

PBRL 4014 (DISTANCE)

“ADVANCED PUBLIC RELATIONS MANAGEMENT”

JANUARY-APRIL, 2013

Professor:

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COURSE OVERVIEW

PBRL 4014 is a capstone course in management issues in public relations. The course encourages future practitioners to take a leadership role in the evolution of the field of public relations. Through a case-based methodology, the course allows students to gain an in-depth understanding of the relationship between theory, practice and management context.

Students will reflect upon the development of management thought and gain a critical appreciation for the current management environment. In this context, they will be asked to think strategically and critically about professional and practice issues facing the field of public relations now and in the future. Building on the fundamental knowledge of and skills in strategy development begun in PBRL 3014, students will further build their strategic public relations skills by developing a client-focused, issue-based, complex, multi-public strategic plan.

In addition, this course allows students to explore the concept of public relations counseling and entrepreneurship in the industry.

PRE-REQUISITE KNOWLEDGE

The formal pre-requisite is successful completion of PBRL 3014. It is expected that student thus have a fundamental knowledge of the process of planning in the practice of public relations and have a good grasp if not experience in what it means to create a communication/public relations strategy.

COURSE OBJECTIVES

On successful completion of PBRL 4014, you should be able to:

1. Define leadership as distinct from but related to management.
2. Describe qualities and commitments necessary to the development of leadership skills in public relations.
3. Demonstrate an understanding of the evolution of management theory as applied to the field of public relations.
4. Demonstrate an understanding of professional issues in the field.
5. Research, plan, and write a major communication/public relations strategy for an organization.
6. Differentiate between the roles of PR as in-house versus external counselor. Student Responsibilities & Notes

COURSE POLICIES

- All assignments have strict **deadlines** to which we will adhere firmly. Late assignments will lose 20% per day starting on the day that they are late. By day 5 they are worth zero, but must nonetheless be submitted. If you are going to have difficulty meeting a deadline, discuss it with me **in advance** and it may be possible for us to make other fair arrangements if I am convinced of the validity and seriousness of your problem. At the very least, I expect honesty – this is an ethics course, after all.
- “University regulations on Plagiarism and Cheating will be strictly enforced. These regulations are posted on boards and are found in the university calendar.”
- “Correct use of language is one of the criteria included in the evaluation of written assignments.” MSVU Calendar
- "Students who have a disability and who require academic accommodations must register with Disability Services as early as possible in order to receive accommodations." (<http://www.msvu.ca/disabilityservices>)
- "University regulations on plagiarism and cheating and other academic offences will be strictly enforced." These regulations including applicable procedures and penalties are detailed in the University Calendar and are posted on department notice boards and on the website at www.msvu.ca on the Current Students page under Academic Offenses.”

DEPARTMENT OF COMMUNICATION STUDIES WRITING COMPETENCE REQUIREMENT

BASIC WRITING COMPETENCE IS A NECESSARY CONDITION FOR PASSING THIS COURSE

Since writing is an important part of our field's professional practice, the Department of Communication Studies cannot allow its students to graduate or intern if they do not have the ability to write correct English. Consequently, writing competence is a requirement in all department courses, and it must be demonstrated in all classes. This means that students who fail more than one assignment in this course as a result of a lack of writing competence will not pass, regardless the accumulation of points they achieve through team work, class participation, etc.

The department plays a significant role in developing student writing; however, it does not offer instruction in basic writing skills because these skills are beneath the academic level at which undergraduate courses occur. The faculty presumes that every student's general education included a minimum of twelve years of writing-skills training, and therefore reasonably expects an English language competence in grammar, spelling, punctuation, and semantics. The responsibility to achieve that minimal standard lies with the student.

The professor will not suspend this requirement by virtue of a student's willingness to obtain remedial writing instruction. Public communication practice is writing intensive, and employers expect graduates to excel as writers, in comparison with the general public. Consequently the department requires the actual existence of writing skills, rather than the hope or the promise of these skills, as a condition for advancing students.

INTELLECTUAL PROPERTY PROTECTION STATEMENT

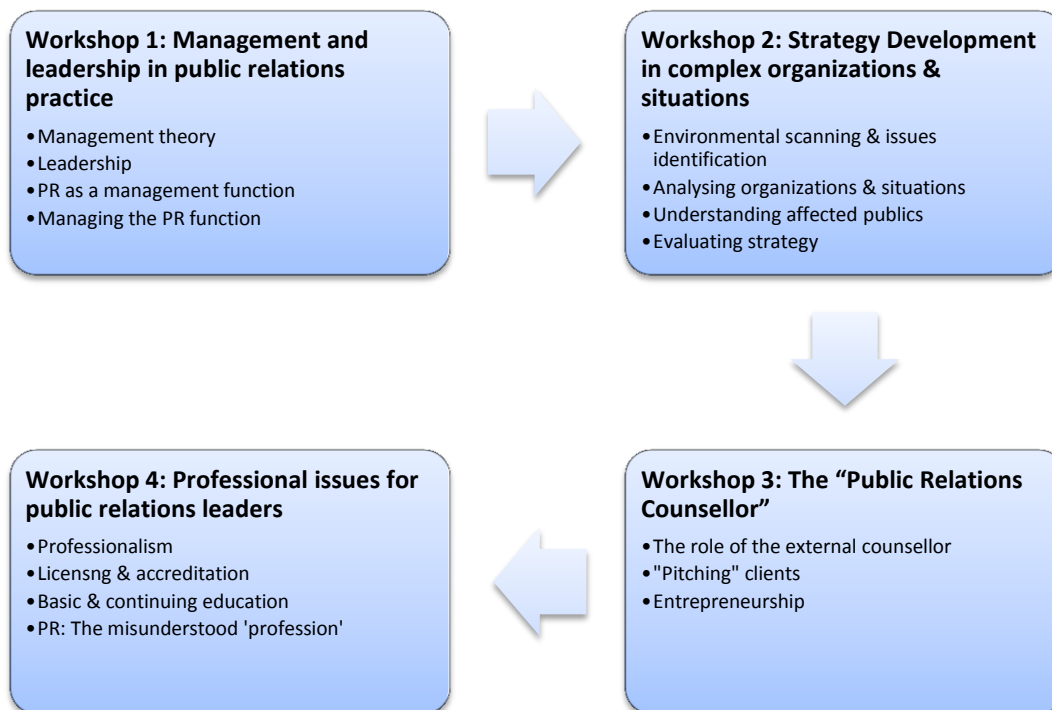
The lectures and materials provided to students in this course are the property of the professor unless otherwise acknowledged. Recordings, class notes, slides and other materials provided may not be used for anything other than study purposes and may not be reproduced in any manner without permission. Materials may be downloaded from the class site and single copies made for personal academic use.

ASSIGNED READING

There is no textbook for this course; rather there is a series of readings that are located within each workshop on the Moodle site in our virtual classroom.

COURSE ORGANIZATION

This is an asynchronous course (i.e. there is no set class time) that is divided into four workshops of three weeks duration each. The following graphic illustrates the workshops.



OUR VIRTUAL CLASSROOM

The course Moodle site is our virtual classroom where all activities and materials are located. Please check this site at least three times a week.

MARKING SCHEME

Workshop 1	Reflection on public relations leadership: Part 1	15%
Workshop 2-3	Your PR firm pitches a strategy client	40%
Workshop 4	Reflection on public relations leadership: Part 2	15%
Workshop 1-4	Forum Participation	30%

ASSIGNMENT DESCRIPTIONS

1: REFLECTION ON PUBLIC RELATIONS LEADERSHIP (30%)

The purposes of this assignment are as follows:

1. To provide students with an opportunity to synthesize newly acquired content on leadership & management;
2. To provide an opportunity for students to begin to see themselves as leaders and managers;
3. To evaluate the students' ability to differentiate between leadership & management;
4. To evaluate students' ability to compare their personal characteristics and interests with the requirements of PR management and leadership.

Part 1: *In workshop 1*, students are required to begin this reflection by writing a 750 word personal narrative demonstrating their ability to apply their newly acquired understanding of management & leadership to themselves and their future careers. (15%)

Part 2: *In workshop 4*, students will complete this reflection on PR leadership by preparing a reflective paper on the issues that face the field of public relations. This will provide them with the opportunity to synthesize the material learned early in the course on management & leadership and reconcile this with the issues facing the leaders in the field of public relations. (15%)

Part 1 is due XXXX.

Part 2 is due XXXX.

2: FORUM PARTICIPATION (30%)

The purposes of this assignment are as follows:

1. To provide students with an opportunity to engage with the material, their peers and their instructor in a discussion about a relevant case.
2. To evaluate the students' ability to apply newly acquired material to hypothetical, real-life situations.
3. To evaluate student's participation in the course.

During **Workshops 1-3**, students are required to participate in an online discussion focused on analysing a case based on the content of the workshop.

3: YOUR PR FIRM PITCHES A STRATEGY CLIENT (40%)

The purposes of this assignment are as follows:

- 1 To provide students with an opportunity to demonstrate their creativity;
- 2 To provide students with the opportunity to visualize themselves in the role of external counsellor;
- 3 To evaluate students' ability to apply concepts related to both issues management and strategic thinking.

Students will be presented with a hypothetical case study. Working in two-person teams, students are required to produce the following:

- Promotional materials for your newly launched public relations firm
- A client pitch in response to a specific 'request for proposals' (RFP) which will include the following elements:
 - An environmental scan and situational analysis
 - Problem and/or opportunity identification
 - Strategic proposal with outline of tools & tactics
 - Rationale for the strategy

The PR firm and its pitch will be presented on individual Wordpress blog sites, showcasing all copy and visuals necessary to introduce the PR firm and to pitch the client.

DEADLINE: XXXX