

Public Relations Campaigns - Team Project/Presentation

For your team project, you and your team are to prepare a campaign in response to a public relations problem presented by an outside organization in the community.

As a member of your team, you will be responsible for developing various campaign components and for assisting other members of the class with the overall project. You and your team will decide who will be responsible for which part. While you are personally responsible for your component, you must develop it with team input so that all parts of your team's campaign fit together.

In addition to your work on the campaign, you are to submit a portfolio, including a copy of all materials you produce and a written report explaining in detail: 1) your work on the campaign, and 2) how your efforts contributed to the overall success of the team project, and evaluating: 1) the effectiveness of your individual work and 2) of the entire team effort. Your report is to be typed, double-spaced and no longer than 5 pages in length.

You will be asked to present your campaign component in class with the other members of your team and to use any visual aids necessary to enhance your presentation. Team presentations will be given at the end of the semester. Your portfolio and report are due on the day of your presentation.

Your team project represents 40 percent of your overall grade and will be based on the following:

- | | |
|---|-----|
| 1) Individual component
(creativity, composition,
completeness, appearance) | 20% |
| 2) Project report | 10% |
| 3) Individual presentation
(organization, content,
visual aids) | 5% |
| 4) Team evaluation
(team evaluation of each
member's contribution) | 5% |

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Team Project - Evaluation Summary

Team Member

Project Component/% of Class Grade	% of Project	Score
1) Class presentation (5%)	(12.5%)	_____
2) Team evaluation (5%)	(12.5%)	_____
3) Project paper (10%)	(25.0%)	_____
4) Individual component (20%)	(50.0%)	_____
	(100.0%)	
	Project total score:	_____

(Counts 40% of overall class grade)

Comments:

**PR Campaigns Team Presentation
Team Member Presentation Evaluation Form**

Team Member/Team	Date of Presentation	
Judging Criteria	Maximum Points	Score
I. Presentation/Structure		
-- clear organization and logical transitions	15	_____
-- clear opening, purpose and summary	15	_____
	Total : 30	Total _____
II. Presentation/Content		
-- Key publics fully identified	6	_____
-- Problem(s)/Goal(s)/Objective(s) fully identified/explained	8	_____
-- Creativity of methods selected	6	_____
-- Appropriateness of methods	6	_____
-- Methods fully identified/explained	10	_____
	Total: 36	Total _____
III. Visual Aids		
-- Use of visual aids is well coordinated	10	_____
-- Quality of visual aids used	12	_____
-- Enhancement of presentation by visual aids	12	_____
	Total : 34	Total _____
	Total: 100	Final Total _____

Comments:

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Team Member Evaluation (Confidential)

Please rate each member of your team on a scale of 1 to 5:

1= Unsatisfactory 2= Poor 3= Fair 4= Good 5= Excellent

(Name) _____
Team member #1 Team member #2 Team member #3 Team member #4

Criteria

Attendance _____

Cooperation _____

Attitude _____

Dependability _____

Initiative _____

Quality of individual work _____

Quantity of individual work _____

Accuracy of work _____

Overall contribution to team campaign plan _____

Comments about team members or team project:

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Self Evaluation

Name

Team

- 1) This semester my team had _____ meetings to discuss our campaign project.
- 2) Of those meetings, I attended _____ meetings.
- 3) This semester I spent a total of _____ hours working on my team campaign project.
- 4) I would rate my overall contribution to my team's campaign project as (circle one):

1= Unsatisfactory

2= Poor

3= Fair

4= Good

5= Excellent

- 5) Based upon the quality and quantity of my work on my team's campaign project, I would give myself the following grade for my project:

_____ + -

6) Comments:

Team Project - Evaluation Summary

Library
Team Member

Project Component/% of Class Grade	% of Project	Score
1) Class presentation (5%)	(12.5%)	_____
2) Team evaluation (5%)	(12.5%)	_____
3) Project paper (10%)	(25.0%)	_____
4) Individual component (20%)	(50.0%)	_____

* The team's Fundraising Kit (100.0%)
was impressive - visually attractive, well organized & thought out - and it should be very useful to Library's efforts. You could have included copy of "Neighbors" feature story in Kit.
Project total score: _____
(Counts 40% of overall class grade)

Comments:

Good, well organized presentation. Binder needs Index and Tabs separating different sections. Good, clear Executive Summary. Good identification/analysis of SWOT elements. Good informal Research methods, especially examination of Momentum and other fundraising kits; you should state Library's & Goal in Research, and as part of MBO Goal! MBO Objectives should be measurable not general and should include donations of memorabilia as an objective since your message covers that also. Action Plan has good detail and is a good checklist of action items but it does not follow proper MBO format; should be organized around objectives of team campaign. Excellent detail on Budget for campaign items/team expenses. Good Recommendations for future - any suggestions for how/when Library should use fundraising kit? Good Internal Evaluation, particularly of how team decided on project, and good Evaluation of Kit materials, explaining their content, design & purpose. Overall, the Kit is well done with creativity, unity of design/message, simplicity & completeness. Some typos in brochure, mailers, & fact sheet.

Client Written Report (Binder)

Sections

- Cover page w/name of team, team members
- Executive Summary
- Situational Analysis
- Research Design
- MBO/Action Plan/Communication (include MBO and discussion of team's Communication activities)
- Evaluation (include calculation of team's "value" and "dollar value" of media coverage)/Recommendations
- Appendix (hard copies/disk copy of all materials produced by team, media clippings, etc.)

- 1) Prepare two binders - one for client, one for me.
- 2) Present binders in class during team's presentation
- 3) Follow the same outline during team's oral presentation; each team member should discuss his/her work on the campaign during the presentation.
- 4) Turn in your self-evaluation/evaluation of team and your individual report (3-4 pages, with samples of your work) on day of presentation.

NEIGHBORS

EDITOR: MARIKA LYNCH mlynch@herald.com 305-671-4343

3 EAST

EAST

The Herald

CORAL GABLES

Canes collecting memorabilia

■ The University of Miami and the Iron Arrow Honor Society kicked off a campaign to collect school memorabilia with a reception Thursday that also honored past Iron Arrow Chief Rhea Warren.

BY LAURA MORALES
lmorales@herald.com

The University of Miami keeps a stash of old sports uniforms, footballs and trophies to document its many years of athletic glory. But the school lacked a collection dedicated to celebrating and preserving other aspects of student life, such as the Iron Arrow Honor Society.

The school aims to change that. Thursday, Iron Arrow kicked off the Hurricane Heritage Campaign — an effort to preserve the history of UM and the prestigious honor society by collecting memorabilia from former students.

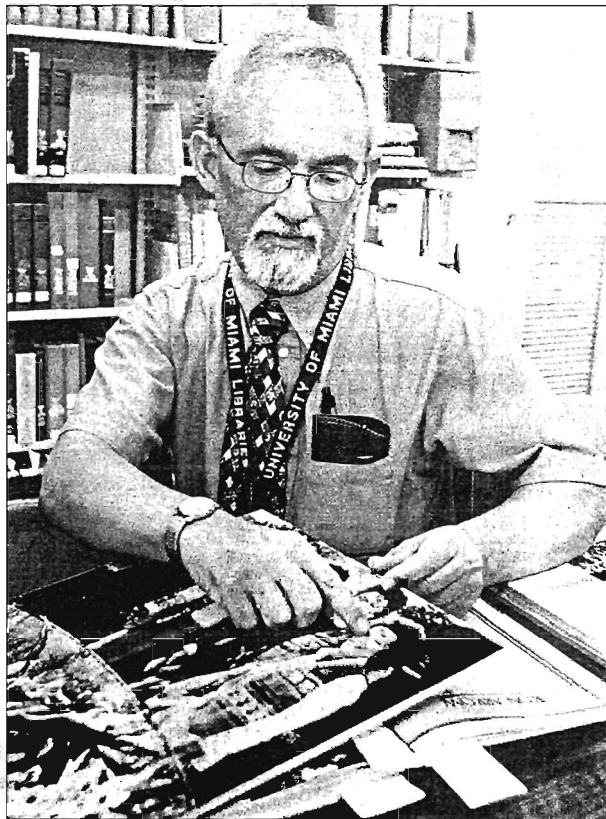
The campaign was introduced at a reception honoring scientist and alum Rhea Warren, the longest-serving chief in Iron Arrow's 78 years.

Warren recently gave UM a trove of historic items, including a Seminole jacket that belonged to Dr. Bowman F. Ashe, the school's first president, and a ceremonial Seminole dress worn by the group's earliest "Medicine Men."

Warren also donated piles of yellowed photo albums, official Iron Arrow papers and scrapbooks that document in painstaking detail the intertwined histories of the society and UM.

"I'm very proud of my membership in Iron Arrow," Warren, a herpetologist who has had a frog, a snake and two lizards named after him, said in an interview. "I served as chief through some very turbulent times."

For example, in 1976, UM President Henry King Stanford removed the society from campus over its policy of excluding women. The vote to admit



RAUL RUBIERA/HERALD STAFF

FLASHBACK: Craig Likness, head of Archives and Special Collections at the University of Miami Richter Library, looks at pictures of the first woman admitted to the Iron Arrow Honor Society.

PALMETTO BAY

Village looks to buy land

3

KEY BISCAIYNE

Mayor easily reelected

3

FOOTBALL ZONE

Warriors 135s still unbeaten

50

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*TURN TO UM, 4

UM collecting school mementoes

*UM, FROM 1

women finally passed in 1985, and the group was allowed to return.

Membership in Iron Arrow is the university's top laurel.

Ashe himself founded the society in 1926, and Seminole Chief Tony Tommie made them an honorary Seminole tribe in 1934.

"Tapees" are chosen for their love of the school, their character, leadership, scholarship and humility.

Warren's donation prompted the idea of creating a permanent place on campus for collecting historic items, said Marcy Connor, a UM senior. Connor is one of several students in professor Donn Tilson's public relations class who is working in teams on the Hurricanes Heritage campaign.

The school's leaders plan to add a wing to the Richter Library, where some of the items will be housed, said Craig Likness, head of the library's Archives and Special Collections. The rest will be displayed in a soon-to-be-

SMART
BOX

IF YOU GO

- **What:** Hurricane Heritage Campaign
- **Information:** Norm C. Parsons, Iron Arrow Faculty Advisor, 305-284-4566, or e-mail nparsons@miami.edu

built alumni center.

"We did a lot of research on universities like Harvard, Central Washington and Mississippi State and how they've built their own collections of memorabilia and documents," Connor said. "UM has given us so much in terms of preparing us for the future, and now we get to give back. It was about time we did something like this."

Arva Moore Parks, a historian and recent Iron Arrow inductee, agreed.

"UM is such a young institution that people don't think of its memorabilia as historic, when in fact it is," Parks said.



RAUL RUBIERA/HERALD STAFF

PRESERVING HISTORY: Left, Marcy Evanson, Craig Likness and Rochelle Pienn, staffers at the University of Miami Richter Library's Archives and Special Collections look at the Iron Arrow artifacts donated by Rhea Warren.

MIAMI

Nine Miami-Dade students get chance of a lifetime

*PROGRAM, FROM 3

guards outside Buckingham Palace. They plan to return to Miami today. Torri Russell, 14, a freshman at American Senior High School and the youngest winner, said she was most excited about seeing the wax museum.

"I was watching VH1 and saw the one in New York, and then I checked the Internet for the one in London," she said. "I want to see how they make it look so real."

The trip, valued at \$52,000,

was paid for by British Airways and Do The Right Thing.

A total of 10 finalists, out of about 500, were nominated each month, with a single winner chosen monthly throughout the 2003-04 school year.

The group of six girls and three boys was chosen by an advisory board made up of nine community leaders, including two Miami commissioners.

The board looks for kids who have overcome adver-

sity, or who would never get to experience anything like this. Do-The-Right-Thing director Jodi Atkinson said.

"For some of the kids, this is the only time they'll ever get to go to London," she said.

Cryer, who was born with cerebral palsy, was a senior at Miami Killian Senior High when she won and is now a freshman at the University of Florida.

The challenge of navigating her wheelchair through the cobblestone streets of London doesn't concern her.

"All my life I've learned to overcome adversity," she said.

Growing up in the projects of west Tampa, Odeime "O.D." Naples, 18, was part of a gang and was constantly in trouble. But during his senior year at School for Applied Technology, he made an extreme turnaround.

"I was hanging out with people who weren't going to get me where I wanted to be," he said.

So he started studying harder, pulling his F's up to

A's and B's. He began volunteering at school activities and helping his aunt sell clothes at a local flea market.

Of all the teens recognized by Do The Right Thing, Naples was voted student of the year.

Now, a first-year student at Florida Career College in Sweetwater, Naples, who donates blood each month, said he wants to be a medical assistant technician.

Said Naples: "I want to get into pediatrics and work with kids."

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The Miami Herald The Herald



Division of Pulmonology

March 28, 2000

Helen Ferre
Editora
Diario Las Americas
2900 NW 39th Street
Miami, FL 33142

Dear Helen:

We need your help. VACC Camp, or Ventilation Assisted Children's Center, is a week long camp April 1-7 in Miami for children who have never had the chance to play outside, swim in a pool, or feel the ocean breeze on their skin. VACC Camp has made these dreams a reality for children in South Florida and throughout the country since 1985. The camp is free and one of only a few of its kind in the nation.

Program Director Dr. Moises Simpser of the Miami Children's Hospital makes VACC Camp possible for these children and their families with the help of community volunteers and sponsors. But, he needs the community's help to expand the camp so more technology dependent children can have the chance to enjoy being just like other kids. His dream is to also open other VACC Camps around the country. We are students at the University of Miami's School of Communication, and we have taken the camp on as a class project.

That's where we need your help in publicizing this year's camp through feature stories or a general interest piece. This camp is an excellent photo opportunity, which will be interesting to many of your readers. Enclosed you will find a media kit with information pertaining to the camp as well as photos ready for use.

We'll follow up with a phone call in a few days to personally ask for your support. Thank you for considering our request.

Sincerely,

Katherine Barrios

Jennifer Cisco

Cheryl Marsh

Kimberly Streack

Ventilation Assisted Children's Center (VACC)
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