

MMC 5648

Public Affairs Communication

Summer 2019 • Section 756D



Instructor

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Contents

This syllabus document contains three main sections:

1. A **course description** including a summary of major assignments and grading
2. **University policies** that apply to this and other GSC courses online
3. A detailed **Weekly Course Schedule** that includes grading rubrics (print and save!)

Contact

You are always welcome to send me a message. You can reach me by text or Canvas message (see your "inbox" on the left side) or email at rgrupp@jou.ufl.edu I will always do my best to respond within 24 hours.

If you would like to chat live, it's best to contact me to schedule time on our calendars.

My bio is online at <https://www.linkedin.com/in/robertgrupp/>

Course Website and Login

Your course is in Canvas (UF e-Learning). Go to <http://lss.at.ufl.edu>. Click the blue e-Learning button. Login with your GatorLink account. Your course will be in the Courses menu on the left navigation. You might have to click All Courses at the bottom depending on how many courses you have taken at UF.

Contact UF Helpdesk <http://helpdesk.ufl.edu/> (352) 392-HELP (4357) if you have any trouble with accessing your course.

Course Description:

Public Affairs Communication is structured around the idea that individuals, communities and organizations have an obligation to work together to participate responsibly in democratic processes

and help solve some of the world's most challenging problems. This course equips students with tools and skills to do that, anywhere in the world where need arises.

Fundamentally, the Public Affairs practice is an exercise in communication. By communicating strategically with an array of different stakeholders in the public policy arena, individuals and the organizations they represent can develop relationships that contribute to meeting human needs, advancing cross-cultural understanding, tolerance, loyalty, advocacy and crisis resolution.

Furthermore, when a collective approach to problem solving is employed, bringing disparate stakeholders together to reach consensus, both business and society can benefit.

Often in the past, when organizations spoke out, it tended to be only on policy issues that affected their business – tax and trade policy, for example. Rarely did companies take a stand on social issues. Nor did shareholders, employees or the public demand it. Most organizations preferred to avoid polarizing issues that alienate stakeholders.

Times certainly have changed!

This course will examine the public affairs communication strategies used by advocates, think tanks, non-profits and businesses to shape policy deliberations and decisions.

- **CEO ACTIVISM:** Today, both for-profit companies and non-profit ventures increasingly are expected to speak out on social issues. CEO activism can sway public opinion—and increase interest in buying a company's products and advocating for a particular cause.
- **POLARIZATION OF OPINION:** Poll after poll illustrate a deep political divide among Americans, with the rise of populist movements and extreme polarization of opinion. Employees and other stakeholders want to take a stand, but when and how should they do it?
- **SOCIAL MEDIA:** We must pay even greater attention to the customer experience with our brand narratives, and to aligning of our messages and values across every channel on which we appear. Today, “owned media” is anywhere and everywhere the customer or stakeholder wants to interact with us and our organization.
- **SOCIAL RESPONSIBILITY REVISITED:** There is increasing recognition that “doing well” (financially) and “doing good” (for society) can be compatible. Many professionals, younger generations especially, aspire to become social entrepreneurs, seeking to apply entrepreneurial business skills to provide social benefits while working either at for-profit companies or non-profit ventures.
- **PUBLIC DIPLOMACY:** Tomorrow's global companies need to redefine success in terms of positive impacts, not just for business but also society, where vision and values are aligned, and institutions collaborate as well as compete. Yet, collaboration and culture are concepts that in a more connected, transparent and less trusting world are proving difficult for leaders to implement.

The course is designed to familiarize students with key strategies and tools used in Public Affairs campaigns to influence public policy and public opinion. During the first half of the course, we will explore current thinking about “Public Affairs” as work at the intersection of communication strategies,

policy processes and behavior change. Subsequent modules focus on concepts surrounding social responsibility, citizen engagement, and the role of digital technologies in triggering advocacy and action. Mid-course modules address the challenge created by political polarization in America, and we explore globalization of public affairs.

Then later in the course, students will apply this knowledge by suggesting how to organize public affairs, how strategy “really works,” ethics and finally, a “live case” where students will be asked to analyze an issue in real time and propose solutions.

Finally, we will explore how individuals can make a difference by considering what it takes to run for public office and win.

This is a demanding but exciting and intellectually rewarding opportunity to learn and apply global communication strategy and skills. This course is conducted entirely online in a format mirrors how professional, global public affairs and communication teams are assembled and work across geographies and time zones, countries and cultures, working together using online and other digital technologies.

Course Objectives and Learning Goals:

Public Affairs Communication will help you identify, develop and lead effective public affairs initiatives and campaigns that are focused on “doing well while doing good.”

By the end of the semester, students will be able to:

- Articulate and demonstrate how Public Affairs, as a profession, operates at the intersection of business, society and public policy.
- Assess political or public policy problems and apply strategic and creative communication strategy to identify, engage and motivate audiences to achieve specific goals.
- Analyze emerging markets, technology and channels and their impact on mass communication
- Identify networks consisting of traditional and non-traditional partners needed to impact public affairs problems and opportunities
- Work through public policy issues and political problems in a manner that upholds ethical standards and demonstrates professional conduct and cooperative behaviors.
- Build a responsive and flexible strategic plan, applying technology to your advantage and establishing critical partnerships.
- Interact effectively, engage opposing viewpoints constructively, and demonstrate active listening skills.

Texts:

During the semester, we will rely on journal articles, book chapters, newspaper stories, blog posts and other materials. All readings will be freely accessible through your course Canvas shell.

Textbooks with excerpts provided to students via Canvas

The SAGE Handbook of International Corporate and Public Affairs, by Phil Harris and Craig S. Fleisher (Editors), SAGE Publications Ltd; 1st edition (March 15, 2017) ISBN-10: 1446276112 ISBN-13: 978-1446276112

Storytizing: What's Next After Advertising, by Bob Pearson; Hardcover: 200 pages; 1845 Publishing (Edition: March 10, 2016) ISBN-10: 0692598146; ISBN-13: 978-0692598146

Playing to Win: How Strategy Really Works, by A. G. Lafley and Roger L. Martin; Harvard Business Review Press; 272 pages, 1st edition (February 5, 2013); ISBN-10: 142218739X; ISBN-13: 978-1422187395

Teaching Philosophy:

The course is centered on you and your learning needs. This course requires graduate-level thinking, analytical skills and maturity.

The course is “learning in action” and is designed from a professional perspective and makes use of current, relevant situations and examples that can be applied on-the-job now.

Course Policies:

Attendance Policy:

As a virtual, online course without regular face-to-face classroom meetings, communication through Canvas, e-mail and online discussions will be the “attendance parallel” for this class. Students are expected to sign onto the course site at least once each day, Monday–Friday, to check for course updates, announcements and discussion sections of the site.

The instructor’s preferred method of communication is through e-mail within the UF Canvas e-learning system. Alternatively, the instructor’s UF e-mail is rgrupp@jou.ufl.edu or text +1-484-557-8401. The instructor will respond to e-mail usually within one working day.

Deadlines:

This online course requires self-direction! It is essential that you remain disciplined, on task and vigilant about sticking to the schedule and deadlines.

Keep in mind that the time frame for completing your projects is short. Procrastination and poor communication with your classmates and instructor will delay progress. It is your responsibility to stay on schedule by meeting deadlines and seeking advice on challenges you confront, as soon as possible.

Discussion Post Deadlines

For DISCUSSION ASSIGNMENTS, a thoughtful post submitted by 11:55 pm on Thursday each week can earn up to 5 points. Interacting with at least two other students by commenting on discussion posts anytime during the week earns up to an additional 5 points. If you have extenuating circumstances that prevent you from meeting these deadlines, you must contact the instructor in advance of any delays.

Extensions for deadlines will be preapproved only for emergencies.

Unless excused, points will be deducted for work submitted according to the following schedule:

- More than 24 hours late but less than 48 hours late 15 points off
- More than 48 hours late 25 points off

- A week or more late

Not accepted at all

Technical Difficulties:

Issues with uploading work for a grade is not an excuse. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. **Contact UF helpdesk at (352) 392-HELP.**

If a student is having technical difficulties with Canvas, there are other means to submit completed work. A student may email .zip files or even links to Box.com or Dropbox folders to the Instructor via UF email. Students should compensate for technical difficulties by not waiting until the last minute to submit work. Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem.

Emergency and Extenuating Circumstances Policy:

Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructor immediately (rgrupp@jou.ufl.edu or text/mobile direct to +1-484-557-8401).

Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process: <https://www.dso.ufl.edu/care/medical-withdrawal-process/>.

Students must inform their academic advisor before dropping a course, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Format for Main Assignments:

Students are expected to submit high quality, well-written, client-ready work, on time. All written assignments should be typed 1.5 spaces in a standard business format using a 10- or 11-point business font on standard white paper size 8.5 by 11 or A4. Include your name, the assignment title, page numbers, and the date on all assignments. Check spelling (at a minimum, use spell-check). Proofread for awkward sentence styles and construction. Use 1-inch top/bottom and left/right margins. Use AP Stylebook for grammar, punctuation and writing style and a standard academic reference such as MLA or APA a standard academic footnote style to ensure proper attribution of research in your assignments.

Grading:

Grades for this course are based on a point system (see below). The course creates opportunities for collaboration and structured learning for several reasons:

1. Collaboration is the future—collaborative skills are essential skills for the 21st century.

2. We need innovators in the marketplace. Working online with others builds upon existing knowledge. Great ideas were not created in a vacuum.
3. Learning now more than ever needs to be social and active. Our culture is about connecting with people using digital and social media. Learning happens the same way.

Current UF grading policies for assigning grade points:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

PUBLIC AFFAIRS COMMUNICATION Assignments	INDIVIDUAL ASSIGNMENTS Maximum Point Allocation	PERCENTAGE OF GRADE Maximum Percentage
Discussion Posts (10 pts x 11 weeks) Weeks 1-11	110	22%
Journal Narratives (15 pts x 2) Weeks 1 & 12	30	6%
Strategy Map Week 8	25	5%
Response Papers (40 pts x 3) Weeks 2, 3 & 7	120	24%
Blog/Opinion Column Week 5	40	8%
Article Analysis Week 6	15	3%
Situation Analysis Week 10	35	7%
Strategy Memo Week 11	45	9%
Political Action Memo Week 4	40	8%
Case Analysis Week 9	40	8%
TOTAL	500 Possible Points	100% Used to calculate grade

LETTER GRADES

Letter grades will be based on the percentage of total available points accumulated in the course:

A	100%	to	93%
A-	< 93%	to	90%
B+	< 90%	to	87%
B	< 87%	to	83%
B-	< 83%	to	80%
C+	< 80%	to	77%
C	< 77%	to	73%
C-	< 73%	to	70%
D+	< 70%	to	67%
D	< 67%	to	63%

University Policies

University Policy on Accommodating Students with Disabilities:

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.

Netiquette: Communication Courtesy:

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Class Demeanor:

Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time, and meet all deadlines. Work

assigned in advance of class should be completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

Other Resources:

Other are available at <http://www.distance.ufl.edu/> getting-help for:

- Counseling and Wellness resources
 - <http://www.counseling.ufl.edu/cwc/> 352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please contact your program director and/or student support coordinator at distancesupport@jou.ufl.edu or visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

Course Evaluation:

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>

Evaluations are typically open during the last two or three weeks of the semester. Students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

University Policy on Academic Misconduct:

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>

The University of Florida Honor Code was voted on and passed by the Student Body in the fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to

the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

Academic Honesty

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason, any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

Students are expected to adhere to the University of Florida Code of Conduct
<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

(Document continues below...)

Course Schedule

NOTE: Additional lectures may be added through the semester. Watch your Canvas inbox for notifications.

WEEK ONE: MAY 13-19 – DEFINING “PUBLIC AFFAIRS” TODAY

Learning Objectives:

- Brand yourself personally and professionally to connect with fellow students and the instructor.
- Arrive at a working definition of “Public Affairs” that is useful for you on-the-job.
- Consider whether Public Affairs strategies are equally useful in for-profit and non-profit ventures.
- Identify how the Public Affairs profession is changing.

Lectures:

1. “Welcome & Course Introduction”: View at the link posted under LECTURES in Canvas
2. “The Business Context for Public Affairs”: View at the link posted under LECTURES in Canvas

Reading:

Read Chapter 4, *Achieving the Strategic Potential of Public Affairs*, Fruzsina M. Harsanyi and Geoff Allen in *The SAGE Handbook of International Corporate and Public Affairs* (Available in Canvas)

Two Assignments:

1. **DISCUSSION:**

- a. Write a bio >800 words about yourself and post to the Discussion Forum in Canvas.
- b. Introduce yourself (tell us who you are, where you live, what you do for work and for fun, and anything else you'd like to share)
- c. Share your interests in public affairs and politics, broadly. How do you stay informed about politics and public policy? Who do you talk to about these topics?
- d. How do you get your news? Do you write or read blogs or listen to podcasts? Do you get your news/information online?
- e. Then, please make comments on at least two other students' postings.
- f. We look forward to getting to know you!

2. **JOURNAL NARRATIVE:** A journal is an effective way to personalize your learning, articulate theories or concepts in your own words and apply learning on-the-job. Write or record a journal narrative that reflects on the definition of Public Affairs as discussed in the assigned reading. Length or duration should be commensurate with the number of thoughts shared, but likely will be the equivalent of 1 to 3 pages.

Consider these questions:

- a. What is “Public Affairs” to you, in your world, in the context of your work and job or interests?
- b. What is the most dramatic way in which the Public Affairs profession is changing?

- c. Do you agree that Public Affairs strategies are useful to both for-profit and non-profit organizations?
- d. What aspect of Public Affairs would you most like to learn about in this course?

NOTE: Student Journal entries (Weeks 1 & 12) may be submitted in “**Journals**” in the Assignment section in Canvas.

WEEK TWO: MAY 20-26 – SOCIAL RESPONSIBILITY

Learning Objectives:

- Explore recent literature on Corporate Social Responsibility (CSR) and Public Affairs (PA) that proposes a strategic alignment between the two disciplines
- Define Public Affairs as an exercise in communication.
- Consider how CSR can achieve moral legitimacy: mutual benefits exchanged between “organizational performance” and “societal expectations.”

Lecture:

Lecture Week 2: CSR & Public Affairs – Access via the link under Lectures in Canvas.

Assignment:

Corporate Social Responsibility (CSR) and Public Affairs (PA) operate at the intersection of business, society and public policy. By providing jobs, paying taxes and having a physical presence that can affect local infrastructure, companies can have a big and largely positive impact on the communities in which they operate. Whether CSR and PA join forces or contradict each other, however, depends on the tactics and strategies used.

RESPONSE PAPER

- Select a company (domestic or international) that will be the basis for your research this week.
- Research the company’s record in the area of CSR. Be sure to look at both their domestic and well as international CSR initiatives.
- Google “Best CSR companies” and you will find many sources to choose from.
- Respond with a paper approximately 2-4 pages in length that addresses the following:
 - A brief 1-paragraph summary of the business you selected.
 - According to your research, what are the organization’s flagship CSR initiatives? Does the CSR align with the company’s mission and vision, products or services?
 - Describe a specific example or two of the impact of the organization’s CSR on the intended beneficiaries.
 - Identify one to three additional CSR strategies the organization could consider implementing to achieve further impact.
 - Finally, if you were a potential customer, does your organization’s approach to CSR influence your purchasing decisions? Briefly discuss why or why not?

Reading:

1. Read Chapter 30, *Corporate Social Responsibility, Public Affairs and Corporate Community Involvement*, by Irina Lock and Peter Steel in *The SAGE Handbook of International Corporate and Public Affairs* (Available in Canvas)

Discussion:

Have you ever tried to make a difference on a public problem? I'm sure you have! **In this week's discussion**, choose one of the following three activities, and post your pitch on the class discussion board:

- a. Write to someone requesting money for people in need or for a specific cause.
- b. Write a note to a public official, elected or appointed, advocating for a specific action.
- c. Protest to someone (name them) a public issue you disagree with and state why and how it makes you feel.

WEEK THREE: MAY 27 – JUNE 2 – CITIZEN ENGAGEMENT

Learning Objectives:

- Explore current research findings on motivations around public participation, and how citizens are motivated to participate in civic action.
- Recognize the challenges created when so many Americans do not participate in the democratic process.
- Identify tactics for engaging citizens online in causes and on topics that are important to them.

Reading:

Read *Citizen Motivation*, from *The Digital Public Square*, Munk School of Global Affairs, University of Toronto, 2016 (Available in Canvas)

Assignment:

RESPONSE PRESENTATION OR PAPER:

Digital activism—from websites (change.org) to hashtag campaigns (#prayfor____ “digital prayers”) to Facebook “challenges” (ALS ice bucket challenge)—have become increasingly popular. While digital activism is recognized as being effective at spreading the word about issues and causes, it also has raised questions about whether it promotes change.

NOTE: This week's assignment can be submitted as a recorded presentation or a written paper.

In this assignment, choose an activist website or social media campaign for a specific cause (*please choose one particular issue, not a broad platform* such as www.metoomvmt.org avaaz.org moveon.org, or kiva.org), and assess its effectiveness at accomplishing its stated goals.

1. First, find an online activism website (and/or accompanying social media page) promoting a cause that you find interesting.
2. **Briefly** describe the group's focus and identify its primary goal(s).

3. Then, describe the specific change(s) the organization is hoping to advance, and outline the strategies and digital tools they are using to advance those goals.
4. Share whether you think the site is effective at promoting change (including of its stated goals and explain why. You should support your opinions with quotes/citations from our course readings.
5. Comment on the degree to which the organization is seeking to engage citizens and initiate participation versus sustaining support long-term.
6. Mention or include a link to your chosen site.

Discussion

In two paragraphs on the discussion board, 1) identify the group you are exploring and summarize its primary goal(s), and 2) identify and briefly describe the digital tools or techniques the group is using to engage citizens, that you find most interesting or effective.

REMINDER: A thoughtful post submitted by 11:55 pm on Thursday each week can earn up to 4 points. Interacting with at least two other students by commenting on discussion posts anytime during the week earns up to an additional 5 points. If you have extenuating circumstances that prevent you from meeting these deadlines, you must contact the instructor in advance of any delays.

WEEK FOUR: JUNE 3-9 – MARKEPLACE GRAVITY: THE 1:9:90 MODEL

Learning Objectives:

To say digital technologies have changed government-citizen-corporation relations and communication is an understatement, especially in terms of transparency and accountability. Of course, the change we are experiencing is just the tip of the iceberg. New technologies relevant to Public Affairs will continue to change business as usual. Our continued transition into a global and digital economy is here to stay, and there is a need to foster a climate of courage and creativity to help people start and continue adapting.

- Explore the 1-9-90 Model – Redefine how individuals who are active online shape the actions of others.
- Define ‘audience architecture,’ which provides a predictive view of how to align your message with your audience, as well as show how messages evolve in real time.
- The importance of a "crowd-sensing organization": Identify why and how to always put yourselves in the minds of the customer---as if you were them!

Lectures:

By the author, Bob Pearson:

- View How the *Business of Communications is Changing*, by Bob Pearson, Chief Innovation Officer at W2O Group. Link: <https://youtu.be/loz7qTnh3cE>
- Watch (or read) lecture by Bob Pearson: *Using Data to Segment the Market into Those Who Lead, Those Who Share, and Those Who 'Lurk and Learn'*
 ...to read, see Lectures in Files in Canvas
 ...to view, click on link: <https://www.youtube.com/watch?v=mUyk58z3L6s&feature=youtu.be>

Readings:

- Read Chapters 1-5 -- pages 1-60 -- in *Storytizing* (Available in Canvas)

Assignment:

Political Action Memo

- Write a 2- to 3-page memo to a current candidate or a person who holds elected office and is likely to run again (local, state or federal). Identify three to five recommendations for his or her successful use of online technologies for an upcoming election. Feel free to create your own innovative solutions, but your recommendations should cite examples of lessons learned from Pearson's work and past campaigns.
- Please format this as a memo to a specific candidate (or their campaign manager, or other relevant staff member). You may number or bullet point your suggestions, but please explain your ideas with writing in paragraph form.
- For maximum credit, make sure to support (and cite) your ideas with the research you read about in this module's readings or in previous readings, and/or from your own additional reading and research.

Discussion:

Audience Architecture

Drawing on Pearson's discussion of the 1:9:90 model, and considering the candidate or elected official you chose to address in this week's assignment:

- Identify for the class the candidate or elected official you chose to address in this week's assignment.
- Describe the office this person is seeking or holds
- Identify the audiences who likely make up the 1:9:90 model for this person.
- Briefly describe for class one or two online strategies you are recommending in your memo

WEEK FIVE: JUNE 10-16 – BRIDGING THE AMERICAN DIVIDE

Learning Objectives:

- Assess various perspectives on why and how voters are polarized.
- Evaluate evidence and arguments related to political polarization.
- Develop skills to assess the current state of American politics
- Identify the underlying ideological and cultural perspectives that fuel political disagreement.

Lecture:

Bridging the Great American Divide, Professor Robert Grupp (See Canvas)

Reading:

- Read *There's Too Much Virtue in Politics*, Wall Street Journal, August 1, 2018 (Available in Canvas)
- Read *Our Culture of Contempt*, New York Times, 03-02-2019 (Available in Canvas)
- Read *I Don't Agree with My Company's Politics, What Should I Do?* Fast Company, July 9, 2014
- Read Chapter 14, *How to Track Antagonists*, pages 131-140 in *Storytizing* (Available in Canvas)

- Read the Executive Summary and The Trust 10 in the Edelman Trust Barometer
<https://www.edelman.com/executive-summary/>

Assignment:

OP-ED / BLOG COLUMN

NOTE: THIS WEEK'S ASSIGNMENT IS DUE BY 1 PM SATURDAY, JUNE 15 — OR SOONER — TO ALLOW TIME FOR RESPONSE AND DISCUSSION

It is particularly difficult to have conversations about politics and social issues with people who hold different views from your own. These conversations have always been difficult, but when people function in an echo chamber of hearing their own beliefs from everyone around them (and likely in the media they consume), it's even more difficult to be the sole voice of dissent.

In an [article in Fast Company](#) (Available in Canvas), Art Markman, author and professor at the University of Texas at Austin, offers suggestions for how you can engage in conversations that address difficult and charged political and social topics.

Your assignment:

- a) Choose a topic you're interested in – or passionate about – and express your point of view in a blog column between 1 and 3 pages that is suitable for publication. **This does not to be about politics (!) although it can be.** Include an image or illustration if possible.
- b) In your column, identify strategies and tactics you use to engage in conversations about difficult and charged political and social topics like the one you're discussing — with colleagues at work, with friends at a restaurant or bar, or with family at a holiday
- c) cite **at least** one specific example of a tactic you used -- in a recent incident or experience -- to moderate a 'charged' conversation, that served to encourage tolerance for diverse opinions.
 - **Submit your blog column in the assignments section of Canvas**
 - **AND post your blog column to this week's discussion board**

Discussion: [Expressing Opposing Points of View](#)

Tolerance is the appreciation of diversity and the ability to live and let others live. It is the ability to exercise a fair and objective attitude towards those whose opinions, practices, religion, nationality and so on differ from one's own.

In this week's discussion, comment on (at least) two other blog posts that express a point of view different from your own. Part of your grade will reflect your ability to express yourself in a clear and constructive manner, while being respectful of opinions other than your own.

In your comments, use references from this week's reading and/or other research. Also, identify at least one technique you have used to try and bring other people to your point of view in a constructive and respectful manner.

WEEK SIX: JUNE 17-23 – CORPORATE PUBLIC AFFAIRS & ISSUES MANAGEMENT

Learning Objectives:

- Understand the lifecycle of an issue and how digital and social media impacts the response.
- Understand the connections and alignment between objectives, strategy, tactics and outcomes
- Demonstrate an ability to think strategically about the impact of communication on a business or organization

Read & View:

- Read the SAGE Handbook of International Corporate and Public Affairs, Chapter 29, *Corporate Issues Management*, John Mahon (Available in Canvas)
- View <https://youtu.be/Au7L0wWWAqQ> Emerging Public Affairs Trends: The Public Affairs Council's Doug Pinkham analyzes "the outside game of politics," the evolution of crisis response and recovery and insights for handling both political opportunity and risk.
- Optional Review: *The State of Corporate Public Affairs 2017-2018* from the Foundation for Public Affairs (Available in Canvas) **PLEASE NOTE:** This report is provided to you for in-class use only by the Public Affairs Council and may not be duplicated or distributed outside of this class. Thank you!
- Optional Review: *Organizing the Government Affairs Function for Impact*, Reinier Musters, Ellora-Julie Parekh, and Surya Ramkumar, McKinsey Quarterly, November 2013 (Available in Canvas)

Lecture:

The Anatomy of an Issue, Professor Robert Grupp (Available in Canvas)

Assignment:

Response Paper

Businesses make mistakes online sometimes. In fact, organizations of all types have spectacular social media fails. There are many ways to fail on social media, but when you're a big corporation, screw-ups go viral.

Your assignment is to identify and research one classic and prominent social media failure in business or a non-profit that occurred recently (e.g. This year or in 2018). There are many sources you can use; Google "*Corporate social media fails 2019*" or "*non-profit social media fails 2019*." You will find several dramatic examples.

Choose one example of a massive social media failure, and write a 2- to 4-page Response Paper that:

- a) Succinctly summarizes the issue and its impact on the company.
- b) Briefly identify what appears to have been happening in the company in each of the main stages of any issue's lifecycle, according to the stages described by John Mahon in this week's reading from The SAGE handbook. (Conduct additional secondary research as needed.)
- c) Identify when in the issue's lifecycle the company may have missed opportunities to ameliorate the situation.

Discussion: [When Employees Talk and Managers Don't Listen](#)

Anticipating, managing and dealing with issues online is a skill set of increasing value to organization of all types. Astute management of issues can pay dividends that affect the profitability, cost and risk associated with large-scale enterprises. Yet, some CEOs and senior leadership would prefer to avoid dealing head-on with issues, especially the scrutiny that inevitably arrives with that “uninvited guest” — social media.

- Imagine you were the public affairs director for the organization experiencing the situation you analyzed this week. What steps would you have taken if you thought your CEO or the senior leadership of your organization (or other members of your team) were ignoring signs of an impending crisis?
- What are the best ways to provide feedback that includes tangible evidence of your concerns?
- Can you share an example of your recommendations in action, in the context of your job or a past situation in which you were involved?

SUMMER BREAK 😊 — JUNE 24-30 — NO CLASS

[WEEK SEVEN: JULY 1-7 – HOW STRATEGY REALLY WORKS](#)

Learning Objectives:

“Strategy is not complex, but it *is* hard!” Winning should be at the heart of any strategy, including public affairs.

- The objective this week is to articulate and internalize a crisp and clear definition of strategy and understand how strategy can best be applied to solve problems.
- Apply an integrated strategic framework for making choices to an organization with which you are familiar; a business or preferably a non-profit or non-governmental organization.

Lecture:

Playing to Win, Roger Martin (Available in Canvas)

Reading:

Read Chapters 1, 2 and 3 in *Playing to Win: How Strategy Really Works*, by A. G. Lafley and Roger L. Martin.

Alternative Reading: *Playbook for Strategy, The Five Essential Questions at the Heart of Any Winning Strategy*, A.G. Lafley, Roger Martin and Jennifer Riel (See Canvas)

Read the brief: *Output vs. Strategy -- Key Questions PA Professionals Must Ask* (Available in Canvas)

Assignment: Strategy Map

Choose a business or organization with which you are familiar. Preferably a non-profit organization or non-governmental organization with which you are familiar. It could be a current or past employer or another company. Apply the integrated cascade of strategic choices described by Lafley and Martin and illustrated in the text this week, to the organization you choose.

Draw or otherwise illustrate the cascade and supply any necessary supporting narrative. We want to illustrate “how strategy really works” in the context of an organization you know, and how a framework for strategy choices can apply to either a for-profit or non-profit venture.

Discussion:

First read the brief on this week's discussion: *Output vs. Strategy -- Key Questions PA Professionals Must Ask* (Available in Canvas)

Then, considering the five essential questions that Lafley and Martin espouse, and the organization strategy you analyzed this week, answer one or several of the following questions:

- **Briefly** describe the organization and strategic initiative that you analyzed this week.
- What features of the strategy made the biggest difference in outcomes achieved?
- What is helping or hindering the strategic initiatives to achieve their objectives?
- To what extent did the organization's strategy produce unintended outcomes (positive and negative)?
- How well did the strategic initiative work? Were the organization's clients satisfied?

React to at least two other student discussion posts.

WEEK EIGHT: JULY 8-14 – Values, Ethics and Professionalism in Public Affairs

Learning Objectives:

This week we focus on some of the many ways in which moral values and ethics come into play in public policy. Our assumption is that a complex relationship exists between morality and politics, values and leadership, which is an important part of the foundation of successful Public Affairs.

- Develop students' abilities to think reflectively and argue persuasively about the moral and ethical dimensions of public policies and careers in public affairs.
- Make moral arguments by studying how others make moral arguments. Recognize that this task is challenging, and that we will rarely arrive at definitive answers to the difficult questions we may raise. We will, however, learn how to ask these questions with greater clarity and insight, and we will become familiar with—and hopefully respect—the answers that others have given to them.

Optional Read:

- *Values, Ethics and Professionalism in Public Affairs*, by Shannon A. Bowen, The SAGE Handbook of International Corporate and Public Affairs (Available in Canvas)

Lecture:

Dr. Shannon Bowen, *Law, Politics, and the Media Lecture Series*, 2010, Professor, University of South Carolina <https://youtu.be/XgOFFngT3A0> (Available in Canvas)

Assignment:

These are tumultuous times in politics, public service and public affairs. So much so that you might ask, do public service ethics really matter anymore? Absolutely!

Service, ethics and trust are interrelated values that inform the narrative for all public affairs. The behavior of people who hold public office or deliver public services is an important factor for earning citizens' trust, support, and ultimately, their participation in government.

Citizens expect public servants to pursue the public interest. They also expect them to manage public resources for the common good. And the relationships between ethics, service, and trust are mutually reinforcing: ethical behavior engenders trust in government, which in turn engenders and strengthens support for public service.

This week's assignment is about identifying, assessing and resolving practical ethical issues and dilemmas that confront people who govern cities, counties, states and federal agencies. It is also about your journey to become an ethically competent public affairs leader.

Choose ONE of the following cases, all of which are based on real situations.

Use the discussion questions at the end of the case to generate your thinking about how you would respond to the ethical dilemma presented. I'm looking for thoughtful, 2-4-page narrative (or equivalent video response) that identifies the considerations you make in thinking about the situation, the reasoning behind your conclusions and the decisions you would make.

You'll quickly discover there is no magic that can make a difficult ethics moment disappear or a mysterious wand that can be waved to make a difficult and unethical work environment disappear.

The assignment enables you to learn how to deal with ethical challenges and change a potentially disagreeable workplace culture.

Choose one (case studies are available in Canvas):

1. Information or Advocacy
2. City of Progress
3. Information or Advocacy
4. When Duty and Morality Clash

Discussion:

What's the best ethical advice someone's given you and how does that affect your behavior? How evident is that behavior to others?

Part of your class participation grade is to react to two posts of your classmates.

WEEK NINE: JULY 15-21 – INTERNATIONAL PUBLIC AFFAIRS

Learning Objectives:

At the end of this module, students will be able to:

- Explore Public Affairs as it is practiced in a growing region of the world: Asia.
- Identify PA practices that align with Asian cultures
- Apply lessons learned to a current case

Readings:

- The SAGE Handbook of International Corporate and Public Affairs, Chapter 25, *Public Affairs in East and South-East Asia* (Available in Canvas)
- How Huawei lost its PR battle with the West; *Financial Times*, 02-20-2019 (See Canvas)
- Huawei battles for the hearts and minds in global soft power push; *South China Morning Post*, 02-14-2019 (See Canvas)
- Huawei turns to U.S. group in public relations battle; *Financial Times*, 03-25-2019 (See Canvas)
- Huawei's Wolf Culture Helped it Gro and Got it into Trouble; *New York Times*, 12-18-2018 (See Canvas)
- Huawei's PR Lessons for China Inc. *Holmes Report*, 02-28-2019
<https://www.holmesreport.com/long-reads/article/huawei-provides-china-inc-with-a-salutary-lesson-in-pr-s-crucial-value>

Assignment:

CASE ANALYSIS: HUAWEI

No one ever said it would be easy for a Chinese brand to go global. Yet at a time when the value of public affairs and public relations is being scrutinized like never before, Huawei's experiences over the past couple of years provide a reminder of the perils of underestimating the need for a sophisticated public affairs strategy — one that is rooted as much in credible behavior as it is in verifiable messaging.

Huawei's attempts to overcome international skepticism are hardly a new phenomenon. For the better part of a decade, China's flagship tech company has been locked in a seemingly never-ending series of battles to ease suspicion, particularly in the West.

Some experts say Huawei's management of its international image is typical of Chinese entities — governmental or corporate — who simply can't respond to the challenge.

Your assignment this week is to read and research the brand image issues facing Huawei. Then, write an analysis that clearly identifies the public affairs strategies that Huawei has relied on to define its brand image outside China, particularly in North America and in Europe, and why, in your estimation, those PA

strategies are or are not working. The length of the case analysis should be commensurate with the richness of your research and conclusions, likely six pages or less.

For maximum credit, consider the cultural nuances impacting Huawei's brand communication — and the way public affairs traditionally is practiced in Asian countries such as China, according to the Sage Handbook. Make some credible assumptions and draw conclusions about the difference in public affairs communication in China versus North America (USA and Canada) and Europe.

A case analysis for purposes of this course tells a story. As a story, the successful case study is not structured like the traditional academic paper; rather, it uses the principles of storytelling. Like any good story, a case study begins by introducing the issue and its setting. The second act describes a rising of action where the protagonist (e.g. in this case, Huawei) will face a situation or conflict that leads to the climax of the issue. The case begins to reach its end with the falling action that traces what has happened after the issues climax before getting to the resolution or conclusion, where the story ends

A well-produced case is a metaphor for a larger problem within public affairs (e.g. Brand communication between cultures). Out of the metaphor, students can derive a series of "lessons learned" that can be applied to other, more general issues that may arise in their professional careers. A good case study provides a situation in which you can explore the tools and techniques, as well as theories and frameworks, that make up public affairs as a discipline. The case study itself should be focused on requiring student to struggle with an issue to reach their own decisions.

The case analysis should be conversational in tone. Too much academic writing is elevated above day-to-day conversation, on-the-job. That said, a situation that is worthy of case study is often complex and the reader will rely upon your authority as the author to simplify or generalize the situation so that the case can accomplish its goal.

Discussion:

The class discussion this week should seek to synthesize points from this week's reading and the brand image challenges facing Huawei, by responding to the following questions. Then engage classmates by responding to at least two other posts.

- **CULTURE:** What are **the most apparent differences** in the way public affairs is practiced in China and the rest of Asia, compared to the USA, based on your professional experience, the reading and/or your case research? Can you cite examples?

Thought of another way, **what startles, amazes or shocks you** about public affairs practices in Chinese culture compared to your own? How might you deal with that if you were assigned to a client project in Beijing or Shanghai?

Can you cite an example where you were confronted with a similar cross-cultural challenge in your work experience?

WEEK TEN: JULY 22-28 – Situation Analysis: Frist 5 LA

Learning Objectives:

- Analyze an issue in a virtual case study; students deal with changing social conditions and political environments in real time, rather than simply analyzing past performance.
- Move beyond routine application of academic concepts across the curriculum to solve a current social, political or public affairs problem

Live Interview:

Interview via ZOOM: Engage live with [Gabriel Sanchez](#), Director of Communications at First 5 LA.

DATE, TIME AND FORMAT TO BE ANNOUNCED BY THE INSTRUCTOR

Reading & Resources:

- Read: Situation Analysis Assignment Explained v.2.pdf (See Canvas)
- Read: and review the website www.first5la.org
- Read: In Uncertain Times, Stay True to Your Mission, <https://chronicleofsocialchange.org/opinion/in-uncertain-times-stay-true-to-your-mission>
- Read: Children on the Frontlines, <https://www.migrationpolicy.org/article/top-10-2018-issue-no-4-children-frontlines>
- Resource: Frequently Requested Statistics on Immigrants and Immigration in the United States <https://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states>
- Resource: Top 10 Migration Issues of 2018, <https://www.migrationpolicy.org/programs/migration-information-source/top-10-migration-issues-2018>
- Optional read: How Americans see illegal immigration, the border wall and political compromise <https://www.pewresearch.org/fact-tank/2019/01/16/how-americans-see-illegal-immigration-the-border-wall-and-political-compromise/>
- Optional read: Immigrant Shock: Can California Predict the Nation's Future? <https://www.nytimes.com/2017/02/01/upshot/strife-over-immigrants-can-california-foretell-nations-future.html>
- Optional Read Chapter 8, Word of Mouth, Predictive and Smart Media Planning, Pages 84-91, in Storytizing
- Optional Read Chapter 9, Agile Content in the New Media World, Pages 92-99, in Storytizing

Assignment:

During Week 10, your assignment is to interview Gabriel Sanchez, Director of Communications at First 5 LA. First 5 LA is an independent, non-profit, non-partisan public agency with a goal to support the safe

and healthy development of young children so that by 2028, all children in Los Angeles County will enter kindergarten ready to succeed in school and life.

In 2017, dramatic changes to the nation's immigration policies were announced that immediately changed the lives of hundreds of thousands of immigrants to the United States. The mission of First 5 LA is to advocate for issues impacting young children, not immigration issues. First 5 LA had to make a choice navigating a blurry line in terms of its role in protecting all young children of Los Angeles while also remaining as politically neutral as possible.

Many staff at the non-profit quickly called on First 5 LA to speak out. Groups around the country quickly took to social media and began churning out press releases vociferously deriding the Trump Administration. Other child advocacy organizations in similar positions were looking to First 5 LA for a cue about how to move forward.

For Week 10, your assignment is to gather the facts and context for the issues/opportunities facing First 5 LA and prepare a situation analysis. At a minimum, the situation analysis should contain a **well-thought-out SWOT analysis with supporting narrative** that shares results of your research and insights about the issues facing First 5 LA, possible public affairs and communications strategies addressing the issues, suggested top-line messaging, and critical success factors. See Situation Analysis Assignment Explained.pdf in Canvas.

Bear in mind, you are not starting from scratch! As you consider the situation facing First 5 LA, what lessons can be applied from previous learning in this course?

- citizen engagement
- bridging the American divide
- the 1:9:90 model
- issue management lifecycle
- the cascade of strategic choices to win
- values and ethics

Strategy Memo

For Week 11, your assignment will be to write a strategy memo to that will be given to Gabriel Sanchez at First 5 LA, accompanied by your situation analysis. You may consider the memo as a cover to your situation analysis. The memo should **artfully summarize the creative approaches and strategies you recommend that First 5 LA should use to launch initiatives to mitigate the impact of immigration issues on the organization and the constituents it serves.**

[Discussion: Interview with an immigrant](#)

Purpose: To delve into the complexities of immigration and the impact on individuals from a culture different than your own. To make personal contact with someone from another culture, learn how they at America, and to learn about your culture by comparing it to another.

What you do: Find someone who immigrated to the United States from another country, preferably after the age of 15 who is willing to talk with you about his/her experience. This person could be a friend, a relative, a fellow student, someone you meet standing in line for a movie... if he or she is not

being interviewed by someone else in this class. You may use a pseudonym for your interviewee to reduce any concerns about privacy.

Write a discussion post that summarizes your learning and the most dramatic take-aways from your conversation. (You may offer to give your interviewee a copy of your discussion post.)

Possible subjects to cover in the interview: Try to guide the conversation along interesting lines, without discouraging your interviewee from bringing up things that are important or interesting to him or her. Don't force the conversation into a checklist of questions and answers. Often, asking follow-up questions like "how do you feel about that" or "why do you think it happened that way" or "would that have happened in your home country" can bring up interesting responses.

The idea is to learn enough to briefly outline your interviewee's story, and more importantly, his or her observations about the process of immigrating into the United States of America.

- Where did your informant grow up? How old was your informant when she or he immigrated, and approximately what year was that?
- How did your informant learn English (if he or she did)?
- What was your life there like? How was it different from here?
- What was their home and neighborhood like – physically and socially?
- Why did he or she come to the United States? How?
- What did he or she expect of the United States?
- Did the United States match those expectations, or was it different? If so, how?
- Did your informant experience anything like culture shock on first arriving here? If so, what was it like?
- Was there anything that seemed particularly strange, confusing, funny, or hard to get used to about Americans?
- Has he or she had any particularly good, bad, or interesting experiences as an immigrant?
- Is there anything that she or he particularly likes, or does not like, about Americans?
- Does your informant still feel connected to his or her original culture? If so, what does he or she do that maintains that connection or identity?
- How would he or she describe America to people in his or her home country?

Suggest some general conclusions about the process of immigration (of course they will be tentative but try!) These might be generalizations about what the process was like for your interviewee and how they handled certain kinds of issues, etc.

Show how you came to these interpretations and conclusions by using specific things your informant said, either as quotations (not too many) or summaries of her or his comments and explaining how they support your conclusions.

It is OK not to cover everything that you discussed in the interview. It won't fit in a discussion post. Select what seems most interesting, most telling about the immigration, and things for which you can suggest interesting interpretations and conclusions.

WEEK ELEVEN: July 29-August 4 – Public Affairs Strategy Memo

Learning Objectives:

- Use a case study for improving knowledge and understanding of strategy formation and execution
- Offer real-time, actionable strategies to solve an issue.
- Translate course content to practical skills needed in the job market.

Reading:

- Read Chapter 7, *Think Through Strategy*, Pages 159-181, in *Playing to Win: How Strategy Really Works*. (Available in Canvas)

Assignment:

The Week 11 assignment is to write a memo addressed to Gabriel Sanchez, Director of Communications for First 5 LA, identifying and discussing communication strategies and actions to address a real issue and opportunity at First 5 LA.

Think of the memo as a cover to your situation analysis prepared in Week 10. The memo should artfully summarize the creative approaches and strategies you recommend that Rock the Vote should use to launch the initiative.

Length of the memo should be commensurate with the number and quality of strategies recommended.

Discuss your proposed strategy (or strategies) and the reasons for your recommendations.

Submit your memo as a Microsoft Word or Adobe PDF document in the Assignments section in Canvas.

Discussion:

Respond to Interviews with an immigrant:

- Read the respond to the interview summaries created by fellow students in Week 10.
- Respond to at least two other student interviews
- Reflect not only on the learning and takeaways from those discussion summaries, but also how that learning can be applied in your life, on-the-job or in jobs you aspire to hold in Global Strategic Communication.

WEEK TWELVE: AUGUST 5-11 – MAKING AN IMPACT: RUNNING FOR OFFICE

Learning Objectives:

- Recognize the responsibility to engage and participate in the democratic process
- Consider the potential to make an impact by running for elected office
- Explore basic campaign strategy

Reading:

- *I Ran for Office and Won. Four First-time Candidates Explain How*, January 16, 2017 (Available in Canvas)
- *12 Absolutely Essential Things You Should Know About Running for Office*, Cosmopolitan, October 10, 2017 (Available in Canvas)
- Read Chapter 4, *How to Win* in *How Strategy Really Works*, by A. G. Lafley and Roger L. Martin (Available in Canvas)
- Read the Conclusion, *The Endless Pursuit of Winning*, in *How Strategy Really Works*, by A. G. Lafley and Roger L. Martin (Available in Canvas)

Assignment:

JOURNAL NARRATIVE: A journal is an effective way to personalize your learning, articulate theories or concepts in your own words and apply learning on-the-job. Reflecting on the reading and work over the past 12 weeks, write or record a journal narrative that reflects on your potential interest in running for elected office. Length or duration should be commensurate with the number of thoughts shared, but likely will be the equivalent of 1 to 3 pages.

When writing your narrative, consider these questions, but offer your own unique perspectives:

1. If you ran for office, what issues would you want to see addressed or changed?
2. What do you believe the reaction would be from your spouse or partner, your family and your colleagues if you ran for office?
3. Have you been visible on campus, in your community or in your company for a specific cause or initiative?
4. Would you describe yourself as resilient? In other words, do you bounce back quickly from disappointment? Can you let unfair comments by other “roll off your back?”
5. Would you run for public office? (If not, why not?)

Discussion

The week 12 discussion is ungraded, but extremely important. As we approach the conclusion of our 12-week course, I want you to reflect on the learning to-date, and how that learning can be applied in your life, on-the-job or in jobs you aspire to hold.

Think about the various forms of public affairs, public participation, and policy-making reviewed in this course.

- List some promising opportunities you see for becoming involved in public affairs and policy-making in the future, on-the-job, in work you may be seeking and in your personal life.

- Or, if you already are practicing public affairs professionally, what changes or improvements can you make as a result of the learning in this course? Please be as specific as possible.
- Consider informal involvement as well as formal roles.
- Comment on what might be improved or changed in this course for next semester.

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