

OPPORTUNITIES FOR STUDENTS

It's always a good idea to encourage graduate students to get involved with the PR Division, but the opportunities available to students at the 2002 AEJMC Convention will be especially beneficial.

2 TENTATIVE CONVENTION PROGRAM

Preliminary PRD convention plans are to have at least a couple of sessions at the pre-conference especially for graduate students. Among ideas perking are "The ABCs of AEJMC," which would be a primer on how to take advantage of the stimulating ideas for scholarship and the golden networking opportunities with potential research collaborators at the convention. There will be roundtables on research orientations, as well as a panel of the field's leading scholars to discuss "hot" research topics for those graduate students who are in the process of selecting their dissertation topics.

Ken Plowman has scheduled the session for top graduate research papers for early Wednesday morning following the Tuesday pre-conference, so students can take advantage of this convenient time packaging.

Carolina Acosta-Alzuru and Karyn Ogata Jones are working to resurrect the buddy mentoring program for the convention, and we're developing ideas to help students network with the leading scholars during the Thursday evening social. A "Yearbook Signing Party" will have a prize drawing for students and faculty members who have their program booklets signed by the "secret signee," one of the division's panel participants whose autograph is the key to prizes. Following on the heels of last year's "I'm So Cited" social, it promises to be a fun way to network with the top names in our field.

3 STUDENT AWARDS OPPORTUNITIES

Don't forget about PRD awards that help students.

Inez Kaiser Awards provide one-year memberships in AEJMC for graduate students of color, and the Roschwalb Grant helps undergraduate and graduate students with travel money for international study or research.

4 CALL FOR PAPERS

Research papers involving faculty-student collaboration are especially encouraged for the AEJMC Convention.

5 IN SITU RESEARCH

Graduate students can stay on the cutting edge concerning impending research in the newsletter's special "in situ" forum, and they are encouraged to submit their own contributions.

6 FACULTY POSTINGS

A placement service will be offered at the AEJMC Convention, but it's limited to the first 100 registrants. Graduate students should also check PRD'S online job postings.



miami beach • august 7-10, 2002

TENTATIVE CONVENTION PROGRAM



The chips they were a-flyin' but your team of Ken Plowman, Pat Curtin and William Thompson managed to put together a rootin' tootin' program for the 2002 AEJMC Convention in Miami.

Special thanks go to those division members (you know who you are) who submitted 25 panel proposals. A review committee selected 13 of those proposals to go forward to the Winter Meeting December 1 in Dallas. To maximize our number of panels, we sought cosponsors or cosponsored other groups' proposals. A unique session resulted from the many divisions seeking a panel related to 9/11. Essentially, we are cosponsoring a double mini-plenary. Before the mini-plenary scheduled at right, two other divisions (not PRD) cosponsored our crisis communication proposal by Pamela Bourland-Davis. The intent is to hold a two-session mini-plenary on crisis and trauma.

All of the sessions and titles are tentative pending further development with co-sponsors.

Ken Plowman
San Jose State University
plowman@jmc.sjsu.edu

Tue., August 6	1:00-5:00	PRE-CONFERENCE Ways of Knowing: A Practitioners' and Professors' Summit on Research Lou Falk and Lisa Fall
Wed., August 7	8:15-9:45	RESEARCH: Top Student Papers
	10:00-11:30	PF&R (PR/Mag.) Animal Conservation or Animal Cruelty Lisa Fall
	11:45-1:15	RESEARCH: Top Faculty Papers
	1:30-3:00	TEACHING (PR/Adv.) Theory Across the Curriculum William Thompson
	3:15-4:45	MINI-PLenary (ICIG/CJ/VisComm) Dealing with Violence and Trauma
	5:00-6:00	RESEARCH: Extra PR Session
Thu., August 8	11:45-1:15	PF&R (Science/PR) Communicating about Physical Hazards Joye Gordon
	1:30-3:00	SCHOLAR TO SCHOLAR
	3:15-4:45	PF&R (PR/MME) Segmenting the Spanish Media Market Pat Curtin
	5:00-6:30	RESEARCH: Top Faculty/Student Papers
	6:45-8:15	"YEARBOOK SIGNING PARTY" SOCIAL
	8:30-10:00	PRD BUSINESS MEETING
Fri., August 9	7:00-8:00	INCOMING EXECUTIVE COMMITTEE MEETING
	8:15-9:45	PF&R (PR/Science) Marketing Medicine to the Masses William Thompson
	11:45-1:15	PRD LUNCHEON
	5:00-6:30	PF&R (PR/Advertising) Bridging the Gulf: Cuba to Afghanistan Ken Plowman
Sat., August 10	10:00-11:30	PF&R (PR/Advertising) Is IMC Dead? Ken Plowman
	1:30-3:30	Teaching (Ethics/PR) Teaching PR Ethics Peggy Bowers
	3:15-4:45	Teaching Panel (PR/CCJA) Writing Isn't Everything: Other Skills Needed Larry Lamb

CALL FOR NOMINATIONS

According to the bylaws, the Public Relations Division elects the vice head-elect, secretary-treasurer and an executive committee delegate.

THE VICE HEAD-ELECT will plan the 2004 convention program for the division. In order to learn the ropes, this officer will work with Ken Plowman and Pat Curtin in planning the 2003 convention. This individual should thus plan to make a three-year commitment to PRD leadership, with a fourth year serving on the executive committee as immediate past head of the division and chair of the Nominating Committee. This commitment also includes attending the mid-winter meeting of AEJMC, usually held the first week in December, and, of course, the AEJMC Convention.

THE SECRETARY-TREASURER is responsible for minutes of the business meeting and tracking the PRD account within AEJMC. This position is for one year, as is that of the elected delegate.

THE ELECTED DELEGATE and the appointed delegate are part of the executive committee.

All of these individuals should plan on attending the 2002 convention meeting of the incoming Executive Committee, as well as the 2003 convention meeting of the outgoing Executive Committee.

As per bylaws, elections are to be conducted by mail. Rather than having a separate mailing that most likely would arrive at the end of the spring term or during the summer, ballots will be included in the spring issue of the newsletter.

Nominations can be submitted to any member of the Nominating Committee:

Pamela Bourland-Davis

Georgia Southern University
Department of Communication Arts
P.O. Box 8091
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912/681-0027 (off.) • 681-0822 (fax)
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INEZ KAISER AWARDS

All faculty members who teach public relations are invited to support the Inez Kaiser Graduate Student of Color Awards program.

Inez Kaiser was the first African-American woman to head a public relations agency with national clients. She was also the first African-American woman to become a member of the Public Relations Society of America. She lives in Kansas City and continues to support aspiring new PR practitioners.

Each donation of \$60 will cover a one-year membership in AEJMC and the PR Division, including all publications, for a graduate student of color. Through the generosity of faculty members, graduate students of color studying public relations become members of AEJMC and PRD and are encouraged to pursue their academic career goals. Last year 20 awards were given.

Any graduate student of color pursuing a graduate degree in public relations or conducting research in the area of public relations is eligible for the award. Both American and international students are eligible.

Please be a part of the Inez Kaiser Awards by nominating graduate students of color and/or by becoming a sponsor of a graduate student of color. Tax-deductible contributions in \$60 increments may be made payable to AEJMC (please note on the memo line that it is for the Inez Kaiser Award). Send to Rich Burke, AEJMC, 234 Outlet Pointe Blvd., Suite A, Columbia, SC 29210-5667. Nominations and donations are due April 19.

Questions should be addressed to Brigitta Brunner (brigitta.brunner@uni.edu), chair of the Inez Kaiser Awards Committee. Her telephone number is 319/273-6309.

S.A. ROSCHWALB GRANT

Faculty are urged to encourage students interested in international public relations to apply for the Roschwalb Grant for International Study and Research. The \$250 annual award is intended to offset a portion of the cost of travel associated with international study or research.

The award was established by the Public Relations Division in 1996 to honor the memory of Susanne A. Roschwalb, an associate professor at American University and an active member of the PR Division until her death in 1996 at age 56 from complications related to breast cancer.

Your help is needed to ensure the continuation of this worthwhile award, as the fund has been substantially depleted in recent years due to the disbursement of grants. Tax-deductible contributions in any amount may be made payable to AEJMC (noting on the memo line that it is for the Roschwalb Grant). Send to Rich Burke, AEJMC, 234 Outlet Pointe Blvd., Suite A, Columbia, SC 29210-5667.

Sandy Rao (sr02@swt.edu), chair of the Roschwalb Committee, would like to be informed if you contribute to this fund. She is in the Department of Mass Communication, Southwest Texas State University, 118 Old Main, San Marcos, TX 78666, 512/245-3790.

KRIEGHBAUM UNDER-40 AWARD

Nominations submitted to AEJMC must be postmarked by April 1. The award honors AEJMC members under age 40 who have shown outstanding achievement in teaching, research and public service.

The late Hillier Krieghbaum, former New York University professor emeritus and 1972 AEJMC president, created and funded the award in 1980. In 1990, he further endowed the award, increasing its cash value to \$1,000.

BASKETT MOSSE AWARD FOR FACULTY DEVELOPMENT

Applications submitted to AEJMC must be postmarked by April 1. The award recognizes an outstanding young or mid-career faculty member in journalism or mass communication in an ACEJMC-accredited program. The recipient is awarded a stipend to be used toward work on a development or enrichment activity in any appropriate aspect of teaching, research or public service.

see AEJMC News (January 2002) p. 3 (www.aejmc.org)

CALLFORPAPERS

The PRD Research Committee invites faculty to submit competitive papers related to public relations research. Papers should test, refine or expand public relations theory or practice; critically review issues relevant to public relations theory and research; or explore methods of effective public relations practice. Submissions employing all methods of inquiry are invited. Papers should include appropriate literature reviews, methodology, findings and discussion. Papers involving collaborative research between graduate students and faculty are especially encouraged.

Send research papers to:

Kirk Hallahan

kirk.hallahan@colostate.edu

Department of Journalism and Technical Communication

COLORADO STATE UNIVERSITY

C-225 Clark

Fort Collins, CO 80523-1785

970/491-3963

The PRD Teaching Committee is accepting papers on any aspect of the topic, including values in curriculum choices, adapting classroom instruction to changes in communication technologies, educational trends, faculty development, diversity issues, ideas for motivating students, creative approaches to teaching, assessing student outcomes, and preparing students for lifelong learning. Papers that focus on or incorporate pedagogical innovation and papers that address the teaching of ethics are also encouraged.

Send teaching papers to:

Daradirek Ekachai

gee.ekachai@marquette.edu

Department of Advertising and Public Relations

1331 W. Wisconsin Ave.

Johnston Hall

MARQUETTE UNIVERSITY

Milwaukee, WI 53233

First-class or priority mail submissions must be postmarked no later than April 1. Follow all other guidelines of the AEJMC Uniform Paper Call. Authors will be advised about acceptance by May 15, and at least one author of each accepted paper must attend the August 7-10 AEJMC Convention in Miami Beach.

The division expects to award cash prizes for the top papers in each competition area.

see AEJMC News (January 2002) p. 24
(www.aejmc.org)



JOURNAL OF PROMOTION MANAGEMENT

This refereed publication focuses on advertising, alternative promotional media, direct marketing, e-commerce, personal selling, public relations, reseller support and sales promotions. In addition to contemporary practice, theoretical concerns and historical ideas are also integrated within the pages.

For more information, visit the publisher's website (<http://www.haworthpress.com>) or contact Richard Alan Nelson (Rnelson@LSU.edu), Louisiana State University.

Nelson has also been asked to start a book series on promotion management for the Best Books Division of Haworth Press, and he is receptive to book ideas.

MEDIA-TING TERROR: A READER

Scholars all over the world are invited to contribute research papers and critical essays for an edited volume examining the debate about media and war following the World Trade Center attacks, the anthrax infections, and U.S. strikes on Osama bin-Laden and the Taliban. This book takes as its goal the examination of the media discourse that has emerged from various media outlets and seeks to understand that discourse within the larger matrix of issues surrounding television/new media and terrorism, terrorism as media event, mediated nationalism, public responsibility and journalistic accountability, terrorism and popular culture. The book will go beyond the events and theorize issues of mediated terror across media. It will also explore issues of alternative mediations.

To discuss your paper, contact the editor, Andy Kavoori (akavoori@arch-es.uga.edu), or the editorial assistant, Todd Fraley (Tfraley@arches.uga.edu).

Completed papers must be submitted by May 1 to: Dr. Andy Kavoori, Department of Telecommunications, Grady College of Journalism and Mass Communication, University of Georgia, Athens, GA 30602 USA.

SEPTEMBER 11 NEWS COVERAGE

The *Newspaper Research Journal* will publish a special issue on coverage of the events of September 11, and editors are calling for manuscripts to be submitted by September 1 for the winter 2003 issue.

Scholars are urged to examine coverage of September 11 and its aftermath, as well as related issues, including public reaction to coverage and ethical issues pertaining to coverage.

For more information, contact Sandra Utt or Elinor Kelley Grusin, co-editors, at 901/678-4238 (nrj@cc.memphis.edu). Four copies of manuscripts should be submitted to *Newspaper Research Journal*, Meeman Journalism Building, University of Memphis, Memphis, TN 38152 USA.

JOURNAL OF ASIAN PACIFIC COMMUNICATION

A special fall 2002 edition focuses on Korean culture and communication. Submissions of theoretical, critical, methodological and application articles relating to various aspects of Korean communication are invited. Articles may address diverse topics, such as the unification issue, new communication technologies, post-colonial discourses, popular culture, journalism and media law, pedagogy, cultural identification and gender, interpersonal communication, advertising, public relations and organizational communication in the Korean communication context.

Completed papers must be submitted by April 15 to the co-editor, Eungjun Min, 600 Mt. Pleasant Ave., Department of Communications, Rhode Island College, Providence, RI 02908 USA. For instructions, visit www.benjamins.nl/jbp, or e-mail the editors, Eungjun Min (ejmin57@hotmail.com) or Esther Yook (leyook@mwc.edu).

JOURNAL OF MEDIA ECONOMICS

The *Journal of Media Economics* invites applications and nominations for the position of editor. The next editor is expected to begin reviewing manuscripts in January 2003, with the editorship commencing with the first issue of 2004, running for a minimum three-year term.

For more information, contact members of the selection committee: Steve Lacy (slacy@msu.edu), Michigan State University; Mike Wirth (mwirth@du.edu), University of Denver; Sylvia Chan-Olmsted (chanolmsted@jou.ufl.edu), University of Florida; Robert Picard (robert.picard@tukkk.fi), Turku School of Economics. Letters of nomination must be postmarked by March 1 and submitted to Linda Bathgate (linda.bathgate@erlbaum.com), Communications Editor, Lawrence Erlbaum Associates, Inc., 10 Industrial Ave., Mahwah, NJ 07430-2262 USA, 201/236-9500, ext. 110.

Following the March 1 deadline, a short list of candidates will be asked to prepare a formal proposal that documents vision for the journal, institutional support, and ability to interact in a timely manner with authors, editorial board members and the journal's publisher. Proposal material will be due May 1, and announcement of the new editor will be made by August 1.

JOB SHADOWING

A Pilot Study of Public Relations Undergraduates

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ABSTRACT

This study explores job shadowing as an experience-based component of public relations undergraduate education. After being paired with public relations professionals for one day in the work guide's professional environment, senior-level public relations students reported that shadowing was a constructive activity and overwhelmingly recommended that the program be continued. Findings indicate that the value of shadowing should not be to gain specific work skills as in the internship scenario, but simply to provide opportunities to observe working professionals in working environments. Contextualization, the degree to which students understood how academic course work would apply to the professional environment, emerged as the aspect of job shadowing most highly correlated with reported changes in each of the three confidence measures: ability confidence ($r = .8388, p < .001$); career confidence choice ($r = .7997, p < .001$); and education choice confidence ($r = .6183, p < .001$).

Job shadowing is a one-on-one participatory activity that allows a student to spend several hours with a host work guide in his or her day-to-day working environment. As an experience-based learning activity, shadowing enables students to gain insights about careers and professional environments as well as to interact personally with work guides. On the surface, shadowing appears to be a highly desirable activity to integrate into the public relations curriculum for undergraduate students. This pilot study investigates the utility of job shadowing, provides insights regarding the development and execution of shadow programs, and contributes to the body of knowledge relating to job shadowing as a component of public relations education. Such research is vital given the rapidly increasing demand for public relations education (Johnson & Ross, 2000) and for persons trained in public relations (Commission on Public Relations Education, 1999).

While job shadowing is intuitively appealing as a way to enhance public relations undergraduate curriculum, no literature was found that specifically examines the utility of job shadowing in public relations education. The lack of literature is not surprising, however, given that job shadowing is a relatively young concept in the United States. In 1988, for example, Herr and Watts wrote that, while job shadowing had been assertively applied in British educational institutions, the term was "virtually unmentioned in American career development literature" (p. 80). Since then, job shadowing has gained momentum in the U.S. over the last decade and especially since the School-to-Work Act of 1994.

Job shadowing has been most common in the United States on the junior high and high school levels as a tool for youngsters to explore alternative career options (Mariani, 1998). One reason that it has been so successful at the junior and high school level is that many local chambers of commerce coordinate job shadow programs as a way for members to demonstrate good corporate citizenship. In addition, industries with high demands for human resources, such as health care and high-tech industries, have implemented shadow programs as a recruiting tool (Bucci, K. K. 1993; "Teaming Up"; Wilson & Mitchell, 1999). Perhaps the most widely known job shadowing event is Groundhog Job Shadow Day—a program

sponsored by Monster.com; America's Promise; the American Society of Association Executives; Junior Achievement; and School-to-Work Opportunities, a collaborative program of the U.S. Department of Education and the U.S. Department of Labor. Groundhog Job Shadow Day coordinators reported that over one million young people shadowed working professionals on February 2, 2000, the date of the program's third annual event ("Groundhog Job Shadow").

Unfortunately, these efforts have not been duplicated widely at the university level. This is surprising because an experience-based educational model for students of public relations has generally been respected both by industry and academia. In fact, the Report of the Commission on Public Relations Education recommends that supervised work experience in public relations should be required in the ideal undergraduate public relations curriculum (Commission on Public Relations Education, 1999, p.23). Internships, for example, have long been recognized and utilized as an experience-based learning activity in undergraduate public relations curriculums, and several studies have addressed internships as undergraduate public relations learning experiences (Beard & Morton, 1999; Gibson, 1998; Maynard, 1999).

Evidence exists that students gain more from interaction with real people in real working environments. For example, using case studies to simulate real-world scenarios in public relations education is frequent (Adams, 1993). Furthermore, Aldoory and Wrigley (2000) examined the use of actual clients in public relations campaigns courses and concluded that students, clients and educators benefited from the experience over the use of fictitious clients. Aldoory and Wrigley's study would indicate that shadowing would be more beneficial than any pretend scenarios conducted in the classroom.

In the current study, students shadowed a public relations professional in the workplace for one day and reported their experiences, which are presented here. Moreover, specific aspects of the job shadowing experience (including participation, the degree to which students participated in work activities; integration, the degree to which students observed their work guides' assimilation into the workplace; and

TPR submissions are accepted based upon editorial board evaluations of relevance to public relations education, importance to public relations teaching, quality of writing, manuscript organization, appropriateness of conclusions and teaching suggestions, and adequacy of the information, evidence or data presented. Papers selected for the PRD's top teaching session at AEJMC's national convention and meeting TPR's publication guidelines can be published without further review if edited to a maximum of 3,000 words. Authors of teaching papers selected for other PRD sessions are also encouraged to submit their papers for the regular review process. E-mail attachments in Word 97 (or earlier) or 3-1/2" diskette submissions are encouraged. Plain text e-mails or fax submissions are not accepted. For mail submissions, four hard copies of each manuscript must be submitted. Names of authors should not be listed on the manuscript itself. A detachable title page should include the author's title, office address, telephone number, fax number and e-mail address. Final manuscript must be in a readable 9-point type or larger and total no more than 280 single-spaced column inches of copy (approximately 12 pages or 3,000 words), including title, author, footnotes, tables, charts and attachments. Upon final acceptance of a manuscript, the author is expected to provide a plain text e-mail version to the PR Update editor. Back issues of TPR are available on the PRD website:

<http://amar.colostate.edu/~aejmcpr>

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contextualization, the degree to which students related how their course work would apply to the professional environment) are examined in relation to changes in students' confidence levels and the development of short and long-term career objectives. This examination should shed light on the usefulness of a shadow program as part of the undergraduate public relations curriculum.

Given the paucity of literature examining public relations job shadowing, an obvious question addresses the overall utility of undergraduate public relations students participating in job shadowing.

Specific research questions addressing this issue include:

RQ 1 Do students perceive job shadowing as a useful activity?

RQ 2 Does job shadowing aid students in developing short and long-term career objectives?

Herr and Watts (1988) wrote that the educational benefits of shadowing may lie in incidental learning rather than systematically planned learning objectives associated with the classroom. They asserted that observation was an important element of the shadowing experience, allowing students "to gain access, albeit vicariously, to the feeling and emotions of the real worker who is observed across a range of work relationships and events" (p. 82). This research asks if specific aspects of the shadowing experiences would be correlated to respondents' assessments of the experience's impact on their confidence levels.

RQ 3 Do participation, integration, and contextualization correlate with reported changes in students' confidence levels?

METHOD

This pilot study was conducted with senior level students enrolled in the capstone public relations campaigns course at a small Southern regional university. They were paired with working public relations and communication professionals for one day and completed a written survey evaluating their shadowing experience.

PARTICIPANTS

Eleven females and five males were enrolled in the capstone course and all shadowed a work guide and completed an evaluation instrument. Eleven participants anticipated graduating within three months from the time in which the study was conducted. Three others anticipated graduation within one calendar year. Two did not anticipate graduation until one year after the semester in which the study was conducted, and two respondents did not report anticipated graduation dates.

TABLE 1
Correlations Between Aspects of the Shadowing Experience and Reported Changes in Confidence Levels (N=16)

	Education Choice Confidence	Career Choice Confidence	Ability Confidence
PARTICIPATION .....	.5079a	.5577a	.4669a
INTEGRATION .....	.6293b	.6329b	.4819a
CONTEXTUALIZATION .....	.8388c	.7997c	.6183b

Note: ap < .05, bp < .01, cp < .001

TABLE 2
Correlations Between Integration, Contextualization and Short and Long-Term Career Objective Development (N=16)

	Short-Term Career Objective Development	Long-Term Career Objective Development
INTEGRATION .....	.5987a	.5540a
CONTEXTUALIZATION .....	.6498b	.6492b

Note: ap < .05, bp < .01

INSTRUMENT

An evaluation instrument (see Appendix) was developed to document participants' characteristics, to assess the participants' perceptions and reactions, and to assess specific aspects of the shadowing experience itself. Three specific aspects of the shadowing experience explored as variables were participation, integration and contextualization. The first aspect, participation, was defined as the degree to which shadows contributed to the work guides' job responsibilities. Integration, the second aspect, referred to the degree to which the students made observations that allowed them to draw conclusions about how the work guide copes with the stresses and pressures in his or her workday. The third aspect, contextualization, was defined as the degree to which the shadow experience aided students in understanding the relationship between mass communication courses and the professional world.

Participation was measured with the question:

Did your job shadowing experience include opportunities for you to contribute to the work guide's job responsibilities (such as writing ad copy or making recommendations regarding a specific situation)?

Integration was measured with the question:

Did your shadowing experience allow you to draw conclusions about how your work guide copes with the stresses and pressures of his or her work day?

Finally, contextualization was measured with the question:

Did your job shadowing experience help you to understand the relationship

between your mass communication courses and the professional world?

In all three cases, participants responded to the questions using a 5-point scale with 1 being "definitely no" and 5 being "definitely yes."

Several factors were examined in relation to respondents' assessment of their shadowing experiences including how much participants liked their work guides on personal and professional levels, the amount of time spent with the work guides, and the amount of time that lapsed between the shadow experience and the date of program evaluation. None of these factors were correlated with respondents' assessments of the usefulness of their shadowing experience.

PROCESS

First, the course instructor selectively chose work guides, made initial contacts and secured consent to participate by phone. Second, a letter to the work guides explaining the program and a form requesting meeting information followed. Students next chose the volunteer work guides they wished to shadow, thus allowing students a voice as well as an opportunity to pursue personal interest areas. Lastly, following the shadow experience, students completed surveys that included both quantitative and qualitative questions assessing the students' job shadowing experiences. Sixteen useable surveys were collected.

Quantitative data from the small convenience sample were analyzed using the SPSS 10.0 statistical analysis program. The researcher reviewed qualitative data.

RESULTS

RQ 1: Do students perceive job shadowing as a useful activity?

Three survey questions directly related to the first research question. The answers to these questions suggest that the answer to the first research question is that students perceive shadowing experiences to be useful activities.

First, respondents rated their overall shadowing experience from 1 to 10 with 1 being awful and 10 being excellent. Responses were generally favorable (M = 7.37, SD = 2.5). Thirteen of the 16 respondents rated their overall experience at 7 or above.

Second, respondents using a 5-point Likert-type scale from 1 being "definitely no" to 5 being "definitely yes" registered their responses to the question: "Was your participation in the shadow program a useful application of your time?" Responses were favorable (M = 3.44, SD = 1.31).

Third, respondents were asked if they would recommend continuing the shadowing program using the 5-point response scale. Participants overwhelmingly recommended continuation of the program (M = 4.31, SD = 1.4).

Three respondents rated their overall shadowing experience below 7 on a 10-point scale with 1 being awful and 10 being excellent.

Qualitative statements from the three respondents having negative experiences were examined to expound on their sources of dissatisfaction. One's statements indicated that the low rating was "only because it [job shadow] did not pertain to [mass communication] at all" and another dissatisfied shadow wrote, "If the shadowing would have been more related to the field...I would of [sic] learned more." The third student giving the shadowing experience a low rating responded, "I think the shadow program could be beneficial if kept to a strictly volunteer basis. I felt coerced into it and, what's more, so did my work guide, and thus had an unproductive experience."

Qualitative comments from participants having very positive experiences included: "I am not so scared to graduate anymore," and "I learned a lot and gained a friendly face and a great business contact." Another respondent wrote that the most important lesson drawn from the experience was that "I do have a chance of getting a good job" while another respondent wrote that the most important lesson was "I can do anything, I try to."

RQ 2: Does job shadowing aid students in developing short and long-term career objectives?

Two separate survey items addressed the second research question.

Answers to these questions suggest that the answer to the second research question is that job shadowing may marginally impact short-term professional

APPENDIX Shadow Program Evaluation

Thank you for participating in the Shadow Program and completing this evaluation. Your responses are anonymous and will NOT affect your grade in this course. Results of this evaluation will be used to assess the utility of the program and to direct how the program is implemented in the future. Please provide honest, candid answers.

About you

1. I am (circle one)... female male

2. I will graduate (check one)...

- Spring 2000
- Summer 2000
- Fall 2000
- Spring 2001
- After Spring 2001

About your work guide

The "work guide" is the person you shadowed. If you shadowed more than one person, choose the one with whom you spent the most time.

3. On a personal level, I perceived my work guide as (circle responses)...

Friendly	5	4	3	2	1	Unfriendly
Sincere	5	4	3	2	1	Insincere
Polite	5	4	3	2	1	Impolite

4. On a professional level, I perceived my work guide as (circle responses)...

Competent	5	4	3	2	1	Incompetent
Enthusiastic	5	4	3	2	1	Unenthusiastic
Professional	5	4	3	2	1	Unprofessional

About your shadowing experience

5. Approximate the number of days since your shadow experience (fill in the blank)... _____ days

6. Approximate the time (not including commuting time) you spent in the shadow experience (fill in the blank with a whole number)... _____ hours

7. Did your shadowing experience include opportunities for you to contribute to the work guide's job responsibilities (such as writing ad copy or making recommendations regarding a specific situation)? (Circle your response.)

1	2	3	4	5
Definitely No	No	Neutral	Yes	Definitely Yes

8. Did your shadowing experience allow you to draw conclusions about how your work guide copes with the stresses and pressures in his or her work day? (Circle your response.)

1	2	3	4	5
Definitely No	No	Neutral	Yes	Definitely Yes

9. Did your shadowing experience help you to understand the relationship between your mass communication courses and the professional world? (Circle your response.)

1	2	3	4	5
Definitely No	No	Neutral	Yes	Definitely Yes

About your reactions

10. Did your shadowing experience help you to make decisions regarding your career-oriented activities as you approach graduation? (Circle your response.)

1	2	3	4	5
Definitely No	No	Neutral	Yes	Definitely Yes

11. Did your shadowing experience help you to clarify your long-term career goals? (Circle your response.)

1	2	3	4	5
Definitely No	No	Neutral	Yes	Definitely Yes

12. Did your shadowing experience help you to feel more confident about having chosen the public relations curriculum? (Circle your response.)

1	2	3	4	5
Definitely No	No	Neutral	Yes	Definitely Yes

13. Did your shadowing experience increase your confidence about entering the professional world of public relations? (Circle your response.)

1	2	3	4	5
Definitely No	No	Neutral	Yes	Definitely Yes

14. Did your shadowing experience increase your confidence regarding your own ability to be a professional communicator? (Circle your response.)

1	2	3	4	5
Definitely No	No	Neutral	Yes	Definitely Yes

15. Was your participation in the shadow program a useful application of your time? (Circle your response.)

1	2	3	4	5
Definitely No	No	Neutral	Yes	Definitely Yes

16. Rate your overall shadowing experience from 1 to 10 with 1 being awful and 10 being excellent. (Fill in the blank.) _____

About the program's administration

17. Would you recommend continuing this program?

1	2	3	4	5
Definitely No	No	Neutral	Yes	Definitely Yes

18. This program would be most useful for college students who are (check one)...

- Freshmen
- Sophomores
- Juniors
- Seniors

About your observations

19. What observation(s) made during your shadowing experience was/were unexpected or most surprising to you?

20. What was the most important lesson you drew from your shadowing experience?

Your comments. Use the space below to add any other comments or recommendations.

considerations. However, no evidence suggests that shadowing contributed to development of long-term career objectives.

Mean responses were near neutral ($M = 3.31$, $SD = 1.4$) (1 = "definitely no," 5 = "definitely yes") to the question: "Did your shadowing experience help you to make decisions regarding your career-oriented activities as you approach graduation?" Nine of the 16 participants responded "yes" or "definitely yes" to the query.

Responses to the question assessing the shadowing experience's impact on long-term career goals were neutral ($M = 2.75$, $SD = 1.34$) with half of the responses being "no" or "definitely no."

RQ 3: Do participation, integration and contextualization correlate with reported changes in students' confidence levels?

Table 1 reports one-tailed Pearson's correlations between aspects of the shadowing experience (participation, integration, contextualization) and ability confidence, career choice confidence, and education choice confidence. Significant correlations were found to exist between participation, integration and contextualization, and all three measures of changes in confidence—ability confidence, career confidence and education choice confidence. Moreover, contextualization emerged as the aspect of job shadowing most highly correlated with reported changes in each of the three confidence measures: for ability confidence ($r = .8388$, $p < .001$); for career confidence choice ($r = .7997$, $p < .001$); and for education choice confidence ($r = .6183$, $p < .001$).

OTHER FINDINGS

Because of the findings reported in Table 1, a post hoc question was developed to explore possible relationships between aspects of the shadowing experience and the development of short and long-term career objectives. Pearson's two-tailed correlations showed that participation was not significantly correlated with either short or long-term career objective development. Integration and contextualization, however, were. Results are shown in Table 2. Significant correlations from .55 to .65 suggest a weak positive relationship may exist.

Finally, respondents were asked at what point in college careers would shadowing be most useful. Eight respondents felt the experience would be most useful at the junior level. Four respondents thought the senior year was best, and two thought sophomores would benefit most (2 missing values).

DISCUSSION

The value of shadowing lies neither in the acquisition of specific work skills

nor knowledge but in its ability to provide students with opportunities to observe working professionals in working environments. In this study, students who used their experiences to draw conclusions about the work guides' handling of day-to-day work demands and who saw relationships between their course work and the professional world were more likely to report increased confidences regarding career choice, ability level and educational choices.

While the findings indicate that shadowing can be beneficial, limitations of this study include the small number of respondents. This convenience sample was composed of seniors and it is very likely that job shadowing experiences would be perceived quite differently by students who have taken less course work. In the current study, work guides were selectively chosen by the researcher/instructor because of their competence and professionalism. Variations in the work guides could strongly affect student outcomes. Finally, the instrument used in this study was developed by the researcher/course instructor and was not tested for reliability.

The need for a body of literature examining work-related education ex-

periences is critical, and studies examining the educational benefits of job shadowing in public relations are lacking. This pilot study tentatively provides both practical and scholarly contributions, but the need for researchers to question the efficacy of shadowing remains.

First, more research needs to be done to establish shadowing as a useful pedagogical tool. Future studies should also explore the outcomes of shadowing and investigate how shadow programs can be designed and implemented for maximum impact. How, for example, can shadowing programs be designed to better aid students in the development of their short and long-term career goals? At what stage in a student's collegiate career is shadowing most effective, and how will work guide training impact the utility of shadowing experiences? While experienced-based education is intuitively attractive to both academia and industry, shadowing remains an underutilized tool that has potential to positively impact the professional development of future public relations professionals. This pilot study provides grounding to support the validity of shadowing as an innovative and beneficial educational activity.

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IN SITU RESEARCH

No two public relations programs are alike. Yet, most fall into one of four categories. Understanding fundamental differences between these program varieties can help explain differences in how public relations is conducted and might be taught.

The model below suggests that program varieties can be classified based on time frame (short- v. long-term) and the origins of the organization's initiative (proactive v. reactive).

Promotional programs are short-term, proactive efforts initiated by organizations to influence people's specific behaviors. Examples include programs intended to influence how people buy, invest, donate, work, vote or care for themselves or others.

Relationship management programs are intended to forge and maintain more lasting patterns of behavior by creating mutually satisfactory, long-term relationships with customers, investors, donors, employees, community and government, or at-risk populations.

Crisis management programs are contingency plans to respond to unanticipated events. Their purpose is to reduce uncertainty, and thus restore the organization's operations as well as routine behaviors among key publics.

Issues management programs entail organizational responses to disputes that might disrupt current operations, patterns of behaviors, and extant relationships.

Implications for PR Practice

Many practitioners readily admit that *promotion* of products, services, organizations, candidates or causes is the foundation of their work. Indeed, about two-thirds of all PR programs involve efforts to change people's short-term behaviors, usually to help an organization attain some mission, goal or objective. However, the model suggests that public relations also can help organizations develop more permanent relationships and react to short-term crises and longer-term issues that threaten those relationships.

Is one variety of program more important than another? Probably not. Although relationship-, crisis- and issue-based programs appear to be more exotic or elegant, promotion-based programs can be just as valuable to an organization. Although organizations have been criticized for placing too much emphasis on short-term, measurable results, long-term relationship management is not always the ideal purpose of a PR program. That assessment depends on the purpose of the program, as

defined by the client and practitioner.

Importantly, these four varieties of programs all involve questions of promoting change versus maintaining the status quo.

Both promotional programs and issues-management programs focus on change:

Four Varieties of PR Programs		T I M E F R A M E	
		SHORT-TERM	LONG-TERM
ORIGIN OF INITIATIVE	PROACTIVE	Promotional	Relationship Management
	REACTIVE	Crisis Management	Issues Management

Organizations either want to promote change among target publics or must respond to changes sought by stakeholders-turned-activists. By contrast, crisis and relationship management programs are about maintaining the status quo. Crisis programs strive to restore normalcy during periods of uncertainty, while relationship programs might be viewed – from a critical theory perspective – as efforts to *discourage* change for purposes of hegemonic organizational control.

Implications for PR Education

This model is potentially useful as a unified framework for educators to organize discussions of these equally important, alternative approaches to public relations. This is a balance missing in many PR textbooks.

In most discussions of PR planning, students are taught the importance of developing detailed plans with clearly articulated goals and objectives, strategies and tactics. This approach works reasonably well for proactive plans. However, a control-oriented model doesn't always work when applied to crisis and issues management – where situations are often ambiguous, and objectives, strategies and tactics are often open-ended. Why not? A more flexible program planning and implementation regimen is required because of fundamental differences between these varieties of programs.

Paradoxically, in campaigns courses, we often train students out of convenience using short-term and proactive situations. Yet, the current thrust of research, and much of the advanced work in the practice, relates to relationship building as well as crisis and issues management. A challenge for educators is to reconcile this paradox and to treat the different varieties of PR programs in a more coherent manner.

Kirk Hallahan
Colorado State University
kirk.hallahan@colostate.edu

Here's the second in our series of in situ research notes, through which the division members share thoughts about impending research or stimulating ideas they are thinking about. This issue's op-ed on public relations research is by Research Chair Kirk Hallahan. Kirk proposes a categorization routine to direct student discussion about public relations tactics and goals, questions value judgments we make about the usefulness of one form of practice over another, and suggests that to more realistically teach public relations, we need to develop campaign scenarios that mirror the dynamic changes to which practitioners have to adjust on the fly.

Kirk would welcome your comments on his research at kirk.hallahan@colostate.edu. If you would like to create a research note of 300-500 words on your own in situ research, newsletter editor Susan Gonders (SGonders@hotmail.com) is eagerly awaiting your contribution.

William Thompson
University of Louisville
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FACULTY POSITIONS

PRD Webmaster Kirk Hallahan has established an online forum for faculty positions listed by region.

If you have an opening that has already been submitted, you can notify Hallahan of any pertinent hotlinks that should be attached. If you expect to announce an opening, send the name of the institution, name of the unit, name of contact person, deadline and links to either the job posting or the e-mail address for the search committee chair to kirk.hallahan@colostate.edu.

And if you're looking for a new position, you'll find approximately 60 posted:

<http://PR-education.org/vacancies.htm>

From the main page, under the EDUCATORS section, choose "Faculty Vacancies."

AEJMC PLACEMENT SERVICE

A placement service will be provided at the AEJMC Convention in Miami Beach. Applications and resumes will be filed in binders that will be available to school representatives interested in interviewing, and binders containing position openings will be available for review by individuals seeking positions.

Placement services are provided to AEJMC members free of charge (\$25 to non-members). Programs are charged \$45 for the first listing and \$25 for each additional listing. Contact Felicia Greenlee Brown (803/772-3508) for an application.

Early registration is encouraged because placement for individuals will be limited to 100 applicants; there will be no on-site registration for individuals. Deadline for applications to be returned to the AEJMC office is June 28.

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University of Alaska-Anchorage, Frederick W. Pearce (fpearce@ipc.uaa.alaska.edu)

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California State University-Fullerton, E. Frink (efrink@fullerton.edu),

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Instructor (non-tenure track), Department of Communication, University of Delaware-Newark. Juliet Dee (juliedee@udel.edu).

University of Central Florida-Orlando, Mike Meeske (ucfcommunications@hotmail.com)

University of Miami, Don Stacks (don.stacks@miami.edu)

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Submit letter of application, teaching philosophy and scholarship activity; curriculum vitae, references and official graduate transcripts to: Search Committees, James F. Rogers Mass Communication Program, P.O. Box 8242, Idaho State University, Pocatello, ID 83209. AA/EOE.

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Submit letter of application, curriculum vita, three letters of recommendation and official transcripts to: Dr. Bette J. Kauffman, Department of Mass Communications, 120 Stubbs Hall, University of Louisiana, Monroe, LA 71209-0322. EOE.

Tenure-track assistant professor in public relations. Master's; Ph.D. preferred. Up to \$40,000. Submit letter of application, vita, transcripts and three current letters of reference to: Dr. Jack Nolan, Communications Department, Bronson Hall 330, #1 University Place, Louisiana State University, Shreveport, LA 71115. EOE.

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Montana State University-Billings, 406/657-2278. www.msubitillings.edu

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Lecturer (non-tenure track), University of Nevada-Las Vegas. www.unlv.edu

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Elon College, North Carolina, Bradley Hamm. www.eton.edu

NORTH DAKOTA

University of North Dakota-Grand Forks, James W. Hilkins (701/777-2581). www.und.nodak.edu

OHIO

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Submit letter of interest, curriculum vitae, evidence of teaching effectiveness, graduate transcripts and three letters of recommendation to: Dr. Kathleen Watters, Department of Communication, University of Dayton, 300 College Park, Dayton, OH 45469-1410. AA/EOE.

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Submit letter of interest, vitae, references and transcripts to: Chair, PR Search Committee, School of Journalism and Broadcasting, 206 Paul Miller Bldg., Oklahoma State University, Stillwater, OK 74078. ADA/EOE/AA.

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Tenure-track assistant/associate professor, public relations generalist.

Qualifications: Ph.D. or ABD; evidence of successful college teaching, competency in teaching writing in a multimedia lab, a scholarly agenda, professional involvement in the field. Experience teaching PR courses desired. Strengths in corporate, non-profit, health and/or intercultural communication desired. PR courses, including introduction to PR, PR writing, PR cases or issues management, PR campaigns. All members of the department teach public speaking.

Submit letter of application, curriculum vitae, evidence of teaching ability, writing samples, copies of graduate and undergraduate transcripts, and three current letters of recommendation to: Dr. Thomas Boyle, Public Relations Search/LS1101, Department of Communication and Theatre, Millersville University, P.O. Box 1002, Millersville, PA 17551-0302. EOE/AA.

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February 15 – submit *in situ* research notes to Susan Gonders, SGonders@hotmail.com

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March 15 – submit newsletter copy to Susan Gonders, SGonders@hotmail.com

APRIL 2002						
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April 1 – submit research papers to Kirk Hallahan, kirk.hallahan@colostate.edu

April 1 – submit teaching papers to Gee Ekachai, gee.ekachai@mu.edu

MAY 2002						
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April 19 - submit nominations and donations for Inez Kaiser Awards

May 1 – submit *in situ* research notes to Susan Gonders, SGonders@hotmail.com

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May 15 - authors will be notified about the results of the paper competitions

June 1 – submit newsletter copy to Susan Gonders, SGonders@hotmail.com

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August 6 - AEJMC pre-conference, Miami Beach

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August 7-10 AEJMC Convention, Miami Beach