JOMC 434.3 Public Relations Campaigns

Spring 2016 - Tuesdays and Thursdays, 3:30-4:45pm

Instructor
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Office Hours
Tuesdays and Thursdays, 4:45pm-6:15pm (other times by appointment)

Overview & Course Goals

This is the capstone course for public relations. You will synthesize all that you have learned in the School to develop a PR campaign for an actual client. This is a great opportunity to learn by doing. After completing this course, you will have created a polished, research-based campaign that determines and addresses your client's needs. Your goal should be a finished product that exceeds the expectations of the client and the instructor. The final product will be great addition to your professional portfolio, and you'll have real-world experience to add to your resume.

This is an advanced course, and all students are expected to approach the work with enthusiasm and professionalism.

By the end of this course, you will be prepared to think strategically when planning a public relations campaign. This will require using research and theory to develop a set of coherent, measurable objectives for your client that are supported by effective strategies and tactics. By the end of the semester, you will:

- Learn to work with and listen to your client.
- Use research findings, critical thinking, and creative problem solving to develop your campaign.
- Understand the complexities of PR campaign planning.
- Design and carry out appropriate research for your campaign.
- Develop a realistic campaign budget, timeline and evaluation plan.
- Produce polished PR materials for your client that are consistent with the strategy and that will enhance your professional portfolio.
- Build on your ability to accomplish creative work as part of a team.
- Fine-tune your presentation skills.
- Strengthen your management skills
- Experience the challenges and rewards of creating a PR campaign plan for a real client.

Requirements

- All prerequisites for this class must be completed successfully prior to enrollment in this course. Only in very rare cases, and only with permission from the advising office and the instructor, may students enroll in this course without having completed the prerequisites. If you do not have a prerequisite or you are taking a prerequisite concurrently with this course, you are still expected to meet the demands of this course, which assumes you are prepared to apply what you have learned in the prerequisites.

- A working email account that you check regularly. You will use email to communicate with the instructor, with the client and with classmates with whom you will be collaborating.
- Knowledge of Sakai and a commitment to check it regularly.
- Ability to use or learn to use technology that facilitates teamwork and interaction with the client, the instructor and classmates. This may include Google Drive, Skype, and other tools.
- Ability to use common programs you will need to present plans and creative concepts (e.g., graphic design, Power Point or Prezi, tools for photo or video editing, etc.)
- A willingness to use the many campus resources provided to you.
- Determination to create a great product that enhances your personal brand.

Useful Materials

As a capstone course, the public relations knowledge you've gained in previous courses will be the primary material this semester. In addition there will be readings assigned from *Planning and Managing Public Relations Campaigns: A Strategic Approach by Anne Gregory, 3rd ed.* This captures the planning process we will use in class – including the process of setting realistic goals and objectives – and provides important context regarding public relations research. Other assigned readings will be available to you on Sakai.

Participation and Professionalism

In a few months, you will be a public relations professional. I have high expectations of you! All students are expected to approach obligations to this course as they would obligations to their job. This includes relating to your instructor as you would a professional supervisor. Earn a reputation for being punctual and attending every session. Turn off mobile phones, and use communication devices only for class purposes.

Prepare thoroughly, play an active role in class discussions (we need your insight), and treat your colleagues with respect. Interactions with our client and with guest speakers will always be professional and enthusiastic. Written and designed work must be error-free and reflect the best of your abilities. Expectations for your performance in this class will be based on skills and abilities you should be able to demonstrate in your first professional position after graduation.

Respectful Environment

Class participation is the largest single component of your grade. Quality contributions and the ability to listen to others are essential to effective participation and problem solving. Always be respectful and be careful not to personalize your arguments. Be sure your positions are based on research and not simply opinions. It is perfectly acceptable to see an issue from a different perspective; just be respectful in the way you present your viewpoint. As a professional, you are expected to avoid terms that insult or put down any people group in your speech or written materials. Sexist, racist, homophobic, and other intolerant language have no place in professional conversations. Part of being an excellent communicator is recognizing that there are diverse stakeholders in any conversation.

Communication

I will make every effort to answer questions quickly. You are welcome to reach out via email or phone between 8am and 9pm. Any communication initiated outside that timeframe will be answered the next day. Also, I don't connect with students via social media during the semester we work together.

Honor Code

I expect that each student will conduct himself or herself within the guidelines of the University honor system (http://honor.unc.edu). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. If you have any questions about your responsibility or your instructor's responsibility as a faculty member under the Honor Code, please see the course instructor or Senior Associate Dean Charlie Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

Students with Disabilities

If you have a diagnosed or suspected disability that you think might affect your performance in this course, you should contact the Department of Disability Services (DDS) to determine whether and to what extent services or accommodations are available. If you think this might apply to you, please contact the DDS at (919) 962-8300 or visit the DDS's Web site at http://disabilityservices.unc.edu. Please understand that the instructor is not qualified or permitted under University policies to provide any disability-related accommodations without authorization from DDS.

Seeking Help

If you need individual assistance, it's your responsibility to meet with the instructor. If you are serious about wanting to improve your performance in the course, the time to seek help is as soon as you are aware of the problem – whether the problem is difficulty with course material, a disability, or an illness.

Diversity

The University's policy on Prohibiting Harassment and Discrimination is outlined in the 2011-2012 Undergraduate Bulletin http://www.unc.edu/ugradbulletin/. UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression. Special needs: If you have any disability or other special situation that might make it difficult to meet the requirements described above, please discuss it with me as soon as possible. If you have not done so already, you should also contact the Department of Accessibility Resources & Service (AR&S) at 919-962-8300 or accessibility@unc.edu.

Expectations
You are expected to attend all classes and team meetings and be responsible for all work done in these. Let me know in advance if you need to miss any class, understanding that repeated absences will affect your grade. It is your responsibility to manage school work, outside employment, extracurricular activities, and other obligations. You are also responsible for upholding obligations to your peers for group assignments and for group meetings outside of class.

This class is designed to help you to develop or hone the skills and abilities you will need after graduation. At the beginning of the semester, I will provide you with a performance review form that describes these skills and abilities so that you can assess your performance as you progress through the semester. At the end of the semester, you will have the option to have a one-on-one performance review meeting with me in which you will compare notes on your performance and discuss your goals for the future. Participation in a performance review is strictly voluntary and will not affect your grade in any way.

Grading
Grading guidelines may be found here: http://www.unc.edu/ugradbulletin/procedures1.html#grading. Grades are earned, not given, and "A" grades are reserved for truly exceptional performance. Final course grades are calculated as the total of points (with a maximum of 1000) earned as a percentage of total points possible. Grades follow a typical pattern: A = 94-100%, A- = 90-93%, B+ = 87-89%, B = 84-86%, B- = 80-83%, and so on. Performance below 60% receives a failing grade ("F").

You will be working on the client challenge throughout the semester as you would if you were an agency team assigned to the client. There will be no exams, and all assignments will be related to development of the campaign. The instructor will oversee your work and monitor your performance as an individual and as a team member throughout the course. You should be prepared to give an account of the process at any time.

Your grade will be based on four key factors. These factors, and the maximum number of points to be awarded are:

Team Feedback: -- 150 points
You will work in teams to complete most of the work in this course, and the makeup of these teams will change depending on the nature of the assignment. At the end of the semester, you will be evaluated by two classmates with whom you have worked to provide feedback on your performance as a team member. You will choose one person to evaluate you; I will choose the other. The feedback will be provided only to me and will not be shared with the class. The collective feedback of your peers will determine the point score you receive.

Final Campaign Presentation and Handout – 300 points

You will deliver your final campaign plan at the end of the semester in a special meeting with the client. Teams will provide a pdf version of the campaign plan and deliver a polished, professional presentation.

A question-and-answer session with the client, the instructor, and possibly others will follow. You should dress professionally for this meeting. The client's feedback on the presentation will factor into the score. This score will be a team score. All team members receive the same number of points.

Kick Start Activities – 150 points
During the first 10-15 minutes of class, we will often participate in a "kick start" activity that relates to the opportunities we are facing and helps us to stay current on developments that affect the practice of public relations. Early in the semester, you will be asked to determine how you will contribute to these activities. For example, you could review an innovative PR tool/tactic being used in campaigns and discuss its relevance to our client, host and moderate a discussion with a guest speaker, or present an analogous campaign and discuss learning. You will determine the day on which you will lead the class session and will then prepare all the materials for that day in advance. This score will be an individual score.

Class Engagement – 400 points
Our client is a collaborator in the planning process. He/she should be delighted with the final product, so we will have multiple touch points with the client's staff as we develop the campaign plan. The way you prepare for and participate in these client meetings and the responsibilities you volunteer to assume as a team or individual in following up from these meetings will be an important measure of your contribution.

Each of the deliverables we present to the client must be professional, attractive, well organized, and inspiring.

Our work and interactions will take place in the classroom and via online communications tools/technologies. Your participation affects the value of this class directly and improves the value of your experience as a professional. This portion of your grade will reflect your level of contribution to class discussions, your level of preparedness, and how you handle those responsibilities.

Your total score will be determined at the end of the semester. You will have a one-on-one feedback meeting with the instructor midway through the semester so that you can assess where you stand and identify any areas that require additional attention for the second half of the semester.

How Group Work is Graded
Through most of your career, you've been graded on your individual performance. As a result you are most likely adept at being self-reliant and competitive. While this is helpful for many professional situations, you will spend much of your career working with teams. Even one-person PR organizations

must work with clients, graphic designers, and other contractors or stakeholders. In this course you will be working as part of a team, as a working PR firm. Your team will identify meeting times outside of class, and you will determine your own rules and expectations of one another. Each member is responsible for doing his/her share of the group's work. The work and the vision are shared.

The instructor will always be available to answer questions or offer advice on working together effectively, but do your best to manage relationships and conflicts on your own. In the professional world, the client needs to have every confidence that the PR agency can self-govern. Communicate openly and dealing with issues before they become a problem. If a conflict cannot be resolved internally and must be reported to the instructor — whose role is much like an agency account director — all issues with group members and attempts at reconciliation should be documented ahead of time.

As a PR professional, you are expected to be a source of inspiration and innovation. Your group's deliverables should be thoughtful, client-focused, and easy to understand. Work must be error-free, polished, and sophisticated. Proper writing, organization, and grammar are expected. Points will be deducted from projects that include writing errors.

Client: CHERUBS - The Association of Congenital Diaphragmatic Hernia Research, Awareness and Support)

CHERUBS is a non-profit organization headquartered in Wake Forest, North Carolina. It was founded in February, 1995 to support families of children born with Congenital Diaphragmatic Hernia (CDH), a severe and often lethal birth defect.

The organization's mission is to raise awareness of CDH, encourage research, and support families who have been affected by the condition.

The group's founder and president created the organization after her son was born with undiagnosed CDH.

cherubs-cdh.org

Core Values and Competencies

This course is designed to reflect the core values and competencies of The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). Specifically, it will help assure students are able to:

- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;

- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness; and
- Apply tools and technologies appropriate for the communications professions in which they work.

Student evaluations and grading criteria are designed to assess performance in these areas.

Course Schedule

This schedule is subject to change as the semester unfolds. Any changes or updates to the syllabus will be announced in class and through e-mail.

Day	Date	Before Class You Should:	Topic / In-Class
T	1/12	**PREPARE:** Read syllabus and come to class with any questions or clarifications.	Introductions, course overview, expectations. Introduce client and her opportunity.
TH	1/14	**Prepare:** Review client website and other background materials you can find online. **Read:** Gregory, Ch. 1 **Draft:** Your one-page bio to share with client team.	Client briefing: The organization's leader will meet with us here for an overview and questions.
T	1/19	**Prepare:** Review materials provided by client. **Read:** Gregory, Ch. 4, Olkkonen, Broadening the Concept of Expectations in Public Relations (Sakai)	Discuss what we learned from last week's client briefing. Identify background reading and secondary research to review. Assign teams for initial research.
TH	1/21	**Draft:** Revised bio. **Prepare:** Identify date and topic for Kick Start and add to chart. **Read:** Gregory, Ch. 2	Discuss reading materials so far with the full class. After, we'll break up into assigned teams and talk about doing a SWOT analysis.
T	1/26	**Prepare:** Complete background research review. Decide what you will contribute to discussion of strengths, weaknesses, opportunities and threats. (SWOT analysis.) **Read:** Gregory, Ch. 3	Develop a SWOT analysis for your client. Identify a team member or two that will summarize analysis and share with client. Send analysis to client.

TH	1/28	**Prepare:** Designate team to obtain input from client on SWOT analysis and adapt. **Read:** Gregory, Ch. 5	Guest from Park Library will discuss library resources that are relevant to the class. You will have an opportunity to try their techniques. Review the client's input on your SWOT analysis. Identify needs that will be addressed with primary research. Begin outlining your primary research plan.
T	2/2	**Prepare**: Input for primary research plan. **Read:** Gregory, Ch. 6	Finish outline of primary research plan. Identify core opportunity, audiences, research method, and topics to be addressed. Identify team to summarize and share with client.
TH	2/4	**Prepare:** Designate team to obtain input from client on primary research plan. **Read**: Gregory, Ch. 7	Review client feedback on research plan and refine accordingly. Identify materials, tools, etc. to be created and assign teams to develop. Work session for teams to organize tasks.
T	2/9	**Prepare:** Draft survey instruments, guides, etc. to be used in primary research. **Read**: Gregory, Ch. 8	Work session to develop research materials. Identify team members to share with client in next class.
TH	2/11	**Prepare:** Draft final research materials and plans for implementation. **Read**: Gregory, Ch. 9, DiCicco-Bloom: The Qualitative Research Interview (Sakai)	Meet with client to review feedback on research materials and discuss implementation. Follow-up discussion of next steps.
T	2/16	**Prepare:** Revise research materials based on client feedback. Develop and post interview schedule. Schedule mid-course check-in appointment with instructor.	Review process for conducting and reporting on interviews; role play to practice and refine instruments. Identify teams of two for interviews, meet to discuss scheduling.
TH	2/18	**Prepare:** Begin implementing research plans, scheduling interviews, focus groups. **Read:** Watson: The Evolution of PR Measurement (Sakai)	Discuss campaign objectives consistent with core opportunities, discuss evaluation.
T	2/23	**Prepare:** Begin conducting interviews, preparing and uploading reports to shared drive.	Discuss process for profiling audiences and their mindsets; identify teams to develop.

TH	2/25	**Prepare**: Continue conducting interviews, capturing and posting notes.	Review what we learned from interviews and focus groups. Work session to refine audiences and their mindsets.
T	3/1	**Prepare**: Finish conducting interviews, capturing and posting notes. Summarize other research findings to report to class. Read: Watson: Return on Investment (Sakai)	Review learning from other research. Discuss necessary reports for client and identify teams to produce.
TH	3/3	**Prepare:** Draft research report(s) for client.	Work session to complete final research report.
T	3/8	**Prepare**: Key insights to contribute to FC&R report.	Work session to build draft Findings, Conclusions and Recommendations Report (FC&R).
TH	3/10	Prepare: Think about questions you'd want to ask a visiting PR agency professional about clients.	Public Relations professional will discuss best practices for projects.
	3/15 and 17	Spring Break	Spring Break
T	3/22	**Read:** Flynn: A Delicate Equilibrium (Sakai)	Work session to refine FC&R report. Plan how to handle meeting with client.
TH	3/24	**Prepare**: Review draft FC&R report for possible changes.	Meet with client to present and discuss FC&R report.
T	3/29	**Prepare:** Draft final FC&R report.	Debrief from client meeting, review plan outline to date, refine core opportunity, objectives, strategies, audiences and their mindsets.
TH	3/31	**Prepare**: Updated plan outline, team roles, action plan.	Message development exercise.
T	4/5	**Prepare:** Read articles on message development posted on Sakai.	Finalize plan outline. Teams meet to review and refine workplans.
TH	4/7	**Prepare**: Team workplan**.**	Work sessions on handout, presentation and tactics.

T	4/12	**Prepare:** Items identified on team workplan.	Work sessions on handout, presentation and tactics.
TH	4/14	**Prepare:** Items identified on team workplan.	Work sessions on handout, presentation and tactics.
T	4/19	**Prepare:** Items identified on team workplan.	First rehearsal presentation, work sessions on handout, presentation and tactics.
TH	4/21	**Prepare:** Draft presentation and handout, including tactics.	Final rehearsal presentation, work sessions on handout, presentation and tactics.
T	4/26	**Prepare**: Final presentation and handout, including tactics.	Showtime! On site at client location.
TH	4/28		Reading Day
T	5/3		Team Feedback Forms due. Critique of campaign and client feedback. Optional Performance Reviews