

ACEJMC Competencies: The College of Journalism and Mass Communications is accredited by the Accrediting Council on Education in Journalism and Mass Communications. ACEJMC’s mission is “to foster and encourage excellence and high standards in professional education in journalism and mass communications.” This course addresses these competencies:

-- Demonstrate an understanding of the history and role of PR professionals and institutions in shaping communications.
-- Demonstrate an understanding of the diversity of groups in a global society in relationship to public relations.
-- Demonstrate an understanding of professional ethical principles.
-- Think critically, creatively and independently.

Course Outcomes: One of ACEJMC’s principles is to promote student learning by assessing your achievement of the competencies listed above at the course and program level. After completing this course, students will demonstrate:

• Awareness: Students will become acquainted with historical theoretical research in public relations. They will also develop an awareness of research currently being conducted in the field as well as career opportunities in the PR industry. They will recognize ethical and diversity issues and develop vocabulary needed for discussion of theory and models of ethical principles.

• Understanding: Students will gain knowledge of the theoretical framework of public relations, how PR fits into a variety of organizations, and the leading and supporting roles it plays in organizational strategy. They will also gain knowledge of strategic public relations management and planning methods, and will understand options for dealing with various publics and issues in the public arena, including application to current issues of the media and diversity. They will interpret current issues and controversies affecting communication industries.

• Application: Students will be able to apply historical insights to current problems relevant to PR practitioners. They will be able to define PR responsibilities within the structure of the larger organization and demonstrate their ability to apply PR theories to develop problem-solving strategies for various publics. They will analyze and present strengths and weaknesses of alternative perspectives to issues through case studies. Cases will also help them synthesize and integrate information to construct clear, logical arguments to support a conclusion.
Technical Requirements

You will need the following to successfully complete this course:

• Computer with high-speed Internet access.
• Access to Blackboard.
• Screencast-O-matic account.
• Headset with microphone.

Hashtags to Follow

#PRfail

COURSE REQUIREMENTS

This course consists of five modules with each focusing on a different area of PR theories and strategies.

Module 1 – PR Overview
Module 2 – PR Models and Theories
Module 3 – Crisis Communication Strategies
Module 4 – Media Relations Strategies
Module 5 – Special Topics

In each module, you should complete the readings and additional materials first, after which you will complete a small independent project (except the last module). All of you will be divided into groups of five or six; you will share the project with the rest of your group members, review each other’s work, and offer constructive feedback.

Throughout the course of the semester, you are also expected to actively follow industry blogs and trade journals. You will be asked to share and reflect upon articles from such sources.

Participation

The class participation grade takes into consideration your attendances, engagement with the course materials in class, and participation in discussions. Deficiency in any of the three areas will negatively affect your participation grade.

Students must notify the instructor within the first two weeks of class of any specific days that they will miss class for religious observance.

I strongly advise you to drop this course if you have to miss three weeks in a row or five weeks throughout the course of the semester. You will have a hard time catching up in either case. Consequently, your participation and other course grades will likely suffer.

In addition to coming to class on time, you are expected to actively join in class discussions. In these conversations, you should make an effort to demonstrate your understanding of the assigned readings and to contribute constructively and respectfully to others’ comments.

COURSE GRADING

You will earn a maximum of 180 points in each of the five modules and 100 participation points for the whole semester, accumulating 1000 possible points at the end of the session.

For ADPR 450 students, grades will be based on your performance of the following activities:
<table>
<thead>
<tr>
<th>Module 1: PR Overview</th>
<th>Points</th>
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</tr>
<tr>
<td>Pitch Deck Peer Reviews</td>
<td>30</td>
<td>Feb. 23</td>
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<tr>
<td>Industry Tracking Post and Oral Report</td>
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For **ADPR 850** students, grades will be based on your performance of the following activities:

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<thead>
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<th>Module 1: PR Overview</th>
<th>Points</th>
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<tr>
<td>Agency New Business Pitch Deck</td>
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<tr>
<th>Module 2: PR Models and Theories</th>
<th>Points</th>
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<tr>
<td>Professional Development Activity</td>
<td>120</td>
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<tr>
<td>Professional Development Activity Peer Review</td>
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<td>30</td>
<td>Feb. 23</td>
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</table>

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<thead>
<tr>
<th>Module 3: Crisis Communication Strategies</th>
<th>Points</th>
<th>Due Date</th>
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<td>March 30</td>
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<td>Crisis Management Plan Peer Review</td>
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<td>Industry Tracking Post and Oral Report</td>
<td>30</td>
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<thead>
<tr>
<th>Module 4: Media Relations Strategies</th>
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<td>Media Kit Peer Review</td>
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<table>
<thead>
<tr>
<th>Module 5: Special Topics</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Special Topics Presentation Reviews</td>
<td>30</td>
<td>April 6</td>
</tr>
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</table>
Special Topics Presentation Reviews 30 April 27
Portfolio 120 May 4

Miscellaneous
Class Participation 100 Semester Long
TOTAL 1000

Grades will be based on the following percentage distribution:

- 93 to 100 = A
- 90 to 92 = A-
- 87 to 89 = B+
- 83 to 86 = B
- 80 to 82 = B-
- 77 to 79 = C+
- 73 to 76 = C
- 70 to 72 = C-
- 67 to 69 = D+
- 63 to 66 = D
- 60 to 62 = D-
- 59 & below = F

Extra Credits:

Additional extra-credit research studies may be announced during the semester. Students can participate in a maximum of three research opportunities worth two points each. If you choose not to participate, your grade will not be affected adversely.

COURSE POLICIES

Tardiness

All assignments must be turned in on time. Late assignments or revised assignments WILL NOT be graded. Assignments are accepted on Blackboard only; work sent through email will NOT be graded.

Since we only meet once a week, it is important that you attend lectures and participate in group activities. I strongly encourage to drop this class and take it in another semester if you have to miss five class sessions during the entire semester or three sessions in a row.

If a student cannot complete an assignment or take an exam at the scheduled time, arrangements must be made in advance with the instructor. Failure to do so will result in the reduction of one grade level, at a minimum, from the earned score. Exemptions may be made for unusual circumstances.

Plagiarism

This class will follow university guidelines concerning scholastic misconduct and grievance procedures.

No plagiarism is allowed on any assignments in this class. If a student is found to conduct plagiarism, he or she will receive an F on that assignment as the minimum penalty and will be faced with additional charges applied by the university. Remember, cite your sources when you present ideas that are not your own. Also, do not copy large amounts of information (complete sentences or paragraphs) verbatim even when the materials do not make a claim.

Cheating is similarly not allowed. If a student is found to cheat on exams or assignments, he or she will receive an F on that exam or assignment as the minimum penalty, and will be faced with additional charges applied by the university.

Incomplete

Permission for a student to receive an incomplete grade (I) is at the discretion of the instructor and must be accompanied by a written contract for completion of course requirements. Failure to take exams, complete assignments, or attend class is not an acceptable reason for an incomplete.

Students with disabilities
Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

**Diversity**

The College of Journalism and Mass Communications values diversity, in the broadest sense of the word – gender, age, race, ethnicity, nationality, income, religion, education, geographic, physical and mental ability or disability, sexual orientation. We recognize that understanding and incorporating diversity in the curriculum enables us to prepare our students for careers as professional communicators in a global society. As communicators, we understand that journalism, advertising and other forms of strategic communication must reflect society in order to be effective and reliable. We fail as journalists if we are not accurate in our written, spoken and visual reports; including diverse voices and perspectives improves our accuracy and truthfulness. In advertising, we cannot succeed if we do not understand the value of or know how to create advertising that reflects a diverse society and, thus, appeals to broader audiences.
## COURSE SCHEDULE

This schedule is subject to change at the discretion of the instructor. Announcements of any changes will be made during class or via Blackboard. It is the student’s responsibility to get information from any class s/he may miss.

Readings marked with *** are required for ADPR 850 students and optional for ADPR 450 students.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Prep</th>
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<td><strong>Week 1</strong></td>
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<tr>
<td></td>
<td></td>
<td>What is PR</td>
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<td></td>
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<td>PR Industry</td>
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<td><strong>Week 2</strong></td>
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<td>NO CLASS: MARTIN LUTHER KING DAY</td>
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<td><strong>Week 6</strong></td>
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<td>Agency New Business Pitch Due</td>
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<td>Authors and Title</td>
<td>Reading Materials</td>
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(2) Module 2 Industry Tracking Post Due          |

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<th>Authors and Title</th>
<th>Reading Materials</th>
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| 03-16-15        |            | None                                                                              | Crisis Management Case Study  
Guest Lecture: Jen Rae Wang. Communications Director to Nebraska Governor | Module 3 Industry Tracking Post Due               |

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<tr>
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<th>Authors and Title</th>
<th>Reading Materials</th>
<th>Assignments</th>
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<tr>
<td>04-06-15</td>
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<td>None</td>
<td>Social Media Relations Strategies</td>
<td>(1) Crisis Management Plan Peer Reviews Due</td>
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### Module 5: Special Topics

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<th>Week</th>
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<th>Key Topics</th>
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<tr>
<td>Week 14</td>
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<td>Community Relations, Nonprofit PR</td>
<td>(1) Media Kit Due</td>
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<td>(2) Professional Development Activity</td>
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<td>Employee Relations, Investor Relations, Public Affairs Relations</td>
<td>(1) Media Kit Peer Reviews Due</td>
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<td></td>
<td>(2) Professional Development Activity</td>
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<td>Reviews Due</td>
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<td>04-27-15</td>
<td>International PR, PR Law &amp; Ethics, Course Reflection, Dane Kiambi,</td>
<td>Special Topics</td>
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<td>Assistant Professor, UNL</td>
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<td>Exams</td>
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<tr>
<td>Week</td>
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</tbody>
</table>
Adrianna Tarin
ADPR 850:
PR Theory & Strategy Portfolio
May 1, 2015
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34-45
Agency New Business Pitch

See pitch online at www.youtube.com/watch?v=LaJECyOzrBs.
APCO Worldwide

History

- Founded in 1984 by Margery Kraus
- PR firm
- Second largest in the U.S.

Current Status

- Headquartered in Washington D.C.
- 600 employees
- 29 worldwide locations
Client List

APCO Worldwide

- Dell
- EBay
- Walmart - China
- UPS Foundation
- University of Southern California
- United Airlines/Continental Airlines Merger
- The Economist
- IKEA
- United Airlines/Continental Airlines Merger
The Landscape

Push
• Is it good enough to just meet expectations of those you serve?

Push back
• Is it enough to stay absolutely true to values and vision?

Pull together
• Is it enough to grow relationships?
Our Approach

- How do you build and enduring brand?
  - Champion Brand
  - ROR - Return on Reputation Indicator
  - PROspective - Predictive Risk & Opportunity Model
The Champion Brand

Alignment

Authenticity

Attachment

Advocacy
Return on Reputation
PROspective

Predictive Risk & Opportunity

- Direct stakeholder engagement
- Crisis communication
- Timely decisions
- Minimize harm
- Road maps
APCO Services

Create

Engage

Build

Defend

- Tactics
  - Advertising
  - Content Creation
  - Corporate Branding
  - Corporate Reputation & Executive Communication
  - Crisis & Issues Management
  - Digital
  - Financial Communication
  - Litigation Communication
  - Market Entry
  - Marketing communication
  - Measurement & Evaluation
  - Media Relations
  - Public Affairs, Government Relations & Policy
  - Research
  - Services to Governments
  - Stakeholder Engagement
  - Sustainable Growth & Corporate Responsibility
  - Trade & Investment
Success Stories

IKEA
• Helped strengthen IKEA’s reputation as a corporate leader in sustainability
• Challenge/Approach
• Results

Dell
• Helped Dell tell the story of its 15 year commitment to China
• Challenge/Solution
• Results
What’s Ford facing?

- Ranking and slower profits
- Hurdles and restructuring
- South America & Europe
With APCO, Ford can…

become a Champion Brand.
LET’S TALK
Ford Motor Company
Crisis Communication Plan
CRISIS COMMUNICATION POLICIES

1. All potential crises should be reported to Chief Executive Officer Mark Fields and Executive Chairman William Clay Ford, Jr. in a timely fashion.

2. Only the chief spokesperson, which will be chosen by top management, for the company may release information to the media and the public. In the event that a chief spokesperson cannot fulfill these duties, a back-up spokesperson may.

3. All other staff should direct others to the spokesperson in the event of a crisis.

4. No one person should act alone. In the event of a crisis, the spokesperson should meet with the crisis management team to identify key messages to release to the public.

5. The Ford Motor Company staff, Board of Directors, and any pertinent community partners will be briefed with any informational releases about a crisis.

6. All potential crises should be responded to. “No comment” is not a choice when responding to an event.

7. Information that is released about a crisis should be factual, responsive messages.

8. All information that is released should be proactive, responsive, and action-oriented, when possible.

9. Every employee should be briefed of crisis communication policies.

10. When an event occurs, the media should be contacted first instead of waiting for them to contact the organization.
CRISIS INVENTORY

How to Use It: The Crisis Inventory graph below analyzes six possible crisis that could occur for the Ford Motor Company including recall or safety defects, worker strike, factory accident, bankruptcy, communication mishap and civil suits against those in top management. Each possible crisis is ranked on a scale of 1 to 5 (5 being highest) by both probability that the crisis will occur and potential damage that the crisis will cause to the company. Ford is more vulnerable to crisis such as a recall or a communication mishap. This crisis inventory was created to suit the needs of the Ford Motor Company in case one of these emergencies should occur.

Signs of a Possible Crisis

Recall/Safety Defects

A product recall is a request to return a product after the discovery of safety issues or defects with the product that might endanger the consumer. This kind of effort is put into effect to limit liability for a corporation such as the Ford Motor Company. These types of crises are very likely to happen and would cost the company a great deal.
In order to minimize liability on behalf of Ford, regulations will be set to control how products are made and, in the event of safety issues, recalls must be reported as soon as possible. A system should be set up to fix or replace automotive parts that need it. The sooner safety issues are reported and fixed, the less damage that Ford will undergo.

**Worker Strike**

A worker strike happens when a substantial proportion of the labor force refuses to work, usually in response to employee grievances. With Unions in place, it is less likely that a strike would happen. However, if a strike did happen in a certain factory, it would cause a great deal of damage to the company.

Most strikes are called by Unions and are predictable, in the most part, and occur after a contract has expired. In order to stop this from happening in the first place, it is important to keep good relationships with unions and negotiate with them on terms.

**Factory Accident**

Similar to worker striker, a factory accident would cause a deal of damage to the company but is less likely to happen. Safety precautions should be taken at every factory in the training every day work of employees. Guidelines should be set in the event that a factory accident does occur, big or small.

**Bankruptcy**

Although it would seem that bankruptcy or financial problems would not take place, it is not unheard of for a big corporation to have such troubles. Thus the probability of this happening to Ford is a bit greater than it should seem. Because there is more probability of this happening, there should be more measures put in place, check and balances, to lessen the chance of this happening.

**Communication Mishap**

As social media and communication with every day people grows, a communication mishap is very likely to happen. Although it is more common for a top management member or employee could say or communicate in a way that is not in a positive manner on behalf of the company, it is less likely that much damage could be done by such a mishap.
EVENT ASSESSMENT WORKSHEET (FOR USE DURING PRE-EVENT PHASE)

In order to assess the magnitude of the events, The Event Response Matrix and Event Assessment Worksheet is a tool to guide decisions about the communication response according to the event’s crisis level and intensity score. When used for pre-event planning, it facilitates decision-making about the resources and materials needed for an actual event. For each type of event, use the Event Assessment Worksheet to score that event.

1. Using the "Event Assessment Worksheet",
   • briefly describe the event;
   • review each event criteria in Column C;
   • check the boxes in Column A for those criteria that apply to this event.
2. For each box checked in Column A, add the intensity points listed in Column B to derive the final intensity score for this event.
3. Record the total intensity points in the space provided on the worksheet.
4. Based on information given for pre-event scenario planning, use this intensity score to rank anticipated events with each other in order of priority for resource utilization and materials development.
Brief description of the event:

<table>
<thead>
<tr>
<th>Item #</th>
<th>Column A Check if applicable</th>
<th>Column B Criteria intensity (0-8)</th>
<th>Column C Crisis Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>The initial event is clearly recognized as an emergency that requires immediate communication with the public to prevent any harm.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>Deaths could occur if not taken care of.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>The media and public perceive the event as the “first,” “worst,” or “biggest,” etc.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>An ongoing criminal investigation is involved</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>The event can occur more in a metropolitan area (with dense media outlets) versus a sparsely populated area (with fewer media outlets).</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>The event is sudden, is national in scope, or has the potential to have a national impact.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>Human error is perceived as a cause of or responsible for the event.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td>The event can impact children or previously healthy adults.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3</td>
<td>The event is possibly “man-made” and/or deliberate.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>3</td>
<td>Persons involved in the event must take active steps to protect their personal safety.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>3</td>
<td>Responsibility for mitigating the event falls within the scope of your organization.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>3</td>
<td>A well-known or “popular” product is involved.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>2</td>
<td>The event is “acute.” The event occurred and your organization is faced with explaining the event and the aftermath (e.g., an accident in the laboratory or a chemical release).</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>Treatment or control of exposure is generally understood and within the person’s control</td>
<td></td>
</tr>
</tbody>
</table>

Total Intensity Points:

Crisis Level:

A – Highly Intense   C – Moderately Intense
B – Intense          D – Minimally Intense
Event/crisis: Recall/Safety Defects

**How to Use It:** Stakeholders are those who influence or can influence the organizations as well as those affected by it. This map shows the various stakeholders in accordance to the level of power and interest in the events or crises that may happen. Stakeholders that lie in the **Manage Closely** quadrant can easily ensure project failure, if you don’t manage them properly. These are the most important stakeholders for this particular event. The other stakeholders are to be dealt with in the order of importance after this group.
ANALYSIS OF KEY PUBLICS

How to Use It: The following is an analysis of key publics for Ford. All stakeholders affect the organization at some level. All publics differ and can be segmented in order to communicate with them. According to Grunig’s Situational Theory (Grunig & Hunt, 1984), there are four categories of publics including active, aware, latent and nonpublics, the last of which is not depicted here. Active publics are those that are aware of a problem and engage. Aware publics are those that recognize a problem, and latent publics are those who do not recognize a problem even though there is one present.

<table>
<thead>
<tr>
<th>Event/Crisis</th>
<th>Active Public</th>
<th>Aware Public</th>
<th>Latent Public</th>
</tr>
</thead>
</table>
| Recall/Safety Defects | Dealers  
                          | Those who recall effects  
                          | Suppliers                  | Users of competitors  
                          |                                             | Potential customer                        |
| Factory Accident  | Factory employees  
                          | Employees’ families  
                          | OSHA                       | Workers at different factories  
                          |                                             | Communities around other factories         |
| Communication Mishap | Communicator (who had mishap)  
                          | News media in country event happened  
                          | Internet users             | Sponsors in community  
                          |                                             | Investors                                  |
| Bankruptcy        | Government  
                          | Top management  
                          | Financial Officer          | Employees  
                          |                                             | Other companies who might hire your employees for more stability  
                          |                                             | Other industries’ companies  
                          |                                             | Potential customer                        |
| Worker Strike     | Union workers  
                          | Management               | Affected community where strike is happening  
                          |                                             | Workers’ families                            | Other Union members                     |
**MESSAGE PLANNING WORKSHEET**

**How to Use It:** For each imaginable crisis, the message planning worksheet is to be filed out with key messages, supporting facts and communications channels to be used for each audience for a particular event or scenario. These messages are to be planned so that in the event of a certain scenario, a set of messages is ready to be dispersed in a quick manner.

**Event/Scenario: Recall/Safety Defect(s)**

<table>
<thead>
<tr>
<th>Audience</th>
<th>Key Message(s)</th>
<th>Supporting Facts</th>
<th>Communication Channel(s)</th>
</tr>
</thead>
</table>
| Dealers                         | • Ford is not aware of any accidents or injuries related to this condition.   | • There are 194,484 affected vehicles in the United States and federalized territories, 12,392 in Canada and 6,035 in Mexico. • One issue is with the spring that controls the interior door handles. If the spring is unseated, the door may become unlatched in a side-impact crash, increasing the risk of injury. • Other Technical aspects of recall. | • Company newsletter/memo  
  • Company-wide emails |
| Customers who own Ford cars w/recall | • Ford is not aware of any accidents or injuries related to this condition. | • Make/Model/Years of Cars that have recall  
  • The safety recalls will begin on March 7, 2015  
  • Ford will notify owners and dealers will have the affected control modules updated free of charge. | • Ford.com  
  • Media release  
  • Home mailings  
  • Postcards |
| Communities                     | • Ford is not aware of any accidents or injuries related to this condition.   | • There are three types of recalls.  
  • 220,000 vehicles in North America for potential issues with door handles, vacuum pump relays and sensors.  
  • The company said it was aware of two fires, but no accidents or injuries related to the issue.  
  • Dealers will update software on the affected vehicles at no cost to address the issue. | • Public Safety Announcements  
  • Social media |
Leadership Biographies

WILLIAM CLAY FORD JR. - EXECUTIVE CHAIRMAN

As Executive Chairman of Ford Motor Company, William Clay Ford Jr. is leading the company that put the world on wheels into the 21st century.

“The ongoing success of Ford Motor Company is my life’s work,” he says. “We want to have an even greater impact in our next 100 years than we did in our first 100.”

Mr. Ford joined the Board of Directors in 1988 and has been its chairman since January 1999. He serves as chairman of the board’s Finance Committee and as a member of the Sustainability Committee. He also served as chief executive officer of the company from October 2001 to September 2006, when he was named executive chairman.

As CEO, Mr. Ford improved quality, lowered costs and delivered exciting new products. During his time in that position he took the company from a $5.5 billion loss in 2001 to three straight years of profitability. Through the years, his vision for the company has remained unchanged.

“I want us to be a company that makes a difference in people’s lives; one that delights its customers, rewards its shareholders and makes the world a better place,” he says. “To do that we are focused on delivering desirable products, a competitive cost structure and a sustainable business model.”

Mr. Ford joined Ford Motor Company in 1979 as a product planning analyst. He subsequently held a variety of positions in manufacturing, sales, marketing, product development and finance. During the breakthrough 1982 Ford-United Auto Workers labor talks, which launched the employee involvement movement that revolutionized the industry, he served on the company’s National Bargaining Team.

In 1983 he began a 12-month course of study as an Alfred P. Sloan fellow at the Massachusetts Institute of Technology. He was elected chairman and managing director of Ford Switzerland in 1987. As head of Business Strategy for the Ford Automotive Group in 1990, Mr. Ford helped develop guidelines for establishing low-volume manufacturing plants in emerging markets.

After being appointed general manager of Climate Control Division in 1992, he led a profit turnaround and a major improvement in product quality. He also established the company’s first wildlife habitat at a plant location and the first automotive plant in the world to use 25 percent post-consumer materials in all of its plastic parts. While he was general manager the division won the President’s Commission on Environmental Quality Award.
Mr. Ford was elected a company vice president and head of the company’s Commercial Truck Vehicle Center in 1994. He left that position in order to assume the chairmanship of the Board of Directors’ Finance Committee in 1995.

A lifelong environmentalist, Mr. Ford is committed to increasing shareholder value by developing products that please customers and benefit society. Under his leadership, in 2000 Ford Motor Company published its first corporate citizenship report outlining the economic, environmental and social impact of company products and operations around the world. In 2004, the company completed the world’s largest brownfield reclamation project, the restoration of its Ford Rouge Center in metropolitan Detroit. Mr. Ford also championed the Ford Escape Hybrid, the world’s first hybrid-electric sport utility vehicle, which was named North American Truck of the Year in 2005.

Ford Motor Company’s current vehicle line-up has received widespread recognition for its innovative driver assist and fuel-saving technologies such as six-speed transmissions and EcoBoost direct-injection turbocharged engines, as well as its lineup of conventional hybrid, plug-in hybrid and full electric vehicles.

“During the recent industry downturn Ford made two big bets, one on fuel economy and the other on technology, investing heavily at a time when many others were pulling back,” he says. “It absolutely was the right thing to do and today we are a leader in both.”

Looking to the future of transportation, in 2012 at the Mobile World Congress, Mr. Ford outlined the Blueprint for Mobility: the company’s vision of what sustainable transportation will look like in the years ahead, as well as the steps it will take to get there. As part of these efforts the company introduced an automated Fusion Hybrid research vehicle in 2013 and is conducting testing of vehicle-to-vehicle and vehicle-to-infrastructure technologies in Aachen, Germany and Ann Arbor, Michigan, as well as a rural mobility pilot program in Tamil Nadu, India.

Mr. Ford’s charitable, volunteer and business efforts are highlighted by his commitment to the city of Detroit. As vice chairman of the Detroit Lions professional football team, Mr. Ford led efforts to build a new, environmentally friendly stadium in Detroit that was the site of Super Bowl XL. Through Detroit Lions Charities, he helped develop the Detroit Police Athletic League youth football program into one of the largest in the country.

Mr. Ford is Chairman of the Board of the Detroit Economic Club, a member of the Board of Trustees of The Henry Ford, the Henry Ford Health System and the Board of Directors of eBay Inc., and Chairman of the New Michigan Initiative of Business Leaders for Michigan. In 2011 he was inducted into the Irish America Hall of Fame. He also is a founding partner of Fontinalis Partners, LLC, a Michigan-based investment firm that acts as a strategic operating partner to transportation infrastructure technology companies around the world.
Mr. Ford was born in Detroit in May 1957. He is an avid fly fisherman and car enthusiast, enjoys playing hockey and tennis, and is a black belt in the martial art of Tae Kwon Do. He holds a bachelor of arts degree from Princeton University, a master of science degree in management from Massachusetts Institute of Technology (MIT), an honorary Doctor of Environmental Sciences and Engineering degree from Koc University, an honorary doctor of laws degree from the University of Michigan and an honorary doctor of humane letters degree from Bradley University.

**MARK FIELDS - PRESIDENT, CHIEF EXECUTIVE OFFICER**

Mark Fields is president and chief executive officer, Ford Motor Company, effective July 1, 2014. He also is a member of the company’s board of directors.

Formerly, Fields served as chief operating officer, Ford Motor Company, a position to which he was named in December 2012.

Prior to this, Fields served as executive vice president, Ford Motor Company, and president, The Americas, a position to which he was named in October 2005. He led the development, manufacturing, marketing and sales of Ford and Lincoln vehicles in the United States, Canada, Mexico and South America, and was responsible for the transformation of the company’s North America operations and record profitability.

Previously, Fields served as executive vice president, Ford of Europe and Premier Automotive Group, where he led all activities for Ford’s premium vehicle business group, and for Ford brand vehicles manufactured and sold in European countries. Prior to that, Fields was chairman and chief executive officer, Premier Automotive Group.

Fields joined Ford Motor Company in July 1989. From 2000 to 2002, he was president and CEO, Mazda Motor Company, leading the company through a period of significant transformation. He held a number of positions in both South America and North America, including managing director, Ford Argentina.

Fields was named a Global Leader of Tomorrow by the World Economic Forum in 2000 and CNBC’s Asian Business Leader – Innovator of the Year for 2001. Born January 1961, Fields holds an economics degree from Rutgers University and an MBA from Harvard Graduate School of Business. (Ford.com, 2015)
Example Press Release for Recall

FORD ISSUES THREE SAFETY RECALLS IN NORTH AMERICA

DEARBORN, Mich., March 25, 2015 – Ford is issuing three safety recalls in North America. No accidents or injuries are attributed to these conditions. Details are as follows:


Ford is issuing a safety recall for approximately 213,000 2011-2013 Ford Explorer and Ford Police Interceptor Utility vehicles in North America (actual 212,911) for an issue with the spring that controls the interior door handles. If the spring is unseated, the door may become unlatched in a side-impact crash, increasing the risk of injury. Ford is not aware of any accidents or injuries related to this condition.


There are 194,484 vehicles in the United States and federalized territories, 12,392 in Canada and 6,035 in Mexico.

Dealers will inspect all four interior door handle assemblies and repair or replace the handles as necessary at no cost to the customer.

Ford issues safety recall for certain 2013-2015 Lincoln MKT limo and hearse vehicles in North America for vacuum pump relay issue!

Ford is issuing a safety recall for 1,725 2013-2015 Lincoln MKT limo and hearse vehicles in North America for an issue with the vacuum pump relay that could result in an underhood fire. Ford is aware of two underhood fires, but no accidents or injuries believed to be related to this condition.


There are 1,586 vehicles in the United States and 139 in Canada.

Dealers will replace the vacuum pump relay and associated wiring at no cost to the customer.


Ford is issuing a safety recall for approximately 6,500 2011-2013 Ford F-Series Super Duty ambulance vehicles and 2014-
2015 Ford F-Series Super Duty ambulance and emergency vehicles equipped with 6.7-liter diesel engines in North America (actual 6,472). The exhaust gas temperature sensors may not function properly, causing the vehicle to incorrectly identify a high temperature condition.

Ford is not aware of any accidents or injuries attributed to this condition, and that includes patients riding in the ambulance vehicles. The company is taking this action because of the unique nature of ambulance and emergency vehicles.

Affected vehicles were built at Kentucky Truck Plant, Feb. 22, 2010 to Feb. 1, 2015. There are 6,322 vehicles in the United States, 96 in Canada and 54 in Mexico. Dealers will update the software on affected vehicles at no cost to the customer. (Ford.com, 2015)
Ford and “Building Our Community” (Community Service)

For more than a century Ford has been committed to improving the world. Through volunteering and charitable giving, we provide support that strengthens the global community.

“We will continue to focus on education—our number-one priority—creating and implementing innovative new programs that cultivate the skills needed to create tomorrow’s innovations.” - Jim Vella, President of Ford Motor Company Fund and Community Services

Ford Motor Company Fund and Community Services builds on our heritage of improving people’s lives and making the world a better place. We work with our partners to find innovative solutions to community concerns using a coordinated, strategic approach. Our efforts are concentrated on three key areas: community life, education and safety.

“The Fund at Work”

https://corporate.ford.com/company/community.html

“Connecting with Ford in the Community”

https://twitter.com/fordincommunity

https://www.linkedin.com/company/ford-motor-company

Identifying and arranging for resources in advance of an event makes it easier to respond quickly. Those initial messages set the tone for communication during the rest of the event so having to wait until a computer is set up or phone line activated can be disastrous. The Crisis Communication Resources Worksheet is a guide and a list of the resources needed to communicate effectively during events the following events:

I. Recall/Safety Defects  
II. Worker Strike  
III. Factory Accident  
IV. Communication Mishap  
V. Bankruptcy

Verify that these resources will be available and will be activated quickly when they are needed.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Source/Location</th>
<th>Events/Crises</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I.</td>
</tr>
<tr>
<td>Staffing</td>
<td></td>
<td></td>
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<tr>
<td>A/V Equipment</td>
<td></td>
<td></td>
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<tr>
<td>CD-ROM</td>
<td></td>
<td></td>
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<tr>
<td>Cell phones/pagers/personal data devices and email readers</td>
<td></td>
<td></td>
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<tr>
<td>Color copier</td>
<td></td>
<td></td>
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<tr>
<td>Computers (w/LAN and email access)</td>
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<td></td>
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<tr>
<td>Designated personal message board</td>
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<td></td>
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<tr>
<td>Fax machines</td>
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<td></td>
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<tr>
<td>Laptop computers</td>
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<tr>
<td>Media Briefing Area</td>
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<td></td>
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<tr>
<td>Paper</td>
<td></td>
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<tr>
<td>Paper shredder</td>
<td></td>
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<tr>
<td>Phone bank volunteers</td>
<td></td>
<td></td>
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<tr>
<td>Phone lines</td>
<td></td>
<td></td>
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<tr>
<td>Phone bridge lines for media and stakeholders</td>
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<td></td>
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<tr>
<td>Podium</td>
<td></td>
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<tr>
<td>Portable microphones</td>
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<tr>
<td>Printers for every computer</td>
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<td></td>
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<tr>
<td>Radio</td>
<td></td>
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<tr>
<td>Tables</td>
<td></td>
<td></td>
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<tr>
<td>TV with cable hookup</td>
<td></td>
<td></td>
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<tr>
<td>VHS VCR</td>
<td></td>
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<tr>
<td>Visible calendars, flow charts, bulletin boards, easels</td>
<td></td>
<td></td>
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<tr>
<td>Website capability 24/7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td>Source/Location</td>
<td>Events/Crises</td>
</tr>
<tr>
<td>-----------------------------</td>
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<td>---------------</td>
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<tr>
<td>Paper clips</td>
<td></td>
<td></td>
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<tr>
<td>Printer ink &amp; copier toner</td>
<td></td>
<td></td>
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<tr>
<td>Paper</td>
<td></td>
<td></td>
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<tr>
<td>Pens</td>
<td></td>
<td></td>
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<tr>
<td>Marker</td>
<td></td>
<td></td>
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<tr>
<td>Highlighters</td>
<td></td>
<td></td>
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<tr>
<td>Erasable markers</td>
<td></td>
<td></td>
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<tr>
<td>Overnight mail supplies</td>
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<tr>
<td>Sticky notes</td>
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<tr>
<td>Tape</td>
<td></td>
<td></td>
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<tr>
<td>Notebooks</td>
<td></td>
<td></td>
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<tr>
<td>Poster board</td>
<td></td>
<td></td>
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<tr>
<td>Standard press kit folders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stock photos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bios of spokespersons and management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Color-coded everything (folders, inks, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baskets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizers to support your clearance and release system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expandable folders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staplers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper punch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three-ring binders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization’s press kit or its logo on a sticker</td>
<td></td>
<td></td>
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<tr>
<td>Color copier paper</td>
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</tr>
</tbody>
</table>
The All-New Universe
Press Kit 2015
Media Kit Planning

1. What is the purpose of the media kit?

This media kit is a pre-packaged set of promotional materials for the new Ford Universe distributed to members of the media for promotional use. They will be distributed to announce the release of the new vehicle.

Ford Motor Company introduces the all-new Ford Universe; a spacious, refined and technologically advanced people mover offering luxurious travel for seven passengers. Featuring the company’s latest global design language, the all-new Universe offers seven full-size seats, enabling families to easily switch between seating or load space with a segment-first feature that raises third-row seats at the push of a button.

2. Who are the publics we need to reach?

The audience in which Ford Motor Company is trying to reach with this new product includes adults with families.

3. What are the types of media to reach those publics?

Ford Motor Company hopes to reach these publics through primetime television commercials, online video streaming services ads, automobile publications and blog-style online companies.

4. Which media will receive the kits?

Mostly, those who want information about new vehicles can access this information on media.ford.com. In addition, media kits will be sent to automobile publications and national news organizations that cover car news.
Media Release Planning

1. How does it relate to the purpose of the kit?

A media release is included to instigate and cause the printing of articles that pertain to the organization. These articles would be of interest to a news organization’s audience and possibly promote the product.

2. How will the news media use it?

News media will be able to use it as a story or background information on a more in-depth article.

3. How will you measure that?

In order to measure the usage of media releases, the Ford Motor Company public relations team will use search engine optimization and media measurement operations to track reader interaction with the press release, monitor online news web sites to track press release pick-up and gain insights to apply to future campaigns or media releases.

4. How is the audience of each news media expected to use the information or do as a result of receiving this information? How will you measure that?

It is possible with search engine optimization and media measurement programs, the Ford Motor Company can move beyond numbers of eyeballs and track reader interaction with your press release, but also gain insights into how readers are interacting with your news. With these programs, PR professionals at the Ford Motor Company can determine how messages are impacting key audiences. For instance, we can find out if readers are e-mailing news to associates, saving links, bookmarking or blogging about your news. In the end, we can compare engagement and make adjustments for the future.

5. How does what you are providing the news media convey that expectation?

The aim of the media release is to provide news media with messages that are of interest to their audience.
Media Release

FOR IMMEDIATE RELEASE

After car vandalism, community raises funds to help

DEARBORN, MICHIGAN, April 8, 2015 - As news of the car vandalism made its way through the community, a group calling themselves We Are Dearborn decided to organize an event to celebrate diversity and show that immigrants are welcome.

“In response to the recent hate inflicted in our community, we’ve organized an outreach event to help the refugees living in Dearborn that had vehicles vandalized,” said Amy Smith, representative of We Are Dearborn.

A potluck was organized by We Are Dearborn to bring community members together to raise funds for individuals and families of Sudanese refugees that were effected. More than $10,000 was raised.

“We were very lucky to have the backing of many community members and businesses,” Smith said.

The biggest business donor of the night was the Ford Motor Company, who donated four all new Ford Universe cars to the cause.

“Dearborn is the heart of our business in many ways,” said Mark Fields, president and Chief Executive Officer of the Ford Motor Company. “We want the people of this community to know that we care and are there for them.”

For more information about We Are Dearborn, visit www.facebook.com/WeAreDearborn.

Ford Motor Company, a global automotive industry leader based in Dearborn, Michigan manufactures or distributes automobiles across six continents. With about 187,000 employees and 62 plants worldwide, the company’s automotive brands include Ford and Lincoln. The company provides financial services through Ford Motor Credit Company.

The All-New Ford Universe is a spacious, refined and technologically advanced people mover offering luxurious travel for seven passengers. Featuring the company’s latest global design language, the all-new Universe offers seven full-size seats, enabling families to easily switch between seating or load space with a segment-first feature that raises third-row seats at the push of a button.

For more information regarding Ford and its products worldwide, please visit www.corporate.ford.com.

###
Media Release #2

FOR IMMEDIATE RELEASE

Ford Reveals All-New Universe; Luxurious Seven-Seater Offers First-Class Travel with More Convenience and Practicality

DEARBORN, MICHIGAN, April 8, 2015 - Ford Motor Company today revealed the all-new Ford Universe; a spacious, refined and technologically advanced people mover offering luxurious travel for seven passengers.

Featuring the company’s latest global design language with a sophisticated grille and slim-line headlamps, the all-new Universe offers seven full-size seats, enabling families to easily switch between seating or load space with a segment-first feature that raises third-row seats at the push of a button.

Comfort is enhanced for front seat passengers with massaging Ford Multi-Contour Seats; and for rear seat passengers with integral link rear suspension that offers a smoother, quieter ride.

“We designed the all-new Universe to be flexible for family life, a smoother quieter ride, built with smart technology supports and simplified for our consumers,” said said Mark Fields, president and Chief Executive Officer of the Ford Motor Company.

All-new Universe makes it easier than ever to maximise space for passengers and luggage. A control panel in the rear luggage compartment enables all five second- and third-row seats to be folded flat at the push of a button. Ford’s integral link rear suspension configuration delivers the compliance required for greater comfort, while retaining lateral stiffness for enhanced steering and handling. It also allows the wheel to move further rearwards on impact with bumps. This delivers improved impact absorption for a smoother ride and reduced noise levels. Universe also is offered with self-levelling rear suspension that maintains optimal ride height for comfort and handling.

Drivers are supported by systems that monitor speed restrictions, pedestrians and other vehicles to help them focus on the task of driving. Further systems include Ford’s Adaptive Front Lighting System that adjusts the headlight beam angle to match the driving environment, and can prevent dazzling other drivers with the Glare-Free Highbeam function.

About Ford Motor Company
Ford Motor Company, a global automotive industry leader based in Dearborn, Michigan manufactures or distributes automobiles across six continents. With about 187,000 employees and 62 plants worldwide, the company’s automotive brands include Ford and Lincoln. The company provides financial services through Ford Motor Credit Company. For more information regarding Ford and its products worldwide, please visit www.corporate.ford.com.

###

CONNECT | NEWS

Go Further
Fact Sheet

Company Profile

- Incorporated on July 9, 1919, is a manufacturer of automobiles
- The Company operates in two segments: Automotive and Financial Services
- Executive Leadership:
  - William Clay Ford, Jr., Executive Chairman
  - Mark Fields, President Chief Executive Officer
- Ford is committed to developing great products for customers around the world.
- In 2014, we are introducing 23 new vehicles globally.
- Ford saw the largest percentage point gain in U.S. market share among automakers in 2013.
- Ford F-Series was the best-selling vehicle in the United States for the 32nd year in a row and Ford Focus was the best-selling nameplate in the world.
- With the freshest car portfolio in the industry and a commitment to deliver continuous improvement for fuel economy, Ford is well positioned in the global marketplace.

Galaxy Details

- All-new Ford Universe people mover delivers luxurious travel for seven with practical innovations, class-leading refinement, and advanced driver assistance technologies
- Universe offers sophisticated exterior with slim-line headlamps, raised beltline and large glass area; stylish interior features retractable panoramic glass roof
- Easier than ever to optimise for seating or luggage space with segment-first ability to raise, as well as fold, third-row seats at the push of a button
- Clever floor design makes getting in and out easier, second-row seats slide and tilt in a single action for entry to the third row
- Passengers will travel in comfort with Multi-Contour Seats and integral link rear suspension
- Universe could help drivers avoid exceeding speed limits, and incurring costly penalties with new Intelligent Speed Limiter; Glare-Free Highbeam optimises visibility for night driving
- Manoeuvrability and precision enhanced by Ford Adaptive Steering. Efficient, effortless cruising through EcoBoost petrol and TDCi diesel engines including 210 PS bi-turbo
Supplemental Information I Planning - Photo Content

1. How does it relate to the purpose of the kit?

It’s important for news media to understand what the product looks like.

2. How will the news media use it?

News media will know better how to present the Ford Motor Company and the new product, the Universe. They will be able to use photos to show their audience what the Universe looks like to give them a better idea of the product.

3. How will you measure that?

It’s easier to measure how photos are used on the Internet with software that tracks images on the Internet. For print publication, Ford representatives will have to monitor those publications to see if images are used.

4. How is the audience of each news media expected to use the information or do as a result of receiving this information? How will you measure that?

The more information our audience knows about the new product, the more likely they will be to buy the product. When they can see what the Universe looks like, they can make a more informed decision.

5. How does what you are providing the news media convey that expectation?

By providing photos of the new product, the news media will be more likely to use them in their publication.
Supplemental Information I - Photo Content
Supplemental Information II Planning - FAQs

1. How does it relate to the purpose of the kit?

News media and target audiences might find information about Ford policies and products to be helpful. They should know that Ford offers warranties, services and performance information. They should realize that Ford will help them make a good choice in a vehicle with services that back it up.

2. How will the news media use it?

New media can use it as supplemental information or information to make infographics for their publication. Either way, they have extra information to use.

3. How will you measure that?

When Ford tracks how press releases are used, they can also check for the supplemental information that was given.

4. How is the audience of each news media expected to use the information or do as a result of receiving this information? How will you measure that?

The supplemental information will allow the media’s audience to be more informed about the new product.

6. How does what you are providing the news media convey that expectation?

The news publications will be more likely to publish content about the new product if they have more information about it and the company.
Supplemental Information II - FAQs

My Ford Vehicle
Where can I obtain my radio or key code, or a new key for my Ford?
Firstly, check for the Security Code card which comes in the same pack as your Owner’s Manual. If you still need help, make contact with a Ford Authorised Dealer or Repairer for further assistance. For security purposes, we are unable to share code information by phone or email. If you require a new key or fob, again contact your nearest Ford Authorised Repairer who can order & programme a replacement for you.

How can I obtain a new Owner’s Manual?
All new Ford come with an Owner’s Manual. Speak with the Sales Team at your Dealer if you don’t have one included. If you have misplaced your manual, or have purchased a previously-owned Ford without one, you can buy a Manual for a small fee online. Buy a new manual here.

Where can I obtain the service history for my previously owned Ford?
We don’t store servicing records centrally, however we do recommend buyers and sellers pass on the Service Portfolio to help maintain the vehicle condition and keep you driving longer. In the first instance, make contact with whoever sold you the vehicle. Authorised Ford Repairers may store servicing records that they can access, however this will depend on the processes of each Franchise. Speak with the servicing team who will do their best to help.

Where can I find technical specifications for my Ford Vehicle?
Firstly, check our pages online to find out more detail about your vehicle. Simply choose your vehicle from the menu by following this link, then select Brochures, Prices & Specifications on the menu. If you can’t find what you are looking for on our website, we recommend you contact a Ford Dealership for technical information, as they not only have the relevant knowledge and experience, but also direct access to our technical support services.

Do I get Ford Roadside Assistance with my new vehicle?
Yes, new Ford vehicles are automatically provided with Ford Assistance for one year from the date you take delivery of the vehicle. Book your Scheduled Service with a participating Dealer and you can also enjoy the safety and reassurance of up to a year’s roadside assistance cover.

How do I obtain a Certificate of Conformity?
If you require a Certificate of Conformity for a car, please contact us at coc@ford.com, if you require a Certificate of Conformity for a commercial vehicle, please email us at cvbrand@ford.com.

Servicing & performance
When should I get my car serviced?
Service intervals vary by vehicle model, but are specified in the Service Portfolio supplied with your vehicle. For further enquiries please contact your local Ford Approved Dealer who is best placed to confirm the exact
schedule for your vehicle and also advise of any recall or service actions that may be outstanding on your vehicle. For more information, check our Service & Repair pages.

**How can I maintain my Ford in optimum condition between scheduled servicing?**
Every vehicle is prone to wear and tear to some extent. But by having yours checked regularly, you can keep every part of it running smoothly and so prevent unnecessary – and often expensive – repairs later on.

There are a few things you can do yourself to help maintain your vehicle. In addition to maintaining paint & bodywork by regular cleaning in accordance Ford recommendations, there are some other simple owner checks you can make on a regular basis. We also recommend you take advantage of the range of free checks available at any Approved Ford Dealer.

**How can I optimise the Fuel consumption of my Ford?**
Reducing the amount of fuel you use means reducing emissions. Read our fuel-efficient driving tips.

**The fuel consumption on my vehicle is not what I expected, what can I do?**
Fuel consumption is tested under strict guidelines; details of the test procedure can be located here.

**How do I ensure my air conditioning keeps working efficiently?**
Air conditioning units should be regularly serviced in a similar manner to other vehicles parts. Over time the gas can become contaminated or filters become saturated which can cause the system to become inefficient. If not properly looked after the air conditioning system can be the ideal breeding ground for bacteria, mould and fungi. Anti-bacterial air conditioning treatment will destroy bacterial build-up and leave a pleasant fragrance within your vehicle and help avoid this.

**Where can I find out more about Ford Protect Service Plans?**
Your local Authorised Ford Dealer will be happy to assist you with any queries you may have on Ford Protect new vehicle servicing plans. Alternatively, you can call the Ford Protect Helpdesk on 0870 241 6726.

**Warranty**

**Something has gone wrong on my vehicle. Is it covered by the vehicle warranty?**
Firstly, you should have your concern investigated by an Authorised Ford Repairer. With access to the latest technology and Ford technical expertise, they will firstly diagnose the matter and advise whether your warranty covers the repair. Due to the very technical nature of vehicle operations, it is not possible to provide a diagnosis and advise on the necessary repairs without seeing the vehicle. Your Ford Authorised Repairer will be happy to explain what action is required, and will seek help from the Ford team when needed. Find your nearest Ford Authorised Repairer here. You can also check some simple Warranty Terms here.

**How can I purchase an extended warranty for my Ford?**
Your Ford Dealer will be happy to explain the Extended Warranty options and help identify the best plan for you and your vehicle. Find your nearest Ford Dealer here. Alternatively, please contact our Ford Protect team on 0870 241 6726.
What do I need to do in order to maintain my paint surface and perforation warranty?
To maintain your paint surface and perforation warranties, the body panels of your Ford must be examined in line with the schedule in your vehicle service plan; preferably by a Ford Authorised Dealer and that the results of the check are recorded in the vehicle’s body and paint record to maintain the vehicle’s perforation warranty.

Is my vehicle warranty transferable between owners?
Yes, the Ford Protect Classic warranty plan applies to the vehicle and not the owner so subsequent owners can benefit from the balance of any warranty remaining on your vehicle when you sell it. There is no need to update change of ownership, however, in the first year of ownership, owner details can be changed simply by calling Ford Protect on 0870 241 6726.
Last month, I had the pleasure of joining the team at Flagship Restaurant Group in Omaha for an afternoon. This company owns several restaurants in the Omaha metro and Lincoln areas, and have expanded into Illinois, Texas, and Colorado as well. Some familiar names would be: Blue Sushi Saki Grill, Roja Mexican Grill, Blatt Beer and Table, and Plank Seafood Provisions.

I had met the Marketing Director and her Public Relations assistant at Meet the Pros, an advertising and design conference for students held in Omaha yearly. They had an awesome presentation about their efforts to engage customers and maintain relationships. I knew I wanted to learn more about their efforts and also realized how great of an opportunity it would be as well. So, I set up an afternoon and joined them in their office.

The first thing I noticed about the office was how close knit the group is – which currently consists of the Marketing Director Megan, the Public Relations specialist Jenn, and their designer Haylie. They are in somewhat close quarters; they basically share one big office and have several desks. They are constantly checking in with one another through workflow, email, and just chatting about projects. This helps their productivity immensely and works in their favor. If anyone ever has a question about something, they can just lean over and ask or have impromptu meetings. As mentioned in class, this helps keep marketing and public relations equal but overlapping.

The most impressive aspect of the Flagship team is how consistent their strategies and tactics are. Overall, the team works very closely along the Hierarchy of Objectives: AAA model mentioned in week five; this wasn’t necessarily mentioned by the Flagship group, but more something I noticed after some reflection. For example, the team uses advertising to increase awareness over multiple platforms – and their most beneficial is word of mouth and recommendations or online reviews.

To Affect Attitudes, the team uses Action tactics. One of the most consistent things Flagship does is engage with all customers who post either an online review, tweet about a restaurant, or leave a comment on their Facebook pages. This can be a daunting task, and its amazing that the team manages to keep up with this. Overall, Jenn explained that this isn’t an easy feat – the girls take turns managing the social accounts over the weekends – since those are the most busy times for their restaurants. Not only do they engage with their local customers, but ones at ALL of their restaurants!
These small engagements relate back to the **two-way symmetrical model**, which Flagship strives to achieve. This model is very difficult to carry out successfully since it requires an equal amount of engagement as it does posts. But the team prioritizes this over all other methods of advertising, public relations, or marketing. It's proven to be successful – each negative or positive review merits a personal response from the team and an negative experiences that the team feels need to be remedied gets even more special attention.

The girls work hard to find the person online, and send them a gift card with a personal message asking them to try one of their restaurants again. Then, the girls track that experience and receive a notification when that person redeems the gift card. After the gift card is redeemed, the team will reach out again and ask how this experience differed from their last and to ensure the customer had a satisfactory dining experience. This also relates back to the **Management Principals and Conflict Resolution** mentioned during Week six; along with the **Systems Theory**. By having such heavy and thoughtful engagements and constantly looking through customers perspective by analyzing orders and experiences, the team functions as **Boundary Spanners**.

As far as lessons learned for outside the scope of our class – I had several. My favorite and the most interesting to me is how much marketing can reach outside of being a management function. For example, Haylie, the Flagship designer, works diligently to put personal touch into all of the restaurants.

For each location, window and wall decals are customized to put a local touch into them. For the new Denver location of Blue – Haylie incorporated the Denver skyline into the wall decals. Amsterdam Falafel and Kabob is another restaurant that Flagship doesn’t own, but works closely with. Haylie was working on customized wallpaper for the new Lincoln location that will be opening soon. Seeing this incorporating of user experience control was very exciting and interesting to me. Each of these small details can make a real difference in changing and enhancing a customer’s experience.

I was very impressed with the level of professionalism shown by the Flagship team. They all very clearly love their jobs and are passionate about Flagship Restaurant Group and the dining experiences their company provides. Being passionate and developing a team that shows such a high level of energy and passion has clearly paid off well for the team and the company they represent.