

PSPR 6203PR - IoffredaSP17

January 9, 2017

The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Strategic Public Relations

Spring 2017

January 30 – May 3, 2017

**Research Methods for Public
Relations and Public Affairs**

PSPR 6203PR 3 Credits

Monday 7:00-9:30 pm

Alexandria, VA

BASIC INFORMATION AND RESOURCES

Instructor

Angelo Ioffreda, MBA, MA

Contact Information

Phone: 703-338-6591

Primary email: aioffreda@gwu.edu

Secondary email: aioffreda@aol.com

Communication

Please use the primary GW email address above to contact the instructor. Students should expect a response within 24 hours. If needed, the instructor is available before and/or after class or by appointment.

Blackboard Site

A Blackboard course site has been set up for this course. Each student is expected to check the site throughout the semester, as Blackboard will be the *primary venue for assignment submission* and outside classroom communications between the instructors and the students. Students can access the course site at <https://blackboard.gwu.edu>. Support for Blackboard is available at 202-994-4948 or helpdesk.gwu.edu.

Academic Integrity

All members of the university community are expected to exhibit honesty and competence in their academic work. Students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers, and taking exams. Members of the community will be presumed to be familiar with the proper academic procedures and will be held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Academic dishonesty is defined as “cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” Acts

of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. The University Code of Academic Integrity can be found at <http://www.gwu.edu/~ntegrity/code.html>.

Support for Students with Disabilities

GW's Disability Support Services (DSS) provides and coordinates accommodations and other services for students with a wide variety of disabilities, as well as those temporarily disabled by injury or illness. Accommodations are available through DSS to facilitate academic access for students with disabilities. Please notify your instructor if you require accommodations. Additional information is available at <https://disabilitysupport.gwu.edu/>.

In the Event of an Emergency or Crisis during Class

If we experience an emergency during class time, we will try to stay at this location until we hear that we can move about safely. If we have to leave, we will regroup across the street in front of the classroom building in order to account for everyone and to make certain that everyone is safe. Please refer to Campus Advisories for the latest information on the University's operating status: <http://www.campusadvisories.gwu.edu/>.

Attendance Policy

Attendance and participation are critical components of the learning process and are a key factor in student grades. Students are expected to attend each class and should notify the instructor in advance of any planned absences. Students' participation scores will be negatively affected by unexcused absences and by not participating in class discussions or in-class activities. Students may miss up to two classes during the semester due to illness or work responsibilities.

Out-of-Class/ Independent Learning Expectation

Over the course of the semester, students will spend at least 2 hours (120 minutes) per week in class. Required reading for the class meetings and written response papers or projects are expected to take up, on average, 7 hours (350 minutes) per week. Over the course of the semester, students will spend 25 hours in instructional time and 87.5 hours preparing for class.

Course Evaluation

At the end of the semester, students will be given the opportunity to evaluate the course through GW's online course evaluation system. It is very important that you take the time to complete an evaluation. Students are also encouraged to provide feedback throughout the course of the semester by contacting any/all of the following:

Professor Lawrence Parnell Director, Strategic Public Relations Program
lparnell@gwu.edu | 703-299-4150

Dr. Jack Prostko, Associate Dean for Learning and Faculty Development College of Professional Studies

jackp@gwu.edu | 202-994-3592

Suzanne Farrand, Director of Academic Administration, GSPM

sfarrand@gwu.edu | 202-994-9309

THE COURSE

Strategic Public Relations Program Objectives

Upon the completion of the Masters in Strategic Public Relations, students will have an enhanced understanding and skills in:

1. The fundamentals of effective, strategic communications;
2. Best practices for writing, media relations, and strategic communications planning and implementation;
3. Leadership in communications on a sound ethical and financial basis;
4. Working with management, staff, and vendor/partners to develop and manage the implementation of effective communications strategies.

Course Description and Overview

The course will provide an overview of applied research techniques with an emphasis on planning and evaluating public relations and corporate communications campaigns in support of business goals. The course reviews essential qualitative and quantitative research techniques and methods, including focus groups, surveys, traditional and social media analysis, case studies, and experiential research. Students will gain an appreciation for using research to support and develop effective communication strategies.

Course Learning Objectives

As a result of participating in the learning activities in this course, you will be able to:

1. Develop a strong rationale / business case for research and measurement in public relations and corporate communications
2. Demonstrate the ability to align public relations objectives with business objectives as an effective business partner
3. Demonstrate an understanding of qualitative and quantitative research methods, their pros and cons, and how to incorporate them into your communication strategies and plans
4. Recognize opportunities to apply research and measurement in a variety of communication, marketing, and advertising settings

5. Demonstrate the ability to design and present your research program and move your organization or client towards implementing recommendations based on research and data analysis (i.e., data-driven decision making).

Course Requirements

Students are required to have completed all assigned readings for the week before coming to class. Participation is a key component of the course grade and, as such, students are required to actively engage in class discussions and in-class activities. Not participating in discussions or not being prepared will negatively impact a student's grade. Assignments are due as noted on the syllabus and late submittals will result in lost points on that assignment. Due dates may be revised based on class needs.

Required Text and Learning Materials

Required Text

Professional & Practitioner's Guide to Public Relations Research, Measurement & Evaluation, Second Edition, David Michaelson and Don W. Stacks, Business Expert Press, LLC, 2014
ISBN: 978-1-60649-984-9, E-book ISBN: 978-1-60649-985-6.

The One Number You Need to Grow, Frederick F. Reichheld, Harvard Business Review (OnPoint Enhanced Edition), December 01, 2003
Product #: 5534-PDF-ENG
The article will be posted on Blackboard.

Recommended Additional Texts

Primer of Public Relations Research, Second Edition, Don W. Stacks, The Guilford Press, 2011.
ISBN 978-1-59385-595-6, E-book ISBN: 978-1-60623-915-5.

Measuring the Networked Nonprofit, Beth Kanter and Katie Delahaye Paine, Jossey-Bass 2012.
ISBN 978-1-118-13760-4

Additional Resources

- Blackboard course site
- Institute for Public Relations – <http://www.instituteforpr.org/> and IPR's Research, Measurement, and Evaluation page – <http://www.instituteforpr.org/category/research/measurement-and-evaluation/>
- Generally Accepted Practices (GAP), Strategic Communication and Public Relations Center, The Annenberg School, University of Southern California, <http://ascjweb.org/gapstudy/>

- International Association for the Measurement and Evaluation of Communication, <http://amecorg.com/>
- Census: <http://census.gov/data.html>
- Pew Research Center: <http://www.pewtrusts.org>
- FiveThirtyEight: <https://fivethirtyeight.com/>
- Edelman Trust Barometer: <http://www.edelman.com/insights/intellectual-property/2016-edelman-trust-barometer/>
- McKinsey&Company: www.mckinsey.com
- Additional readings as assigned

Course Calendar*

The instructor reserves the right to alter course content and/or adjust the pace to accommodate class progress and availability of guest speakers. Students are responsible for keeping up with all adjustments to the course calendar.

Week	Date	Topics to be covered
1	January 30	<p>Introductions</p> <ul style="list-style-type: none"> • Course Overview • Introductions • The importance of research and measurement • Defining the line of inquire – Problem Statements <p>Assignment:</p> <ul style="list-style-type: none"> • Come to class prepared to discuss an idea for a research project. • Bring your organization’s strategy and mission statements <p>Measurement and Metrics</p> <ul style="list-style-type: none"> • Key Concepts • Introduction to Quantitative and Qualitative Methods <p>Reading: Pages 1 – 76, <i>Professional & Practitioner’s Guide to Public Relations Research, Measurement, and Evaluation</i></p> <p>Measure What Matters, Chapter 1, Katie Delahaye Paine</p> <p>GAP VIII Report, Generally Accepted Practices, USC Annenberg</p> <p>Eleven Questions You Must Ask Before Conducting PR Research,</p>

		Mark Weiner, Prime Research
2	February 6	<p>Primary and Secondary Research Approaches</p> <ul style="list-style-type: none"> • Primary and secondary approaches to research and benchmarking • Continue to refine research plan <p>Reading: Read Chapter 5, pages 77 – 93, <i>Professional & Practitioner’s Guide to Public Relations Research, Measurement, and Evaluation</i></p> <p>Spotting Bad Research, Frank Ovaitt, Institute for Public Relations</p> <p>Irreversible: The Public Relations Big Data Revolution, Mark Weiner and Sarab Kochhar, Institute of Public Relations Measurement Commission</p> <p>Assignment #1: Management Memo – due February 9</p>
3	February 13	<p>Research, Measurement, and Metrics to Ensure Business Impact Research Ethics</p> <ul style="list-style-type: none"> • Ensuring business impact • Aligning public relations metrics to business goals • John Friedman, Manager, Sustainability, WGL Holdings, Inc. <p>Reading: Guidelines for Measuring the Effectiveness of PR Programs and Activities, Dr. Walter K. Lindenmann, Institute for Public Relations</p> <p>Barcelona Declaration of Measurement Principles 2.0, amec.org</p> <p>Your Measurement Toolkit PRSA/AMEC Measurement Symposium, October 14, 2012</p> <p>“Ethical Concerns in Public Relations Research,” <i>Primer of Public Relations Research</i>, 2nd Edition, Don W. Stacks</p>
	February 20	No class – President’s Day

4	February 27	<p>Research, Measurement, and Metrics to Ensure Business Impact Research Ethics (continued)</p> <ul style="list-style-type: none"> • Advertising & Consumer Research, Trends, Insights, & Best Practices • Nicole Olshan, Manager, Business Development <p>Other Research Approaches</p> <ul style="list-style-type: none"> • Net Promoter Score • Ethnography / Participant observation <p>Reading: The One Number You Need to Grow (HBR OnPoint Enhanced Edition)</p>
5	March 6	<p>Social Media Metrics</p> <ul style="list-style-type: none"> • Measuring the impact of social media • What can we measure? • Which measures matter most? <p>Guest speaker Shonali Burke Shonali Burke Consulting, Inc.</p> <p>Reading: How to Set Benchmarks in Social Media: Exploration Research for Social Media, Lessons Learned. Katie Delahaye Paine, Institute for Public Relations</p> <p>Social Media Measurement: A Step by Step Approach, Angela Jeffrey, Institute for Public Relations</p> <p>Social Media ROI, Oliver Blanchard</p> <p><i>The Social Media Measurement Map</i> by Simply Measured</p> <p>Read Chapters 6 & 7, pages 95 – 134, <i>A Professional & Practitioner’s Guide to Public Relations Research, Measurement, and Evaluation</i></p>

		<p>Developing Survey Questions</p> <ul style="list-style-type: none"> • Asking the right questions • Avoiding bad questions • Determining the right sample • Determining the survey method <p>Reading: Pages 135 – 205, <i>A Professional & Practitioner’s Guide to Public Relations Research, Measurement, and Evaluation</i></p> <p><u>11 Tips for Doing More Successful Online Surveys</u>, Forrest W. Anderson blog</p> <p><u>One Way Research Can Help You to the Management Table</u>, Forrest W. Anderson blog</p> <p>Assignment #2: Develop a Survey – Due March 20</p>
	March 13	No class – Spring Break
6	March 20	<p>Surveys and Focus Groups</p> <ul style="list-style-type: none"> • Continue discussion of developing good questions <p>Assignment:</p> <ul style="list-style-type: none"> • Identify and analyze a survey to be shared in class • What are its strengths and weaknesses? • What are good questions? • What recommendations for further action might you make based on the results? <p>Assignment #3:</p> <ul style="list-style-type: none"> • Conduct a focus group on March 27 & April 3 <p>Conduct a Focus Group</p> <ul style="list-style-type: none"> • Each team to conduct a focus group • Develop questions • Determine sample • Set the context • Manage invitations and follow up <p>Assignment #3</p>

		<ul style="list-style-type: none"> • Conduct a focus group
7	March 27	<p>Conduct a Focus Group</p> <ul style="list-style-type: none"> • Each team to conduct a focus group • Develop questions • Determine sample • Set the context • Manage invitations and follow up <p>Assignment #3</p> <ul style="list-style-type: none"> • Conduct a focus group
8	April 3	<p>Conduct a Focus Group</p>
9	April 10	<p>Guest Speaker * - To be confirmed</p> <ul style="list-style-type: none"> • Yoni Gedan, Executive Vice President, Research, Measurement & Analytics at Zeno Group - Zeno Group, Edelman Company • Edelman Trust Barometer • Cutting edge research techniques and tools <p>Reading</p> <p>Edelman Trust Barometer 2016 http://www.edelman.com/insights/intellectual-property/2016-edelman-trust-barometer/</p> <p>Assignment #4:</p> <ul style="list-style-type: none"> • Work on your Research Plan to present April 17 and 24
10	April 17	<p>Present Research Plan</p> <ul style="list-style-type: none"> • Present findings or final research plan • Respond to questions • Receive feedback <p>Assignment #4</p> <ul style="list-style-type: none"> • Develop and present your research plan & final plan

11	April 24	<p>Present Research Plan</p> <ul style="list-style-type: none"> • Guest faculty • Present research plan • Gather feedback <p>Assignment #5</p> <ul style="list-style-type: none"> • Prepare your metrics dashboard in PowerPoint to present to the class on May 1 & 3
12	May 1	<p>Metrics Dashboard</p> <ul style="list-style-type: none"> • Present your metrics dashboard to class • Gather feedback • Summary discussion
13	May 3 (Wednesday)	<p>Metrics Dashboard & Course Wrap Up</p> <ul style="list-style-type: none"> • Present your metrics dashboard to class • Summary discussion

Assignments

The assignments are designed to help you learn the thought process and elements that go into developing a comprehensive research plan. You will receive a great deal of feedback along the way. As you gain practice and confidence, you will be ready to put the elements together to create and share your own research plan. You may work with a partner on a research project throughout the course. Please let the instructor know if you will be partnering with someone.

For each of the assignments below, we strongly encourage you to adapt it to your actual job or interests as long as you meet all requirements of the assignment.

Assignment 1: Management Memo – Justification for Research

- Memo presenting the business case for research
- Maximum 1000 words

Use your own work or interest situation to draft the memo. If needed, use the case below to draft your memo.

Scenario: You are the PR/PA director at a non-profit agency that has received a grant to work on a major social issue.

Write a memo (maximum 1000 words) in the first person to your boss laying out your argument why it's important to spend some of the organization's limited funds on communications research. Your business memo must include the following elements:

- An Objective Statement for your research:
 - Why do this research?
 - What is the specific, critical knowledge that you hope to develop?
 - How will this knowledge drive important decisions for the organization?
- What topics your research will need to explore and why?
- Relevant communications expert knowledge and benchmarking that supports your argument for research.
- Your planning process for developing the research and gaining organizational buy-in.

Name your memo as follows: Your Name + Management Memo

You will present your argument for funding in class.

Assignment #2. Develop a Survey

- Develop a 10-Question Survey on the topic of your choice or use the scenario below
- Develop an introduction for your survey (e.g., email, or script for a phone interview)
- Develop a cover memo for the survey to send to your boss

Scenario: You are the Public Relations / Affairs director for an electric utility. You have been asked to develop a campaign to build public support for a potential investment in renewable technologies. The news media have run speculative stories about your company's use of green technologies, and your customer relations department has received inquiries regarding the impact on customers' bills. You need to know what messages and outreach strategies would be most effective in ensuring positive public reaction to the investment.

You can decide to do either a phone survey or a web-based survey* to assess customer reaction to the utility's messages and outreach strategies, i.e., who supports this, where they live, and negative and positive comments, etc. Based on the budget, you estimate the survey should have 10 questions, 2–3 of these open-ended. You also need to capture select demographics of the respondents. Write the questionnaire and a side memo for your boss addressing any points that may need amplification.

The survey should include an opening introduction laying out the intent of the survey as well as closing comments to wrap up the survey.

Note: If you decide to work on a web-based survey, you need to subscribe to a free version of the Survey Monkey software at SurveyMonkey. It is relatively user-friendly and easy to use. The software has prompts for creating a questionnaire.

- Prepare a Cover Memo to your boss to accompany the survey.

The memo should be no more than 300 words. The memo should demonstrate a clear understanding of the research need and methodology.

You will submit your cover memo, invitation to your survey, and your survey.

Name your survey assignment as follows: Your Name + Survey + Topic

Assignment #3: Conduct a Focus Group

- Conduct a focus group
- Develop focus group questions
- Develop an invitation to participants
- Develop follow up communication

Scenario: In pairs, you will devise a scenario for your focus group. You will set up the room, welcome participants, introduce yourselves, and conduct a short focus group (approximately 20 minutes each, followed by a 10 minute debrief).

Name your focus group assignment as follows: Your Name + Focus Group + Topic

Assignment #4: Present Research Plan & Findings

- Develop and present a Research Plan

Students will provide a short (5-10 minute) overview of their research plan for class discussion and comment. The discussion is intended to help student finalize approach and brainstorm ways to address any questions about an appropriate approach.

- Present final plan / findings to include making recommendations based on findings.
- This should be presented as both a document and a presentation.

Name your research project as follows: Your Name(s) + Name of Research Project

Assignment #5: Develop a Measurement Dashboard

- Develop a 2 – 3 slide / page communication dashboard

Develop a dashboard to measure the desired outcomes and effectiveness of your communication strategy, program, campaign or initiative for presentation to executives. The dashboard should:

- Feature a set of core metrics
- Allow you to draw conclusions about impact
- Identify areas where additional information or research would be useful
- Be easy to read.

You will present your communication dashboard in class and receive feedback. (Note: You may want to develop a more extensive dashboard for use by the public relations / communications team with a shorter, more concise version of the dashboard to share with executives.)

Name your dashboard as follows: Your Name(s) + Dashboard

Grading

Assignment	Points	Percentage
#1 Management Memo	10	10%
#2 Develop a Survey	10	10%
#3 Conduct a Focus Group	10	10%
#4 Present Research Plan & Findings	25	25%
#5 Develop a Measurement Dashboard	20	20%
Class Participation	25	25%
Total	100	100%

The following is the grade scale for all GSPM classes:

Grade*	Grading Standard
A 94-100	Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.
A- 90-93	Represents solid work with minor errors. Overall, excellent work.
B+ 87-89	Very good. Represents well-written material, research, and presentation, but needs some minor work.
B 83-86	Satisfactory work, but needs reworking and more effort. Note that although not a failing grade, at the graduate level, anything below a “B” is viewed as unacceptable.
B- 80-82	You’ve completed the assignment, but you are not meeting all of the requirements.
C+ 77-79	Needs improvement in content and in effort. Shows some motivation and concern.
C 73-76	Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.
C- 70-72 Lowest passing grade	Poor performance. Major errors, too many misspellings, problems with accuracy, etc.
F Below 70	Unacceptable performance, or inability to submit the assignment.

*Please note that you may be penalized for late submission of assignment(s).

Instructor Biography

Angelo Ioffreda is a strategic communications and management consultant and an ICF certified leadership coach. He is the founder and chief engagement officer of io spark communications (www.iospark.biz) of Arlington, VA.

He has more than 25 years of experience helping leaders and organizations more effectively lead, manage, and navigate change and engage employees. Angelo has held leadership roles with NII Holdings, Inc., IFC, the private sector arm of The World Bank Group; Sodexo; AOL & AOL Time Warner; Robinson, Lerer, and Montgomery Strategic Communications; and the U.S. Department of State.

Angelo brings insights and experience from having worked across sectors, industries, and organizations. Areas of expertise include leading and managing change, strategic and leadership communications, strategy development, strategic planning and alignment, metrics and measurement, leadership development, team building, facilitation, organizational effectiveness and transformation, employee and brand engagement, global and cross-cultural communications, and social media and digital strategies. Angelo is certified in the MBTI, SDI, and DiSC, and is a fluent Spanish speaker.

Angelo has presented widely on communication topics at conferences by The Conference Board, Melcrum, The International Association of Business Communicators (IABC), J. Boye, and Marcus Evans on a variety of communication and leadership topics. During 2011, he served as president of the DC Metro Chapter of IABC, the largest in the U.S. and the second largest in the world.

Angelo is an adjunct professor in American University's Key Executive Leadership Program for senior government executives and a moderator in Harvard Business Publishing's Leadership Direct program for private sector executives. He authored the chapter on "Communicating to Drive Engagement and Trust" in The Handbook of Federal Government Leadership and Administration: Transforming, Performing, and Innovating in a Complex World.

He has an M.B.A. from the Wharton School, a M.A. in International Affairs from the University of Chicago, and certificates in both Leadership Coaching and Change Leadership and Organizational Consulting from Georgetown University. Angelo was both a Presidential Management Fellow and a Thomas J. Watson Fellow. He majored in Anthropology and Biology at Grinnell College, Iowa.

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