



# FPRA's Golden Image & Image Awards Judging Process & Rubric

## Overview

Award-winning public relations programs require sound planning and measurable objectives, which are grounded in research and are evaluated for return on investment. The scoring matrix for the Golden Image Awards, a statewide competition, and the Image Awards, local chapter-based competitions, follow these fundamental principles of public relations programming.

The judging method employed in these prestigious competitions allows the judges to concentrate on the following criteria required in each Golden Image Award and Image Award entry:

<b><u>Two-page Summary Requirements:</u></b>	
<b>Research/Situation Analysis</b>	<b>(10 points)</b>
<b>Planning</b>	<b>(20 points)</b>
<b>Implementation</b>	<b>(15 points)</b>
<b>Evaluation</b>	<b>(10 points)</b>
<b><u>Budget</u></b>	<b><u>(15 points)</u></b>
<b>Support Material</b>	<b>(30 points)</b>

**—————> Two-page Summary = 70 points**

The following pages are a breakdown of the judging rubric used to score these noted sections.

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## **IMPORTANT UPDATE**

FPRA has recently revamped its Image and Golden Image judge scoring process to provide more specificity. The new judging instrument requires specific criteria to be met to earn an increasing level of points.

Because additional information is being asked to be addressed by entrants, the one-inch margin requirement has changed to a .75 margin and the double-spacing requirement has changed to 1.5 spacing. These changes will provide entrants with the additional space needed to cover the new criteria outlined in the provided rubric. New requirements include the following:

- Goals should be identified.
- Strategies and tactics should be provided.
- Audience identification should address psychographic and demographic information.
- Communication channels used to reach target audience should be included.
- Sequencing of events (or timeline) should be addressed within implementation section.
- Assigned responsibilities for plan execution should be addressed within implementation phase.
- Communication messages used to reach identified target audiences should be included.

For specifics related to these new judging metrics, please consult the following judging rubric.

The rubric is grounded in our profession's established body of knowledge. Sources used to develop the rubric include *Cutlip & Center's Effective Public Relations, Eleventh Edition*, the "APR Study Guide from the Universal Accreditation Board" and *Public Relations and the Power of Creativity: Strategic Opportunities, Innovation and Critical Challenges*.

## **JUDGING TEAMS**

Each entry will be scored by a team of three judges. Judging teams will be assigned to the same set of entries within any given Division and Category to ensure consistency and fairness. All appointed Image judges must have won an Image or Golden Image Award and it is strongly encouraged that they be Accredited. Judges will score each entry independently and then work as a team for final award selection/confirmation.

## **JUDGING SCORING PROCESS**

All Image entries must be submitted via FPRA's online Image Awards platform to be considered as an official Image Award entry. Through this platform, judges will score entries by answering a series of questions that correspond with the provided rubric. Based on their answers, the system will assign a score to each section being answered. These scores and award assignments, based on the judge's answers, will then be provided to the judging teams to review and verify.

## Research/Situation Analysis Section (10 Pts.)

Research is the primary and/or secondary gathering of information to understand a situation, check assumptions and perceptions, define the problem and publics and determine the appropriate course of action.

### DEFINING THE PROBLEM (5 points)

<b>Poor</b>	The purpose of the program/project was not stated. (0 points)
<b>Fair</b>	The purpose was stated, but it was not well defined and background information was insufficient to fully understand the scope of the situation. (2 points)
<b>Good</b>	The purpose was stated, and it was either defined with a value judgement that something was wrong or could be better, or sufficient background information was included to understand the situation, but not both. (3 points)
<b>Very Good</b>	The purpose was stated and well defined with a value judgement that something was wrong or could be made better, and sufficient background information to understand the situation was provided. This includes all that is known about the situation, its history and forces operating on the matter. (4 points)
<b>Outstanding</b>	The purpose of the project was concise, clearly stated and well-defined. A collection of all that is known about the situation, its history, operating forces, and those involved or affected internally and externally were provided. (5 points)

### EMPLOYED RESEARCH METHODS (5 points)

*Primary Research is an investigation or the collection of data firsthand, or by a third party contracted specifically for the firsthand party. It is research you do yourself that has not been done before.*

*Secondary Research uses the research findings of others or collects information secondhand. It is the examination of research previously conducted by others.*

<b>Poor</b>	No research methods were noted as used. (0 points)
<b>Fair</b>	Research was conducted, but methods were either not provided or were incorrectly identified. (2 points)
<b>Very Good</b>	Primary and/or secondary research was employed and correctly identified for data/information collection. (4 points)
<b>Outstanding</b>	Primary and/or secondary research was employed and correctly identified for data/information collection, and the results gleaned from the research presented useful information for the planning process. (5 points)

## Planning Section (20 Points)

The planning section should distinguish goals, objectives, strategies, tactics and audiences based on research findings. The stated goals and objectives should address the identified problem or issue and align with the organizational mission and goals. Objectives should be specific, measurable, achievable, relevant and time specific. Strategies and tactics should be distinguished, and target audiences and their characteristics identified.

### **GOAL-DIRECTED STRATEGIC THINKING (5 points)**

*Goals are longer-term, broad, global and future statements of "being."*

- |                    |   |
|--------------------|---|
| <b>Poor</b>        | No goal(s) was provided.  |
| <b>Fair</b>        | Goal(s) was provided but did not provide a clearly defined outcome. (0 points)  |
| <b>Good</b>        | Goal(s) was stated and provided a clearly defined outcome. (3 points)   |
| <b>Very Good</b>   | Stated goal(s) provided a clearly defined outcome and was appropriate for addressing the identified problem/issue. (4 points)   |
| <b>Outstanding</b> | Stated goal(s) provided a clearly defined outcome, was appropriate for addressing the identified problem/issue and aligns with the organization's mission and goals. (5 points) |

### **S.M.A.R.T. OBJECTIVES PROVIDED (5 points)**

*S.M.A.R.T. objectives are Specific, Measurable, Achievable/Attainable, Relevant and Time Specific.*

- |                    |   |
|--------------------|---|
| <b>Poor</b>        | All objectives contain only one or no elements outlined above. (0 points) |
| <b>Fair</b>        | All objectives contain at least two elements outlined above. (2 points)   |
| <b>Good</b>        | All objectives contain at least three elements outlined above. (3 points) |
| <b>Very Good</b>   | All objectives contain at least four elements outlined above. (4 points)  |
| <b>Outstanding</b> | All objectives contain <u>all</u> the elements outlined above. (5 points) |

## **STRATEGIES & TACTICS DISTINGUISHED (5 points)**

*Strategy – The approach or general plan for the program designed to achieve an objective.*

*Tactic – The actual events, media, methods used to implement the strategy.*

- Poor** Neither strategies nor tactics were distinguished for accomplishing the stated objectives. (0 points)
- Good** Either strategies or tactics were distinguished for accomplishing the stated objectives, but not both. (3 points)
- Very Good** Both strategies and tactics were distinguished for accomplishing the stated objectives. (4 points)
- Outstanding** Both strategies and tactics were correctly distinguished for accomplishing the stated objectives, and a clear understanding of the difference between strategies and tactics was demonstrated. (5 points)

## **AUDIENCE IDENTIFICATION (5 Points)**

*Psychographics – opinions, beliefs, attitudes, values, etc.*

*Demographics – gender, age, income, etc.*

- Poor** Audience identification was not addressed. (0 points)
- Fair** Audience(s) was identified, and either psychographic *or* demographic information was provided, but not both. (2 points)
- Good** Audience(s) was identified and *both* psychographic *and* demographic information were given. (3 points)
- Very Good** Audience(s) was identified, both psychographic and demographic information were given, and appropriate communication channels/vehicles for reaching the target audience(s) were identified. (4 points)
- Outstanding** Audience(s) was identified, both psychographic and demographic information were given, appropriate communication channels/vehicles for reaching the target audience(s) were identified, and the interests of influential institutions, groups and individuals were assessed, as needed. (5 points)

## Implementation Section (15 Points)

The implementation section outlines the action and communication employed for achieving the stated goal(s) and objectives. How and when the plan's key message(s) was communicated should be addressed. The message(s) should work to motivate the target audience's interest, as determined by research, and cause a goal-directed response. Within this section, judges should be given enough information to understand the sequence of events (timeline), assigned responsibilities for plan execution. The use of creativity will also be assessed.

### SEQUENCE OF EVENTS/TIMELINE (5 points)

- |                    |  |
|--------------------|--|
| <b>Poor</b>        | Sequencing of events, a timeline of activities, employed during the implementation phase was <i>not</i> identified. (0 points)   |
| <b>Good</b>        | Plan addressed the sequence of events, a timeline of the activities, employed during the implementation phase. (3 points)  |
| <b>Outstanding</b> | Plan addressed the sequence of events (a timeline of the activities) employed during the implementation phase <i>and</i> outlined assigned responsibilities for plan execution. (5 points) |

### EFFECTIVENESS OF PLAN MESSAGING (5 points)

- |                    |  |
|--------------------|--|
| <b>Poor</b>        | No communication message(s) was provided for the targeted audience(s). (0 points)  |
| <b>Fair</b>        | Communication message(s) for <i>some</i> of the identified target audience(s), not all, was provided. (2 points)   |
| <b>Good</b>        | Communication message(s) for <i>all</i> identified target audiences was provided. (3 points)   |
| <b>Very Good</b>   | Communication message(s) for <i>all</i> identified target audiences was provided, and the entry demonstrated that the message(s) was disseminated via channels used by the target audiences. (4 points)  |
| <b>Outstanding</b> | Communication message(s) for <i>all</i> identified target audiences was provided, and the entry demonstrated that the message(s) was disseminated via channels used by the target audiences <i>and</i> that the message(s) motivated the target audience(s) to act/respond to the message(s). (5 points) |

## **PROGRAM/PLAN CREATIVITY (5 points)**

*Demonstration of creativity in public relations may include, but is not limited to, the following:*

- Program/project messaging is original and adaptive, new and functional
- Demonstration of originality and effectiveness
- Innovative ways of sending messages whose content is unconventional yet adaptable
- Sensitivity to problems (recognizing that several problems exist where it may appear to some that only one problem exists)
- Succeeded in earning trust, adding value, changing the attitude, behavior and/or beliefs of the company's/organization's publics
- Use of visual storytelling vehicles
- Use of unexpected and unconventional strategies, tactics and/or tools
- Making everyday life more meaningful, simple, joyful and/or easier
- Conceptual blending – a campaign that aims to create a new space where the target group is very much aware of the fact that the campaign is for the good of the company/organization, but still aims to create a difference for the target group as well.

### **Did the project demonstrate creativity?**

No. (0 points)

Yes, there was demonstration of some level of creativity. (2 points).

Yes, I was impressed with the demonstrated level of creativity. (3 points).

Yes, I was very impressed with the demonstrated level of creativity (5 points).

*“Very impressed” is defined by answering the following question. “Did the entry’s level of creativity have the ‘big idea’ factor?” Note: Creativity is still a vague concept for the public relations field. However, findings show that creative campaigns need to send messages that are original and adaptive, new and functional and potentially useful. The list above attempts to identify some, but not all, of the characteristics that help to define creativity in the public relations profession.*

## Evaluation Section (10 Points)

The evaluation section determines if the program/project met the stated goals and objectives and the extent to which the planned results or outcomes were accomplished. This section is meant to answer the question "How well did the entrant do?"

### OBJECTIVES MET (5 points)

- Poor**            The entry did *not* meet any of the stated objectives, or no objectives were provided to evaluate against. (0 points)
- Good**            The entry met *some* of the stated objectives. (3 points)
- Outstanding**    The entry met or exceeded *all* the stated objectives. (5 points)

### GOALS MET (5 points)

- Poor**            The entry did *not* meet any of the stated goals, or goals were not provided (0 points)
- Good**            The entry demonstrated that inroads were made to meeting the stated goals. (3 points)
- Outstanding**    The entry met *all* the stated goals. (5 points)



## Budget Section (15 Points)

To properly assess an award-winning program, all costs associated with the program/project must be identified, either in dollar figures or the percentage/ratio of cost to the department's or organization's overall budget. This includes staff time and in-kind contributions, if applicable. The primary purpose for budget documentation is to demonstrate through ROI why the submitted program/project equates to a worthwhile investment.

### **BUDGET DOCUMENTATION (5 points)**

<b>Poor</b>	No budget information was included. (0 points)
<b>Fair</b>	Budget numbers (dollar figures or percentages/ratios) were included but no additional information or explanation of how budget was utilized was provided. (2 points)
<b>Good</b>	Budget numbers (dollar figures or percentages/ratios) included itemized utilization <i>or</i> staff time, but not both. (3 points)
<b>Very Good</b>	Budget numbers (dollar figures or percentages/ratios) included <i>both</i> itemized utilization <i>and</i> staff time. (4 points)
<b>Outstanding</b>	Budget numbers (dollar figures or percentages/ratios) included <i>both</i> itemized utilization <i>and</i> staff time, <i>and</i> the program/project came in at or under budget. (5 points)

### **BUDGET JUSTIFICATION (10 points)**

*Return on Investment (ROI) is demonstrated by comparing the program's/project's overall cost to the return received as a result of implementing the program/project.*

*ROI demonstration methods may include, but are not limited to:*

- Increased sales or usage of service achieved
- Comparing baseline analytics (web and social media) with analytics following program/project completion
- Increase in social media engagement and following increase
- Sentiment analysis of media mentions, before, during and after program/project completion
- Survey result comparisons (benchmark data vs. follow-up survey data)
- Donated services quantified (if applicable)
- Costs comparisons to industry standards were made (if able and appropriate)
- Higher ranking for keywords achieved through comparison of benchmark data
- Increased website traffic using baseline data for comparison
- Increase in subscriptions (newsletters, email signups, etc.)
- Industry or local award given to business or professional associated with project

### **Did the project demonstrate an impressive ROI?**

No. (0 points)

I believe the noted ROI was reasonable and justified the cost (time, money and other resources) employed to achieve the end outcome(s). (4 points)

I was impressed with the demonstrated ROI. (7 points)

I was very impressed with the demonstrated ROI. (10 points)\*

*\*Triggers Judges' Award Consideration*

“Reasonable” is defined as what should be considered an expected gain for resources exchanged to achieve a desired goal/outcome.

“Impressive” is defined by answering the following question. “Did the entry’s ROI have the ‘wow factor’?” Only entries that exceed their stated objectives by what the judge considers to be a wide margin should be considered for a “yes” level response. Judges have the latitude to determine what they believe to be considered an “impressive” ROI.

## **Support Material Section (30 Points)**

This section should contain the materials that support or substantiate information provided in the two-page Summary. An effective support material section works to quickly summarize the program/project entry for the reviewing judges.

Three points are earned for each “yes” response in Questions 2-11.

1. No support material was provided.
2. The support material section included a table of contents. (3 points)
3. The support material was presented in an easy-to-follow format. (3 points)
4. Research documentation (i.e. findings) were included with support material. (3 points)
5. Support material reflected the implementation of the program’s/project’s strategies. (3 points)
6. Support material reflected the implementation of the program’s/project’s tactics. (3 points)
7. Representations of the program’s/project’s printed and/or digital content (tools) was included with the support material. (3 points)
8. The support material reflected noted budgetary items. (3 points)
9. The support material was professional looking. (3 points)
10. The support material’s graphics supported the program’s/project’s key messaging. OR, if graphics are not applicable, the support material’s tools supported the program’s/project’s key messaging. (3 points)
11. The support material was creative and/or innovative. (3 points)