

Strategic Planning and Case Studies J453– 4 Credits – CRN 33303
Strategic Public Relations Communication J553 – 4 Credits – CRN 33359
University of Oregon – School of Journalism and Communication – Public Relations

2010 SPRING TERM SYLLABUS
29 March 2010 – Subject to Change

Meeting Days/Time: MW 2 p.m. to 3:50 p.m.
Location: ESL 112

DRAFT

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DESCRIPTION

Strategic Planning and Case Studies is a course in campaign planning, administration, crisis communication, and issues management, encompassing research, writing objectives and tactics, evaluation methods, and constructing budgets and time lines. It is open only to JPR majors. The course challenges you to study real world case situations and develop plans for public relations actions to solve problems, seize opportunities, meet challenges or manage complex situations. The course is conducted in small teams to enable you to experience working with others to accomplish team goals, just as it happens in the workplace. The course also shows you how public relations and creativity are integrated and how they act as a significant force in influencing human behavior. You will see that strategically planned public relations provides well-founded support for creative solutions. On the surface you would think that public relations and creativity are relatively simple phenomena; however, you will learn that both are complex and deliver measurable outcomes. This course recognizes that one of the weakest areas in the public relations profession is developing plans with clearly defined goals, objectives, strategies and evaluation criteria. Through this course you will learn to develop and write plans that have the potential to readily receive approval.



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OBJECTIVES

Your objectives in this course should be to:

- apply critical thinking skills in analyzing actual case situations requiring public relations actions;
- explain what an RFP is and describe common procedures in the proposal process;
- write a situation analysis in story form that illustrates how a situation unfolds to a point requiring action;
- write the goal of a plan or proposal, descriptions of target publics or audiences, measurable objectives, creative strategies, tactics to accomplish the objectives, and practical ways to evaluate the effectiveness of the objectives in reaching a plan's goal;
- write in ways that plan reviewers want to see how progress is reported, budgets are controlled and effectiveness is managed;
- write plans and proposals with such clarity and accountability that reviewers, with or without formal public relations training, can understand and evaluate your plans, in addition to approving the resources necessary for their implementation;
- learn to appreciate that the art of influence ethically centers on a respectful and sensitive understanding of human nature, not simply on a random application of communication tools.

TEXTBOOKS & READING MATERIALS

Required textbook is *Writing Winning Proposals: PR Cases 2nd Edition* by Tom Hagley. ISBN 978-193426996.

PORTFOLIO REQUIREMENT

During this course, you are expected to continue to

- build, but not submit, your hard copy portfolio;
- reorganize your portfolio;
- contribute new writing samples to your portfolio
- update your resume.

COURSE STRUCTURE

The course follows the assignment schedule shown later. There are 10 exercises in the textbook to be completed to ensure that every student knows how to write each of the 10 components of a public relations plan. There are quizzes on each of the first six chapters of the text. The class will work in four- and five-person teams to complete four public relations plans as shown in the schedule. Team members will grade each other's performance with four peer evaluations. The instructor's performance expectations are described below. Teams will select one of the cases in the text that is not included in the schedule, develop a plan for the case and present it to the class according to the schedule. Finally, each student will select one of the five award-winning PRSA campaign summaries in the text to critique in a term paper.

PERFORMANCE EXPECTATIONS



I look out for Number One.

I expect members of the class to perform as team players and trust each other well enough to feel they can be open and honest without losing the respect of the team. We grow up with people telling us to "look out for number one." With that orientation we tend to put up defenses to protect our self interests. We're reluctant to let ourselves be open and honest with each other about our weaknesses and fears. It makes it difficult for us to say things like: "I was wrong." "I made a mistake." "I need help." "I'm not sure." "You're better than I am at that." And even, "I'm sorry." We all know that everyone has weaknesses, as well as strengths, that everyone has doubts and fears that threaten confidence in ourselves. Team members must allow each other to take the risk of being a little more vulnerable than usual for the good of the team.

I expect members of the class to overcome the fear of conflict and be able to engage in passionate, unfiltered debate around issues. When debate is allowed to get personal, it usually gets destructive and unproductive. Debate can get personal when someone is working harder to win their own point of view, rather than the team's ultimate goal. I'm not discouraging conflict. Conflict can be productive. It's good to get a little uncomfortable with each other, to debate vigorously, to get everyone's view on the table. If you're not pushing each other out of your comfort zones, you probably aren't getting the best possible results for your team. But you have to keep each other from crossing the line. Have healthy debates. Attack the issues. But never attack the sponsors of those issues. When conflict starts to get personal, it's time for someone to say, "You're starting to cross the line."

I expect members of the class to commit to team goals. As team members, you will want to ensure that everyone's views are heard, thoroughly explained, understood and considered. Obvious "right answers" don't always emerge and that's OK. It's not necessary to reach a consensus. Trying to get everyone to agree intellectually on a decision just breeds frustration, delay and even mediocrity. You should strive to make a decision that contributes to achieving the team's goal. Everyone on the team doesn't have to agree with the decision, but everyone must commit to embracing the decision. That means being willing to let go of whatever initial opinions you might have had and buying into and supporting a team decision through to the delivery of a final product.

I expect members of the class to reach the team goals, criticized. But your team constructive criticism when necessary. When it is, do it respectfully.



Most people don't like confrontations. No one likes to be criticized. But your team must have enough trust among its members to use criticism might, at some time, be necessary. When the criticism is of you, accept it graciously. Then,



You better agree.



Looks like you got it handled.



You want me to do all that tonight?!!

get on with the job.

I expect members of the class to follow projects through to completion. It's hard to imagine that a team could work hard together and drop the ball by not following through to produce their very best product. But it can happen. For example, a team member says: We've done most of the work; Kathy can finish it up. "Finish it up" can mean do the final formatting and pagination, edit for spelling and grammar, double check that everything has been written according to the rules, make sure the problem statement makes a compelling case for taking public relations actions. Poor Kathy! When this happens it's most likely because members of the team were distracted. One person might say, "I did my part, now I have other things to do." Or, "They didn't like my ideas so they can finish it." Or, "I want to do the final plan myself because I have to protect my GPA." Or, "I'll save my talent for the tough case." These are distractions. They detract from a team's ultimate goal. The ultimate goal is to turn in a winning plan. To do that, everyone must stay focussed on the final results, right up until the work is submitted. (Instructor's resource: The Five Dysfunctions of a Team: A Leadership Fable by Patrick Lencioni.)

Peer Evaluation

There will be four opportunities to express to the instructor assessments of your team members. Each time you will receive feedback from your instructor indicating that, according to your peers, your work as a team member 1) has earned an A grade; 2) must improve to earn an A grade; 3) must improve substantially to earn an A grade. You will receive these assessments in time to improve your performance to maintain an A grade in the course.

Team Member	Attends team meetings and fully participates in team planning.	Is respectful of every member's comments and opinions and engages in debate without getting personal.	Supports team decision-making and follows through on team tasks regardless of personal views.	Holds self and team members accountable for individual assignments.	Follows own responsibilities through to completion in a timely manner.
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Term Project (Team)

Throughout the term, you are to work with your team in writing a complete public relations plan and presenting it to the class for any one of the cases not included in the schedule of assignments.

Term Paper (Individual)

In addition to the team term project, you have an individual final exam paper to write. The paper provides you with an opportunity to show that you have learned how to organize, write and critique public relations plans and proposals. It is also an opportunity for you to practice management skills in supervising the work of a subordinate. You are to select one of five PRSA campaign plan summaries contained in the text, Pages 134-155, and assume that it is the first draft of an entry in PRSA's Silver Anvil Award competition written by a subordinate, a staff person who reports to you. As the subordinate's boss, you are to write a memo to the staff person critiquing the draft entry, praising good points and directing improvements that you want to have made in a final entry. You are encouraged to research the campaign you have selected to gather additional information and viewpoints.

The subject line of your memo should be: Critique of Your Silver Anvil Award Competition Entry. Your memo must contain specific instructions on what you, as boss, want your subordinate to do to make the entry meet with your approval as a submission on behalf of the organization. The memo is to be addressed to the subordinate who, in this case, is your instructor. The text should be in Times New Roman, 10-point, single-spaced with one line space between paragraphs that are not indented. Length should be no less than two pages. The memo must be free of errors in grammar, punctuation, spelling and accuracy.

GRADE DETERMINATION



- 100 Exercises, 10, each worth 10 points, to ensure that every student knows how to write each of the 10 components of a public relations plan.
- 120 Quizzes, 12, each worth 10 points, to ensure that every student has a thorough understanding of public relations planning.
- 400 Plans, four, each worth 100 points as a team grade.
- 100 Team member peer evaluations, 4, each worth 25 points.
- 100 Team presentation worth 100 points as a team grade.
- 200 Term paper worth 200 points as an individual grade.
- 1020 TOTAL POINTS

J453/553 ASSIGNMENT SCHEDULE – SPRING 2010

HOMework	FOR	QUIZ	LECTURE	ACTIVITY
Read 111-115 and write 100-word essay responsive to the title "I Am Creative."	M 3/29		A Whimsical PR Plan To Influence The Behavior Of A Frog	Ch. 1 – Understanding why planning is important and how it relates to public relations. Case 1 – Mysterious Sound In Deschambault
Read 157-159 Writing the introductory statement, and do Exercise 1.	W 3/31	Quiz 01 Pages 9-11	Writing the introductory statement of a PR plan (Reminder 116-118)	Ch. 2 – Meeting the challenges of the planning environment. Case 2 – Black Crater Wildfire
Read 159-163 Writing the situation analysis, and do Exercise 2.	M 4/05	Quiz 02 Pages 17-24	Writing the situation analysis of a PR plan	Ch. 3 – Writing and leading with integrity. Case 3 – What Could Go Wrong?
Read 164-168 Writing a goal, and do Exercise 3.	W 4/07	Quiz 03 Pages 41-42	Writing a goal for a public relations plan	Ch. 4 – Beginning the planning process with accountability. Case 4 – Getting Nothing For Something.
Read 168-170 Writing the focus of a plan, and do Exercise 4.	M 4/12	Quiz 04 Pages 55-56	Writing the focus of a public relations plan	Ch. 5 – Measuring the effectiveness of public relations programs and activities. Case 5 – Quality Out Of Control.
Read 170-175 Writing objectives, and do Exercise 5. Read 205-212	W 4/14	Quiz 05 Pages 76-101	Writing objectives for a public relations plan Introduction to Case 7 – Uncharitable Bloggers	Case 7 – Uncharitable Bloggers, (social media) team work session

Read 175-180 Writing strategies, and do Exercise 6.	M 4/19	Quiz 06 Pages 170- 175	Writing strategies for a public relations plan	Case 7 – team work session
Read 180-186 Writing activities, and do Exercise 7.	W 4/21	Quiz 07 Pages 175- 180	Writing activities for a public relations plan	Case 7 – Peer reviews of plans and individual writing assignments
Read 187-191 Writing the execu- tion time line, and do Exercise 8. Submit Case 7 team plan and individual writing assignment Read 243-256	M 4/26	Quiz 08 Pages 180- 186	Writing the execution time line for a public relations plan Introduction to Case 10 – Charlie Zurlock	Case 10 – Charlie Zurlock, (media relations) team work session
Read 192-195 Writing the evalua- tion, and do Exer- cise 9	W 4/28	Quiz 09 Pages 187- 191	Writing the evaluation for a public relations plan	Case 10 – team work session
Read 196-198 Writing the budg- et, and do Exer- cise 10	M 5/03	Quiz 10 Pages 192- 195		Case 10 – Peer reviews of plans and individual writing assignments
Read 257-274 Submit Case 10 team plans and individual writing assignments	W 5/05	Quiz 11 Pages 196- 198	Introduction to Case 11 – IndyCar Racing	Case 11 – IndyCar Racing, (event planning), team work session
	M 5/10			Case 11 – team work session
	W 5/12			Case 11 – Peer reviews of plans and individual writing assignments
Read 287-314 Submit Case 11 team plans and individual writing assignments	M 5/17		Introduction to Case 13 – Are You Prepared?	Case 13 – Are You Prepared? (crisis preparedness), team work session in developing a crisis code of conduct and pocket reference card
	W 5/19			Case 13 – team work session
	M 5/24			Case 13 – Peer reviews of codes of conduct and pocket reference cards
Submit Case 13 codes of conduct and pocket refer- ence cards	W 5/26		Making team presenta- tions	Team work session to pre- pare team presentations
	M 5/31		Memorial Day No Class	

	W 6/02		Team Presentations	Team Presentations
			No Final Exam	
Schedule is subject to changes throughout the course.				

Computer Management

Computer problems of any kind are not an acceptable excuse for not meeting deadlines in this class or in the workplace. Work should be saved regularly on the computer and on an external device, such as a disk or flash drive. Assignment submissions delayed because of computer or printer availability or problems will be penalized as late papers.

Attendance & Absences

Class attendance is mandatory. However, if you have an infectious illness (e.g. severe cold or flu) you are expected by this instructor to stay out of class and to see a healthcare professional. Doctors of the Mayo Clinic recommend that a person should see a medical professional within two days of the beginning of flu signs and symptoms. If a person has a cough, sore throat, fever of 101 or more, or muscle aches, a healthcare professional may be able to prescribe an antiviral drug. No grade will be adversely affected for a person being respectful of the health of others. Absences from class will be excused, provided they are reasonable and that the instructor is notified in advance in person, by e-mail or by phone. A note from a doctor verifying an illness is required for an excused absence.

Late Work

See "Penalties To Avoid" under Grading Policy.

Class Cancellation

If, for any reason, it is necessary to cancel class, you will be notified at the earliest possible time by e-mail. If time is short, the instructor will notify the faculty office and information will be posted on the classroom door. Students may call the instructor at any time for any reason at 360 241-9942. In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main home page (in the "News" section) at <http://www.uoregon.edu>.

Classroom Etiquette

Failing to follow the rules of classroom etiquette may not have the consequences possible to experience in the workplace of losing a client or losing your job; however, lack of cooperation will be noted on grade progress reports and could adversely affect borderline grades and the loss of a letter of recommendation from your instructor. Class functions in a professional environment. Here are the rules:

1. Conduct yourself in the manner in which you want to be seen as a professional.
2. Dress should be neat and show respect for yourself and others.
3. Do not chew gum.
4. Do not use cell phones or allow them to make audible sounds.
5. Do not use iPods or other electronic gadgets.
6. Do not surf the Web for entertainment or to manage e-mails.
7. Listen with your full attention whenever your full attention is expected.
8. Be in class on time and remain in class for the entire period.
9. Respect your classmates and their personal space.
10. At the end of class leave your workspace neat and clean.
11. Do not consume food or beverages (including water) in the computer lab.
12. Expect to see infractions of these rules on grade progress reports.

Letters of Recommendation

At some point, you might need a letter of recommendation. The instructor will never, in a recommendation, say anything negative that might jeopardize a student's opportunity to get an internship or a job; he will talk or write about whatever good things a student has demonstrated about herself or himself during the term. So, the strength of the recommendation is entirely up to the student. Decide now, at the beginning of the term, how you would like your story to be told. Sketch the profile you would like to have and figure out what you will have to do during the term to earn it. Which, for example, of the following attributes would you like your profile to include?

- Shows remarkable intellectual curiosity
- Employs excellent critical thinking skills
- Does quality work consistently
- Arrives in class on time, every time
- Meets every deadline
- Follows the rules of classroom etiquette
- Takes pride in personal appearance

- Uses good judgment
- Has commendable personal values, especially honesty and integrity
- Is a team player, respected by colleagues
- Is flexible, adaptable, resilient, and adheres to professional ethics
- Relates respectfully to people of all ages
- Has an aspiring outlook
- Is an outstanding researcher, editor, writer and problem solver
- Learns quickly, is energetic, self-motivated
- Makes excellent use of class time

Diversity

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals
- promote a culture of respect throughout the university community
- respect the privacy, property, and freedom of others
- reject bigotry, discrimination, violence, or intimidation of any kind
- practice personal and academic integrity and expect it from others
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Documented Disability

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional-psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see <http://ds.uoregon.edu/>

Student Code of Conduct and Statement of Community Standards Professionalism

It is the responsibility of each student to abide by the Oregon student code of conduct, which can be found at <http://studentlife.uoregon.edu/judicial/conduct/code.htm>, and the statement of community standards at <http://policies.uoregon.edu/ch1affirmation.html>.

Your Instructor's Teaching Philosophy

My teaching philosophy is straightforward. I believe in dwelling on what's relevant and discarding what's not; in putting quality work over busy work; in active learning, not passive listening; in critical thinking, not rote memorization; in personalized education, not one size fits all; and in reaching goals, rather than the last chapter. As a senior instructor, I use my professional experience to create classroom learning that mirrors the workplace. I bring students into the public relations profession by showing them how to teach themselves what they need to learn to be successful. I strive to lead students in ways that guide them to think, write, present and converse as professionals. I love to share nuggets of wisdom that might otherwise take them months, years or hard knocks to acquire.

What do I expect of students?

- *I expect students to be dependable---to be in class, on time, every time; to meet all deadlines by turning in work when it's due.*
- *I expect students to be of value---to contribute to class goals, work well with others, demonstrate a strong work ethic, to use their skills and talents constructively and creatively.*
- *I expect students to be professional---to maintain high standards, accept responsibility and take personal initiatives.*
- *And I expect students to be of good cheer---to greet classmates with a smile, to relax, speak freely, enjoy being themselves and delight in discovering their individual potential.*
- *I want students to see the capacity they have to guide and direct their own lives, shape their own careers and understand and relate well to others.*

My job is not to screen anyone out, but to welcome everyone into the practice of public relations. In that regard, I bid you welcome. —Tom Hagley