

SYMMETRIC RESULTS

PUBLIC RELATIONS



November 20, 2012
Symmetric Results PR
Mediation
The College of New Jersey
Kendall Hall
2000 Pennington Road
Ewing NJ, 08628

Dear Ms. Gallus:

Thank you for choosing Symmetric Results PR to represent Mediation at The College of New Jersey. Our mission as a leading Public Relations group on campus is to “help you help them”. We make it our number one goal to provide you with a clear and effective plan, which will promote growth within your program.

Mediation is a program dear to our hearts because as a diversified group, we feel we represent the student body here at TCNJ. Through our own trials and tribulations with fellow students and faculty, we personally appreciate the creation of this program. We know that the rest of the campus community will feel the same. These services provide refreshing and innovative ways to handle conflict in a healthy and effective manner.

This is an exciting program to represent because of its massive potential. Not all PR professionals are lucky enough to work with such an eager and blossoming program. Our research indicates that almost all of the student body is unaware that this program exists. This is expected due to its new standing as a program on campus. Therefore, this PR plan aims to raise awareness and leave a lasting impact on the campus community. Symmetric Results is grateful to work with enthusiastic individuals whose goals are to better the college community. We are the right match because we equally identify with those goals.

We hope that our PR plan far exceeds your expectations. We have worked diligently to research, analyze, and effectively execute a successful PR plan for this program. By using this plan as a guideline for the next year, you will



see exponential growth within this program. We hope to raise awareness and gain acceptance of Mediation as an esteemed, trustworthy, and successful program on campus.

As our client, you will receive a free public relations plan which will provide detailed instructions for ensuring growth and recognition at The College of New Jersey. Please read our plan and take it into consideration when discussing the future of Mediation. Thank you for your time and granting us this opportunity. We know this plan will not disappoint!

Sincerely,

Cara Esposito

Sarah Polansky

Sally Milnes

Anthony Restivo

Brianna Rojas

Symmetric Results PR
2000 Pennington Road Ewing NJ, 08628 609-771-1855

Table of Contents:

Situation Analysis	
Goals.....	4
Client History.....	5
The Problem and How PR Can Solve It.....	6
Formative Research.....	7
Audience Segmentation.....	14
Channel and Media Selection.....	17
Competition Analysis.....	20
PR Plan	
Plan Outline.....	21
Evaluative Research Outline.....	26
Detailed Budget.....	27
Gantt Charts.....	28
Work Log.....	29
Appendices	
Appendix A(1-5): Intercept Questions and Responses.....	31
Appendix B: Survey Instrument.....	36

Goals:

Symmetric Results has taken on the task of helping TCNJ Mediation join in the ranks of other highly respected organizations on campus. In order to reach this level of success, Symmetric Results has conducted research to better identify the audience, and to have a better understanding of the wants and needs of potential clientele.

- Improve the respectability and recognition of the Mediation Organization by 15 percent by enhancing the promotional efforts of the program.
- Effectively disseminate information regarding the Mediation program to the college community by 35 percent.
- Increase clientele base as well as number of mediators within the program including faculty and students.
- Promote additional Alternative Dispute Resolution resources on campus.

It is important to inform the students of TCNJ that there is a resource that could facilitate mediation meetings. After examining research results, it was learned that most students do not know that TCNJ offers a Mediation program. After getting the name of the Mediation program out to students, the next subject to tackle is actually getting students to use the program. Research showed that there were a number of reasons why students were not open to using the Mediation program. Through demolishing preconceived notions about the Mediation program, student usage should increase. Symmetric Results doesn't just want to increase the clientele, but also increase the number of people who are mediators. Once the clientele has been expanded and new Mediators have been effectively trained, different variations of dispute resolution can be used. For each of these goals, Symmetric Results has outlined different tactics in order to reach the desired goals. By accomplishing these goals, TCNJ students will be in better mental health and will feel more comfortable asking for help with a situation when it becomes too much for them to handle.

Client History:

On September 20, 2012, Symmetric Results PR met with Elizabeth (Beth) Gallus of Mediation at TCNJ to gain a better understanding of herself, the program and what she would like to accomplish within the next year. Elizabeth Gallus started Mediation at The College of New Jersey within the past year as a way to revitalize the student conduct process. A colleague recommended the program as a new opportunity for students, faculty, and the community to resolve disputes in a healthy way. Beth has over 100 hours of mediation training and years of experience in the student conduct field. This year marks the first for the mediation program on TCNJ's campus. The organization accepted online applications in the Spring semester of 2012. The program accepted 40 members, consisting of students, faculty, and professors. It held its first training program over the summer in which members completed 30 hours over the course of four days. Mediation has an approved logo and tagline and has purchased some promotional items. There has been no further progress on campus or known mediation cases. Mediation at TCNJ has no affiliation with mediation organizations at other universities.

Mediation is a voluntary, private process utilized for dispute resolution. Major tenants include utilizing a multi-partial third party to help identify areas of conflict and facilitate discussion between individuals. Ideally, participants will develop mutually satisfying solutions they can agree to and abide by in order to overcome the conflict. This program administers services for student-student, student-faculty, student-staff, faculty-faculty, and staff-faculty conflicts.

Problem and How PR Can Solve It:

Mediation is a highly regarded form of conflict resolution in which the parties involved can effectively handle their conflict. Without it, family, business, and social functions would not operate as smoothly. Conflict is especially prevalent in college relations. Disputes occur between students, faculty, students and faculty, and students with the college community. The College of New Jersey has adopted a new mediation program to provide an additional outlet for the college community.

Beth Gallus, the Assistant Director of Student Conduct, created the program within the past year to revitalize the student conduct process. The program accepted and trained 40 students and faculty members to serve as mediators for the 2012-2013 school year. The new mediators put in 30 hours of training over the summer and are anxious to put their skills to the test. However, there is a severe lack of knowledge and/or understanding about this program at TCNJ.

Symmetric Results PR conducted a survey in which 200 students on campus answered questions regarding conflict in their own life and their knowledge about Mediation at TCNJ. Results indicate that students are experiencing conflict with roommates, landlords, group members, etc., yet they are unaware of the mediation program on campus which has potential to assist resolving those conflicts. Results also indicate that students are open to resorting to an outside source such as Mediation to resolve their conflicts.

Therefore, Symmetric Results PR will strive to increase awareness about Mediation at The College of New Jersey. The program will grow exponentially if the student body is aware of the program and utilizes it as a healthy outlet for resolution. It is also important to reach out to prospective mediators from the faculty and student body to increase the number of mediators on campus. Mediation will achieve these goals if it follows the PR plan provided by Symmetric Results.

Formative Research:

The Symmetric Results team conducted intercept studies and surveys in order to get a better understanding of how TCNJ students handle conflict. The information gathered was useful in determining the best approach to formulate a PR plan for TCNJ's mediation program to best meet the needs of students.

From the intercept study, Symmetric Results was given insight into the current situation at TCNJ. We asked 10 people to describe a scenario where they were in a conflict with another student and a professor along with each resolution. Each student was asked to evaluate the effectiveness of their resolution and if they would have done anything differently. The students described different ways to approach a conflict, but it was common for a conflict to go unresolved. The study revealed whom students find themselves in conflicts with, the difficulty to approach certain people about their true feelings, how they feel about unresolved conflict, and the many ways to deal with issues. The information provided from their personal experiences was useful in shaping questions for the survey. See the appendix for the complete intercept study.

Surveys were distributed to a sampling of 203 TCNJ students using the Qualtrics survey database to evaluate the attitude toward conflict, conflict resolution, and the need for a neutral, third party mediation program at the college. The questions were formed to understand how often students are in conflicts, who are they most commonly in conflicts with, how they approach a conflict, and whether a third party would be useful to reach resolution. The survey also shows what modes of communication are most useful in informing students. Symmetric Results will use these responses from the sampling, which proportionally represent all TCNJ students, to formulate a PR plan that will effectively promote the mediation group on campus. The charts listed below show the survey results listed in the same order as on the survey.

The first question asked students to rank on a scale, 1-5 (five being always), how often do they get into conflicts with the following.

- Group projects averaged the highest with 2.40, friends and romantic relationships followed respectively. Roommate was fourth with 2.04.

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Students	1.00	5.00	2.01	0.97	165
2	Faculty	1.00	5.00	1.66	0.91	138
3	Housing	1.00	5.00	1.93	1.03	136
4	Roommates	1.00	5.00	2.07	1.00	163
5	Romantic Relationships	1.00	5.00	2.27	1.06	165
6	Friends	1.00	5.00	2.21	0.94	182
7	Teachers	1.00	5.00	1.67	0.89	127
8	Group Projects	1.00	5.00	2.40	1.04	167
9	TCNJ Administration	0.00	5.00	1.75	0.94	134
10	Club/Organization	1.00	5.00	1.78	0.92	144
11	Ewing Residents	0.00	5.00	1.73	1.17	125

The next question asked students how often they find themselves in conflict.

- 33% of students find themselves in some sort of conflict.

#	Answer		
1	Always		0%
2	Often		4%
3	Sometimes		29%
4	Rarely		64%
5	Never		3%
	Total	202	100%

The next question asked students how often do their conflicts go unresolved.

- 43% of students never get results; the situation goes unresolved.

#	Answer			
1	Always		7	3%
2	Often		16	8%
3	Sometimes		63	31%
4	Rarely		81	40%
5	Never		35	17%
	Total		202	100%

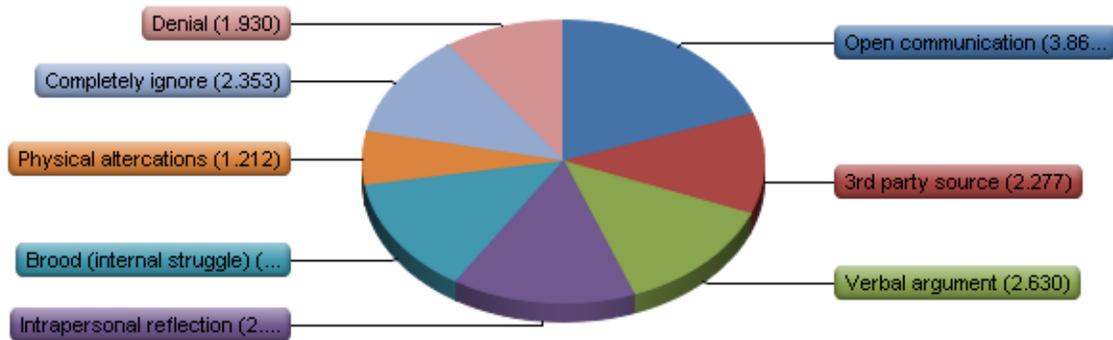
The following question gave insight into how student feel when their conflict go unresolved.

- 71% of students need a program so that they can eliminate unnecessary stress.

#	Answer			
1	Stressed		142	71%
2	Angry		24	12%
3	Indifferent		25	12%
4	Other		10	5%
	Total		201	100%

On a scale from 1 (never) and 5 (very often), each student ranked how often they use the given methods to solve personal conflicts.

- Although students are more likely to choose open communication (3.86) to solve a conflict, the next two highest options, intrapersonal reflection (2.89) and brood (2.64), do not solve a conflict.

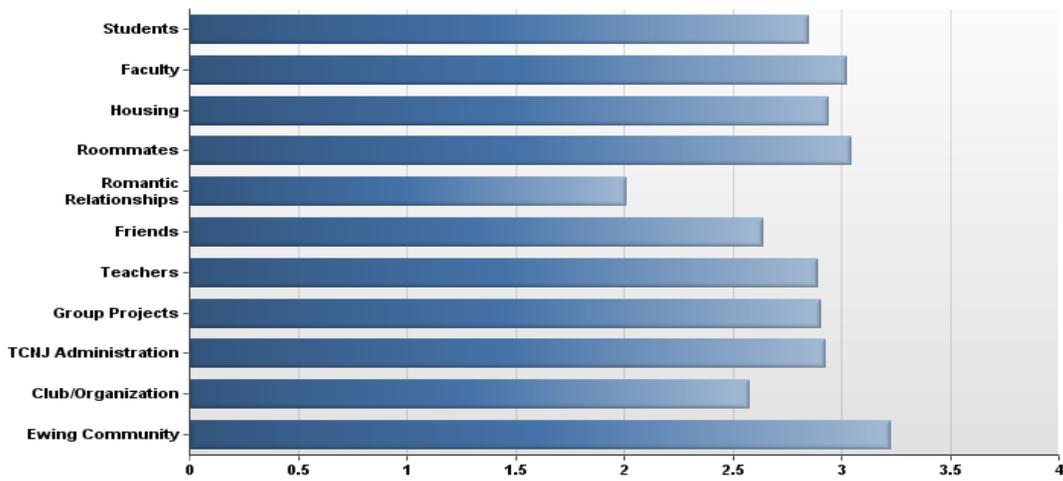


When asked how willing they would be to solve a conflict using a third party neutral source (scale 1-5), students averaged 2.61, which suggest that they are willing to explore a third party option.

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Choose one	1.00	5.00	2.61	1.02	186

The following question reveals the top conflicts where a third party would be more appropriate.

- With 1 being the lowest and 5 being the highest, students ranked the Ewing Community with 3.22, Roommates with a 3.03, Faculty with a 3.02, and TCNJ administration with 2.93.



The next two questions ask students about the likelihood of using a free, on-campus mediation service and why they would choose not to.

- 34% said they would be able to solve the conflict on their own, 27% of students would rather go to a source who they have a relationship with, 15% said they would not use the neutral third party because of lack of trust, and 9% said they have a fear of being judged.

#	Answer		
1	Lack of trust		30 15%
2	"You can solve it on your own"		67 33%
3	You would rather go to a source who you have a relationship with		55 27%
4	Fear of judgment		17 9%
5	Waste of time		15 7%
6	Other		17 8%
	Total		201 100%

- On a scale from 1 to 5 (1 being never, 5 being very willing to use a mediation service), students averaged 2.44.

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Choose one	1.00	5.00	2.44	1.18	179

Students were asked if they were aware of the mediation group on campus.

- 73% of students said no.

#	Answer		
1	Yes		54 27%
2	No		146 73%
	Total		200 100%

Finally, the students were asked how they receive their information about TCNJ activities and news.

- The top three sources for information were Facebook, Email, and Fliers/Posters/Table Tents, respectively.

#	Answer	1	2	3	4	5	6	7	8	
3	Email	83	70	34	8	1	0	1	0	197
1	Facebook	84	56	24	15	8	7	2	1	197
7	Fliers/Posters/Tabl e tents	20	33	55	36	21	12	18	2	197
5	Res Life	5	3	10	25	57	52	34	11	197
4	Teachers	1	10	37	51	37	37	21	3	197
6	The Signal	2	5	11	31	43	62	39	4	197
2	Twitter	2	19	25	28	25	19	37	42	197
8	WTSR	0	1	1	3	5	8	45	134	197
	Total	197	197	197	197	197	197	197	197	-

Audience Segmentation:

Internal Audience:

- 1) Current Mediators
 - a. Those who are currently trained mediators can encourage friends, classmates, and teachers to consider joining the organization.
 - b. A select group of mediators should form an E-board to guide future objectives of creating and maintaining a presence on campus, including VP of membership and VP of public relations.
 - c. All members should comply with upholding their scheduled mediation appointments and attending group meetings.
- 2) Faculty Advisor
 - a. The faculty advisor is essentially responsible for leading the principle goals and objectives of all members of the mediation organization.
 - b. He/she should schedule mediation appointments, facilitate events, and organize group meetings in order to maintain consistent membership.
- 3) Students
 - a. They are potential mediation clientele. Can schedule appointments for dispute resolution in issues regarding life at TCNJ, including roommate conflict, group member conflict, student VS professor conflict, romantic conflict, etc.
 - b. They are potential certified Mediators. Can join mediation organization to become certified to handle dispute resolution appointments at TCNJ
- 4) Teachers and faculty
 - a. They are potential mediation clientele. Can schedule appointments for dispute resolution in issues regarding academic concerns with their students
 - b. They are potential certified Mediators. Can join mediation organization to become certified to handle dispute resolution appointments at TCNJ

External Audiences:

1) TCNJ Administration and Services

- a. Because the administration is highly esteemed throughout the college community, it is an important research to promote Mediation Organization as a reliable and accessible resource for dispute resolution (specifically the offices of Student Affairs and Student Health Services).

2) Student Organizations

- a. Other student organizations (such as the Residential Hall Association) can co-sponsor events with the Mediation Organization to increase credibility and raise awareness on campus
- b. Additionally, members of other student organizations may become interested in dispute resolution services to resolve conflict within their own members

3) Surrounding College Community

- a. Because the residents of Ewing sometimes are in dispute with TCNJ students who rent houses in surrounding areas, they should be aware of the Mediation Organization services to help strengthen ties with the community.

4) Residential Education and Housing Department

- a. Res life staff (such as Community Advisors) can help promote the organization by recommending their residents to use the dispute resolution services.

5) TCNJ Media

- a. Maintaining a presence on the TCNJ website is important to increase campus awareness, and to disseminate information regarding mediation updates and appointments.
- b. *The Signal* newspaper is a useful channel to publicize the emergence of the new Mediation Organization and post a calendar of upcoming events.
- c. WTSR radio station airs advertisements to the campus community

regarding student organizations.

- d. Lions TV is a televised resource that is used to broadcast recent news and events throughout TCNJ.

Channel & Media Selection:

After reviewing survey results conducted by the group, Symmetric Results learned that the top three ways TCNJ students receive information is through e-mails, Facebook and fliers, table tents and posters. More than seventy five percent of TCNJ students ranked e-mail the first or second best way to receive information about campus activities and news. It is recommended that TCNJ Mediation is included in the “This Week At TCNJ” e-mail that is sent out on a weekly basis.

Facebook was the second highest ranked, with seventy percent of TCNJ students ranking it first or second for receiving information. TCNJ Mediation currently has a Facebook page created, however it is not a ‘Page’ which can be liked. Instead, it is a ‘Friend’ account, and a friend request must be sent in order to become ‘friends’ with TCNJ Mediation. Currently, TCNJ Mediation has less than 30 friends. The profile is also private, limiting information that students can see. If TCNJ Mediation created a Page, students would be more inclined to ‘like’ it, versus submitting a friend request, therefore increasing the amount of information students see about the Mediation program. We recommend that the Facebook page is updated with information on a weekly basis.

The third highest ranked way TCNJ students receive information is through fliers, posters and table tents. If TCNJ Mediation distributed these forms of promotional materials throughout the campus, more students would see the name and want to know more. Information that might be included on fliers, posters and table tents might be a short description of the program, a link to the

official TCNJ Mediation website and the Facebook page, and one or two testimonials from people who have used the program’s services.

M-A-C Triad Chart:

Audience	Message	Channel
Current Mediators	Strengthen the respect and clientele of the organization by upholding responsibilities as a mediator. Promote program to peers.	Informal interpersonal communication, Email, meetings, mediation appointments, Facebook and Twitter updates, interest sessions, web site
Faculty Advisor	Reach out to students and peers to promote the organization as an outlet for conflict resolution.	Informal interpersonal communication, Email, meetings, Facebook and Twitter updates, interest sessions, web site
Students	Mediators are trustworthy and non-judgmental peers who can help with conflict.	Informal interpersonal communication, Email, Facebook and Twitter, web site, table tents, fliers and posters, interest sessions
Teachers and faculty	Effectively resolve academic issues through mediation, or become a certified mediator to help facilitate constructive dispute resolution with students.	Informal interpersonal communication, Email, web site, interest sessions
TCNJ Administration and Services	Promote organization as a reliable and accessible resource for dispute resolution.	Informal interpersonal communication, Emails, “This Week at TCNJ” updates
Student Organizations	Use resource to cross-promote events on campus, and to resolve conflict with your members.	Informal interpersonal communication, print media, news releases to <i>The Signal</i> and WTSR

Surrounding College Community	A resource to resolve conflict between Ewing residents and current TCNJ students.	Mailed letters, pamphlets, emails, mediation appointments
Residence Life (Community Advisors, House Assistants, Community Coordinators)	Res Life student staff members can direct their residents towards Mediation to resolve conflicts. Recommend the program as a trustworthy, effective outlet.	Face-to-face meetings, weekly Res Life meetings

Competition Analysis

TCNJ offers a program called Counseling and Psychological Services (CAPS) to all TCNJ students. CAPS has been a key part of the campus community for more than 20 years, and students have been actively using the program. At first glance, it may seem as though the two programs offer the same services to students, however, after further investigation of CAPS, they do not. TCNJ Mediation is a group that solves conflict, while CAPS is an outlet for students to go to. If a conflict was solved using CAPS, it would typically be an intrapersonal conflict. When there is a conflict involving another person or people, the student's best bet would be to use TCNJ Mediation. CAPS does not offer services similar to or the same as the services that TCNJ Mediation offers.

Plan Outline

Objective 1- Improve the respectability and recognition of the Mediation Organization by 15 percent by enhancing the promotional efforts of the program.

Strategy 1.1: Increase awareness of the program by informing individuals

Tactic 1.1.1: Put up posters, fliers and table tents throughout the campus.

- These types of promotional materials would include basic information about the program, such as what types of services are offered and where to find the Mediation office.
- These types of information would be distributed throughout the campus in the beginning of each semester.
- Include literature in Welcome Week bags for incoming freshman.

Tactic 1.1.2: Record and air a commercial on TCNJ's radio station, WTSR.

- Through recording a quick (thirty second) commercial to air on WTSR, another population of TCNJ will be reached. The commercial will contain the same information that were on the fliers, posters and table tents.

Tactic 1.1.3: Create new social media presence for the Mediation organization.

- Create a new Facebook Page for the TCNJ Mediation program. Updates about the program will be posted here.
- Create a Twitter account for the program. It will provide comical and relatable facts about mediation that students can use in their own lives.
- Update the TCNJ Mediation website to be more functional.

Tactic 1.1.4: Create a presence within The Signal through a monthly column.

- The column would include humorous and relatable advice regarding typical college conflicts.
- Students would submit questions via TCNJ Mediation’s email.
- Mediators will work together to answer questions in an appropriate manner.

Strategy 1.2: Increase credibility and trustworthiness amongst TCNJ students.

Tactic 1.2.1: Assigning a designated Mediator to each freshman floor and one to each upperclassman building.

- Establish a professional relationship with on-campus residents to instill confidence in dispute resolution services.

Tactic 1.2.2: Purchase t-shirts to further prove the legitimacy of the program.

- Student and faculty Mediators will wear shirts on designated days to show unity within the organization and professionalism on campus.

Tactic 1.2.3: Provide testimonials to create dependability for student population

- Use successful Mediation stories published in the Signal or in pamphlets to encourage student participation
- Provide anonymous feedback form for disputant to reflect on the success of the mediation appointment
- Informative skits and/or role-play activities with certified mediators to provide testimonials for incoming freshmen.

Objective 2- Effectively disseminate information regarding the Mediation program to the college community by 35 percent.

Strategy 2.1: Co-sponsor an event with Residence Hall Association (RHA) and National Residence Hall (NRHH) .

Tactic 2.1.1: Host a speaking event for Brown Bag Lunch Series

- Invite a conflict coach to speak about his or her experience mediating on a larger scale.
- At the end of the event, invite audience members to a workshop where they could participate in mediation role play.

Tactic 2.1.2: Reserve a table in the Student Center during 11:00AM and 1:30PM.

- Informative literature and promotional materials (ex. pens, stickers) should be distributed to students passing by.
- Distribute mood pencils, with information cards attached, which may lead students toward the program.

Strategy 2.2: Have various faculty members work with the Mediation program in order to promote the dispute resolution services to the campus community.

Tactic 2.2.1: Inform employees at CAPS and Student Health Services about TCNJ Mediation's services.

- Students who want to use CAPS services for Mediation can be re-directed to TCNJ Mediation.

Tactic 2.2.2: Have a designated mediator per academic department who will advise students facing conflict with faculty or classmates.

- If a student expresses concern about an academic conflict, they can resort to the designated Mediator.

Strategy 2.3: Send out information about the Mediation program to the Ewing community.

Tactic 2.3.1: Creating brochures to send to landlords, neighbors, and business owners that would inform people of the program.

- This program could be a resource to off-campus TCNJ students who are in conflicts with their landlords or neighbors.

Objective 3- Increase clientele base as well as number of mediators within the program including faculty and students.

Strategy 3.1: Provide seasonal information sessions for potential Mediators on campus.

Tactic 3.1.1: Existing faculty and student Mediators will provide information about the process of becoming a Mediator and insight on what the position entails.

- Highlight the credentials of the position within the application process to attract the most qualified applicants.
- Have a student and faculty Mediator speak about their experience holding mediations.
- People who attend the event can ask questions to student and faculty Mediators.

Tactic 3.1.2: Mediators will provide incentive and motivation for joining Mediation.

- Incentives include résumé building, interpersonal communication skills, and problem solving.
- Mediators could talk about the benefits of using the Mediation program.

Objective 4- Promote additional Alternative Dispute Resolution resources on campus.

Strategy 1: Introduce additional programs for students on campus.

Tactic 4.1.1: Facilitated Dialogue

- A conflict coach will guide the discussion until resolution is reached.

Tactic 4.1.2: Restorative Justice

- When an identified victim and other individuals involved take ownership of feelings in order to make amends.

Strategy 2: Create a location dedicated to dispute resolution center on campus.

Tactic 4.2.1: Acquire larger office space within Campus Town.

- By saving funds over an extended period, TCNJ Mediation should be able to open a facility in the Campus Town within the next five years. This would further extend the availability of dispute resolution services to the community.

Evaluative Research Outline:

Objective 1- Improve the respectability and recognition of the Mediation organization by 15 percent by enhancing the promotional efforts of the program.

- Produce another survey.
- Monitor e-mail submissions to The Signal column
- Monitor the amount of traffic to the Facebook page.
- Monitor the amount of people who subscribe the TCNJ Mediation Twitter page.
- Utilize the testimonials to reflect the current success of the program and what areas need to be improved upon.

Objective 2- Effectively disseminate information regarding the Mediation program to the college community by 35 percent.

- Monitor attendance at Brown Bag Lunches.
- Monitor the amount of students who visit the table in the Student Center.
- Evaluate the increase in percentage of faculty members who are involved within the organization.
- Through feedback from testimonials, evaluate the amount of conflict-resolution cases that involve the community of Ewing.

Objective 3- Increase clientele base as well as number of mediators within the program including faculty and students.

- Monitor attendance at informational sessions.
- Measure the increase in mediator applicants.

Objective 4- Promote additional Alternative Dispute Resolution resources on campus.

- Measure funds annually to evaluate the financial standing in regards to opening a Dispute Resolution office in Campus Town.
- Monitor the amount of people who use each type of dispute resolution, including facilitated dialogue and restorative justice.

Detailed Budget:

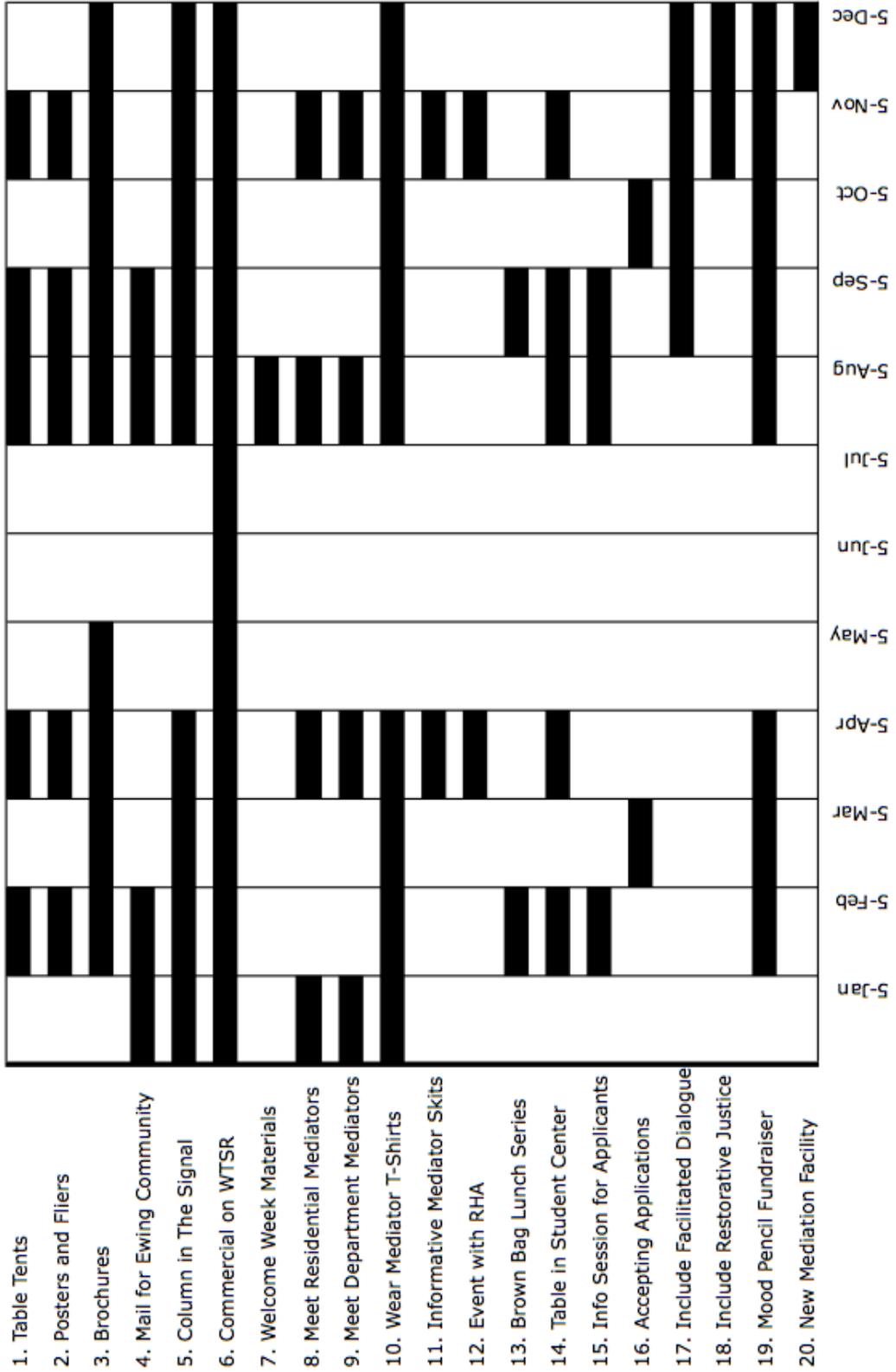
Objective 1		Cost
Tactic 1.1.1	Poster, Fliers, and Table Tents	\$200
Tactic 1.1.2	Record and air a commercial on TCNJ's radio station, WTSR	0
Tactic 1.1.3	Hire a web designer to update website	\$100
TOTAL		\$300

Objective 2		Cost
Tactic 2.1.1	Invite a conflict coach to speak about his or her experience mediating on a larger scale	\$200
Tactic 2.1.2	Distribute mood pencils	0
Tactic 2.1.2	Distribute information cards	\$100
Tactic 2.3.1	Brochures to send to landlords, neighbors, and business owners in the Ewing community	\$300
TOTAL		1,625.98

Objective 3		Cost
Tactic 3.1.1	Food for info sessions and mediation meetings	\$400
TOTAL		\$400

Overall Total: \$2325.98/\$2500.00

Public Relations Activities



Signed Work Log:

PR PLAN COMPONENT	RESPONSIBLE FOR WORK
INTERVIEW WITH BETH GALLUS	Cara Esposito Sally Milnes Brianna Rojas
Survey	Cara Esposito Sally Milnes Brianna Rojas Anthony Restivo Brianna Rojas
Survey Analysis	Cara Esposito Sally Milnes Brianna Rojas Anthony Restivo Brianna Rojas
Coding Surveys	Sarah Polansky
Data Entry	Sarah Polansky
Cover Letter	Sally Milnes
Situation Analysis: Goals	Brianna Rojas
Client History	Sally Milnes Sarah Polansky
Problem and How PR Can Solve it	Sally Milnes
Formative Research	Sarah Polansky
Audience Segmentation	Cara Esposito
Channel and Media Selection	Brianna Rojas
Competition Analysis	Anthony Restivo Brianna Rojas
Plan Outline	Cara Esposito Sally Milnes Brianna Rojas Anthony Restivo Brianna Rojas
Evaluative Research Outline	Cara Esposito Sally Milnes Brianna Rojas Anthony Restivo Brianna Rojas
Gantt Charts	Cara Esposito
Detailed Budget	Anthony Restivo
Appendices	Sarah Polansky
Editing	Cara Esposito Sally Milnes Brianna Rojas Anthony Restivo

	Brianna Rojas
Logo and Letterhead	Sarah Polansky
Cover Page	Sarah Polansky
Formatting	Sarah Polansky
Signed Work Log	Sally Milnes
Final Documents	Cara Esposito Sally Milnes Brianna Rojas Anthony Restivo Brianna Rojas

By signing below, I agree that this work log contains an accurate account of the work I completed for this project.

Cara Esposito

Sally Milnes

Sarah Polansky

Anthony Restivo

Brianna Rojas

APPENDIX A

Intercept Studies:

Group 1:

Female Student VS Student Conflict:

This female was in conflict with her friends because of finding housing for the subsequent year. Not everyone is guaranteed a timeslot and only a certain amount of people can live in a designated dorm. Some of her friendships were strained because of this issue. She and her one friend wanted to live with one group of people but this group did not like her friend. There was a lot of tension but they decided to sit down and talk about it. There was still some tension but they were able to come to an agreement.

Male Student VS Student Conflict:

This student experienced conflict with a friend over a biology lab. The student had taken the class a previous semester and lent his notebook to a friend who was currently enrolled. He gave it to her so she could use it as a guideline, not for her to copy. As it turns out, his friend plagiarized one of his lab reports and their professor became aware of it. The male lost a great deal of respect for his because she was sneaky and conniving throughout the entire process.

Female Student VS Teacher Conflict:

One female was in disagreement with her professor over a final grade. It was a very active class in which participation was weighed heavily. The student tried their best to be an active member of the class and assumed that she would receive a good grade at the end of the semester. As it turns out, she received a grade lower than expected and asked the teacher about. The teacher made is very difficult for her to get an answer as to why her grade was low. In the end, the student's grade was not changed and she will avoid taking any other class with that professor.

Male Student VS Teacher Conflict:

This student asked one of his coaches for a recommendation letter. He gave the coach ample time to write the letter and sent the coach all of the information needed for writing the letter. As the deadline neared, the coach still

failed to write the letter and the student had to resort to another last-minute resource. When confronted about the issue, the coach did not apologize. This situation ruined their relationship.

Group 2:

Female Student VS Student Conflict:

This student had a conflict with her roommate. She was uncomfortable that her roommate's boyfriend was sleeping over multiple times throughout the week and coming unannounced. Regardless of her frustration, this student chose not to talk about. Looking back, this student feels she should have confronted her roommate to set down rules.

Male Student VS Student Conflict:

This student had a conflict with a club member/councilor at a summer camp. As he pulled his fair share in work, he felt that the other councilors were socially distracted. After finding out they were talking down of him, he distanced himself from the group. Looking back, this student said he would not have changed anything because it was the most realistic situation at the time.

Female Student VS Professor Conflict:

This student felt that this particular professor was picking on her in class. The professor was provoking her to talk about personal experiences even though the professor's teaching style made her uncomfortable. The student did not try to approach the professor. She admitted that she did not think it was the best solution. Although the professor came off as unapproachable, this student wishes she tried to talk to the professor outside of class time.

Male Student VS Professor Conflict:

This student had a project that required him to gather sources for a particular program. Before he started his task, the director of the program was responsible for reaching out to some of the partners, to aid the process. The director put it off and caused the student to be late with his deadlines. The student argued with the professor about whose responsibility it was for the

lateness of the project. Came to the conclusion it was his fault. The student believes the argument was civil and appropriate.

Group 3:

Female Student VS Student Conflict:

The subject's roommate never cleaned up after herself, and always had loud music playing while she was trying to do homework. The subject went to her Community Advisor (CA) about it, and she offered to facilitate a meeting between the subject and her roommate, however the subject declined. The subject acknowledges that she should have been more willing to talk with her roommate, because if the roommate didn't know that the things she was doing were bothering her, then how could anything change? The subject also acknowledges that she did not handle the situation in an effective manner.

Male Student VS Student Conflict:

The subject wasn't seeing "eye to eye" with his roommate about a particular issue. They already didn't have much in common, and little things were starting to get on each other's nerves. The subject tried talking to his roommate about it. He said he would try to fix things, but they didn't; instead, they got worse. The subject knows that he handled the situation as effectively as he could, but he knows that two people have to be willing to change in order for something to actually change.

Female Student VS Professor Conflict:

The subject didn't understand why she received a certain grade on a paper. She went to the professor's office hours to discuss it. Even though the grade didn't change, the subject felt as though she had a better understanding of where the professor was coming from and what she expects from future papers.

Male Student VS Professor Conflicts:

The subject got a B on a paper with no comments, and the word "Buffalo" was circled. He asked the professor why that particular word was circled and why he got a B on the paper. The professor only stated that he thought the paper was

just a B paper. The subject just accepted the answer from his professor and he did feel like he handled the conflict in an effective manner, although he would have liked a clearly explanation on his grade.

Group 4:

Male Student VS Student Conflict:

The subject has a roommate that never once made any attempt to communicate with him. The subject made several attempts to reach out to his roommate and become friendly with him, however the roommate remained extremely distant and cold, barely acknowledging the subjects existence. The subject's roommate would invite friends over and the roommate's friends would interact and be more friendly with the subject than the roommate did. The conflict went unresolved and for an entire year the subject had to live with someone who remained a complete stranger to him.

Female Student VS Group Conflict VS Professor:

The subject was assigned a group in order to complete a project. The project was assigned at the beginning of the semester and due at the end of the semester. Despite several attempts to communicate with her group, the student was unable to get them together to do the work. She was the only one who cared. She then attempted to tell the professor about the situation, offered to do a solo project, and he not only refused her request but also did nothing to help her. Subject's conflict was resolved only by practically harassing her group members into doing their fair share of the work at the very end of the semester.

Group 5:

Female Student VS Student Conflict:

The subject's roommate was inconsiderate and did not follow the roommate contract established in the beginning of the year; she would come home late from parties, leave a mess throughout the room, and invite friends over when the other was trying to study. In an effort to try resolving the conflict,

the subject contacted her community advisor (CA) and attempted to revise the roommate contract to establish more suitable living arrangements. Even though the subject and her roommate were civil, the subject still not feel comfortable in her room and contacted the Residential Education and Housing Department to change her living situation.

Male Student VS Student Conflict:

The subject's roommate did not clean up after himself, had body odor, and on one occasion, even urinated in the room. Though the subject got angry after his roommate repeatedly did not listen to his requests to be more hygienic, his roommate did not change his habits and the subject continued to tolerate their living situation for the entire year. The subject admitted that he could have handled the situation more effectively instead of provoking an argument with his roommate.

Female Student VS Professor Conflict:

The subject was required to complete an assignment for one of her classes, however her teacher was unclear with the guidelines and had unrealistic expectations that were beyond the scope of material taught in class. In an attempt to gain a better understanding of the project, the subject met with her professor, yet her professor remained very stubborn about the guidelines and continued to call out the subject in class. In response, the subject told her professor that she was being unreasonable regarding the assignment and disrespectful to her as a student, the the professor agreed and became more sensible.

Male Student VS Professor Conflict:

The subject received an incorrect grade on a midterm assignment, and confronted the professor to try discussing the grade he rightfully deserved. Even though the professor acknowledged that the grade did not reflect the subject's answers, she did not fix the grade or take responsibility for her mistake. However, the subject let the dispute go unsettled because he respected her authority did not want to instigate a further conflict.

APPENDIX B

1. On a scale from 1 to 5 (1 being never and 5 being very often), how often do you get into conflicts with any of the following?

- | | | | | | |
|---------------------------|---|---|---|---|---|
| 1. Students | 1 | 2 | 3 | 4 | 5 |
| 2. Faculty | 1 | 2 | 3 | 4 | 5 |
| 3. Housing | 1 | 2 | 3 | 4 | 5 |
| 4. Roommates | 1 | 2 | 3 | 4 | 5 |
| 5. Romantic Relationships | 1 | 2 | 3 | 4 | 5 |
| 6. Friends | 1 | 2 | 3 | 4 | 5 |
| 7. Teachers | 1 | 2 | 3 | 4 | 5 |
| 8. Group Projects | 1 | 2 | 3 | 4 | 5 |
| 9. TCNJ Administration | 1 | 2 | 3 | 4 | 5 |
| 10. Club/Organization | 1 | 2 | 3 | 4 | 5 |
| 11. Ewing Residents | 1 | 2 | 3 | 4 | 5 |

2. How often do you find yourself in a conflict with another person?

- Always
- Often
- Sometimes
- Rarely
- Never

3. How often do your situations go unresolved?

- Always
- Often
- Sometimes
- Rarely
- Never

4. How do you feel when a conflict has not been resolved?

- 1. Stressed
- 2. Angry
- 3. Indifferent
- 4. Other

5. On a scale from 1 to 5 (1 being never and 5 being very often), how often do you use these methods to independently solve you person-to-person conflicts?

- 1. Open Communication
- 2. 3rd Party Source
- 3. Verbal Argument
- 4. Intrapersonal Reflection
- 5. Brood (Internal Struggle)

- 6. Physical Altercations
- 7. Completely Ignore
- 8. Denial

6. To what degree would you be willing to use a neutral third party to help resolve conflict (1 being never, 5 being very willing).

1 2 3 4 5

7. Rank the conflicts where a neutral party would be most appropriate (1 being lowest, 5 being highest)

- 1. Students
- 2. Faculty
- 3. Housing
- 4. Roommates
- 5. Romantic Relationships
- 6. Friends
- 7. Teachers
- 8. Group Projects
- 9. TCNJ Administration
- 10. Club/Organization
- 11. Ewing Community

8. What is the most important reason why you would not want to use a neutral third party conflict?

- Lack of Trust
- “You can solve it on your own”
- You would rather go to a source who you have a relationship with
- Fear of Judgement
- Waste of Time
- Other

9. On a scale of 1 to 5 (1 being never, 5 being very willing), would you be willing to consider a free, on-campus mediation service?

1 2 3 4 5

10. Are you aware of the Mediation group on campus?

Yes No

11. How likely would you attend an on-campus sponsored program about conflict resolution?

- Very Unlikely
- Unlikely
- Somewhat Unlikely
- Undecided
- Somewhat Likely
- Likely
- Very Likely

12. Rank the source from which you get information about TCNJ activities and news?

1. Facebook
2. Twitter
3. Email
4. Teachers
5. Res Life
6. The Signal
7. Filters/Posters/Table Tents
8. WTSP

13. Sex:

- Male Female

14. Residence:

- On Campus
- Off Campus (Ewing)
- Off Campus (Commuter)

Grade:

- White/Caucasian
- African American
- Hispanic
- Indian
- Other