



Readiness Review Guide and Materials

for Accreditation Chairs, Panel Chairs and Panelists

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READINESS REVIEW GUIDE AND MATERIALS FOR ACCREDITATION CHAIRPERSONS AND PANELISTS

Welcome to the Readiness Review Process

As the Accreditation chair or Readiness Review panelist for your Chapter or organization, you have agreed to provide support, training and guidance to candidates who seek to complete the Readiness Review and computer-based Examination for Accreditation in Public Relations. The materials contained in this document describe: 1) how the Readiness Review panel is selected and the Readiness Review presentation conducted; 2) training, policies and procedures for conducting a Readiness Review panel; and 3) how to ensure the Readiness Review Presentation is conducted in a professional, fair manner for each candidate. The document is divided into four sections:

I. Purpose of Readiness Review. The Readiness Review is the system that evaluates a candidate's knowledge, skills and abilities in 16 specific areas of competency that cannot be effectively judged in the computer-based Examination.

II. Selecting the Readiness Review Panelists. The Readiness Review panel is an important body of public relations experts who, when trained properly, can offer accurate assessment of the candidate. Each panelist also serves as a resource for the candidate, providing mentoring to help the candidate prepare for the computer-based Examination. This section will guide the selection of public relations professionals to serve as judges and mentors for the candidates.

III. The Readiness Review Process. The Readiness Review is a two-step process for the candidate: 1) the candidate completes the Readiness Review Questionnaire and prepares a portfolio containing collateral supporting the public relations plan described in the Readiness Review Questionnaire; and 2) the candidate participates in the Readiness Review Presentation by presenting the portfolio and responding to panelists' questions on public relations. This section offers a training agenda for preparing panelists to conduct fair assessments of the candidate.

IV. Appendices. This section contains all the forms and tools Accreditation chairs and panelists need in organizing, conducting and evaluating candidates. For additional resources, visit the APR chair [pages](#) of the Universal Accreditation Board Web site, www.praccreditation.org.



Readiness Review at-a-Glance

<i>Typical Timeframe*</i>	<i>Candidate</i>	<i>Chair / Panelists**</i>
<i>Before Readiness Review</i>	Notifies local Accreditation chair of intent to enter Accreditation process. Reads this document thoroughly and assesses their public relations experience and ability to respond effectively to the Readiness Review Questionnaire before completing the application.	Provides candidate with local resources and overview on process.
<i>Before Application Submittal</i>	Begin collecting and preparing materials for Readiness Review.	
<i>Month 1</i>	Submits Application for Accreditation to Universal Accreditation Board.	
<i>14 days following receipt of application</i>	Receives notification from UAB of application approval and eligibility for the Examination process. If not approved, UAB provides reasons for ineligibility. Completes Readiness Review and sits for Examination within one year of application approval.	Receives notification from UAB of application approval.
<i>Months 1, 2, 3</i>	Prepares for Readiness Review and computer-based Examination.	Conducts study groups, assists candidate in preparation. Recruits three Accredited professionals to serve as panelists for Readiness Review Presentation.
<i>Month 1 (30 days prior to Readiness Review)</i>	Requests Readiness Review Presentation. Prepares written responses to Readiness Review Questionnaire, portfolio and presentation.	Organizes panelists, identifies date, time and location.
<i>Month 2 (15 days prior to Readiness Review Presentation)</i>	Submits Readiness Review Questionnaire.	<i>Reviews candidate's written responses to Readiness Review Questionnaire.</i>
<i>Month 2</i>	Finalizes portfolio and presentation.	
<i>Month 2, 3</i>	Participates in Readiness Review Presentation.	<i>Conducts Readiness Review Presentation.</i>
<i>Immediately following Readiness Review Presentation</i>		<i>Conducts voting for Advance or Not Advance recommendation.</i>
<i>Within five business days following Readiness Review</i>		<i>Submits required documentation and recommendation to UAB panel chair</i>
<i>Within two weeks of receipt of panel's recommendation</i>	Receives notification via regular mail of Advance or Not Advance status from UAB.	Receives notification via e-mail of candidate's Advance or Not Advance status from UAB.
<i>Post Readiness Review</i>	If Advanced, prepares for computer-based Examination. Must sit for Examination within one year of notice of approval and eligibility. If Not Advanced, may repeat Readiness Review process after a 90-day waiting period. Must sit for computer-based Examination within one year of notice of approval and eligibility.	<i>Provides mentoring and preparation support to candidate, as needed.</i>

*Each candidate progresses through this process at his or her own pace. This timeframe reflects an average time period but may be shortened or lengthened per candidate's needs.

**Panelists' roles are highlighted in italics.



I. PURPOSE OF READINESS REVIEW

The Readiness Review marks the beginning of the process to earn Accreditation in Public Relations. It is a gateway to the computer-based Examination.

According to the Universal Accreditation Board Policies and Procedures, the intent and purpose of the Readiness Review is:

- “to determine whether or not each candidate for the Examination for Accreditation in Public Relations is sufficiently prepared to be a viable candidate for the computer-based Examination”
- “to help each candidate determine an appropriate course of study to prepare for the computer-based Examination.”

“The intended result of the Readiness Review is that each candidate will earn an Advance or Not Advance assessment that will recommend the Universal Accreditation Board (UAB) either accept or decline the candidate’s request for admission to the computer-based Examination at this time.”*

*The final decision on whether or not to advance a candidate rests with the Universal Accreditation Board.

The Readiness Review is an opportunity for the candidate to demonstrate competence in 16 specific areas of public relations that cannot be effectively judged in the computer-based Examination. These 16 areas of competency can be found in 16 Areas of Competency Assessed by the Readiness Review (Appendix A) and Readiness Review Scoring Forms (Appendix B-1, B-2).

Once the candidate earns an Advance decision from the UAB, he or she can sit for the [computer-based Examination](#). Candidates who are Not Advanced can be mentored by one of the panelists or others, repeat the Readiness Review process after a 90-day waiting period, and, when Advanced, schedule the computer-based Examination. A candidate can retake the Readiness Review as many times as needed within one year of notification of eligibility for the Examination process. More information on Advance or Not Advance can be found in Section III. The Process.

II. SELECTING THE READINESS REVIEW PANELISTS

The Accreditation chair is responsible for assembling a panel of three Accredited professionals in your area and appointing one of the three as panel chair. The Readiness Review panel chair is responsible for overseeing the Readiness Review process for each candidate assigned by the Accreditation chair. Within 30 days of notification that a candidate has become eligible for the Examination for Accreditation in Public Relations, the Accreditation and/or panel chair must notify the candidate to determine timing for the Readiness Review Presentation. The Presentation does not have to take place in 30 days; however, the candidate must be notified of scheduling possibilities within 30 days.

Accredited members of a participating organization who agree to serve as panelists have several responsibilities and should be aware that their role is critical to the success of the Accreditation candidate. When considering Accredited members in your organization to serve on a Readiness Review panel, keep the following roles and responsibilities in mind.

Panelist: Roles and Responsibilities

Role

- Serves as judge during the Readiness Review Presentation.
- Votes to recommend Advance/Not Advance status of a candidate.
- Serves as mentor to guide candidates to prepare for the computer-based Examination.



Responsibilities

Before the Readiness Review Presentation

- Reviews the Readiness Review Questionnaire, which includes a public relations plan, submitted by the candidate.
- Develops list of questions or concerns based on the Readiness Review Questionnaire responses to review with the candidate during the Readiness Review Presentation.

During the Readiness Review Presentation

- Discusses each portion of the Readiness Review Questionnaire with the candidate.
- Reviews and evaluates the candidate's presentation of the public relations plan and portfolio to determine if competencies in the 16 specific areas (see Appendix A) are demonstrated.
- Rates the candidate's performance by assigning a score of 0-3 for each of the 16 specific areas.
- Collaborates and reaches agreement with other panelists on the Advance/Not Advance recommendation.

After the Readiness Review Presentation (once candidate has been notified by UAB about its decision)

- Provides advice and counsel for the candidate's preparation for the computer-based Examination (for those earning Advance recommendation)
- Becomes a mentor for the candidate and, depending on candidate status:
 - Provides advice and counsel for the candidate earning a Not Advance recommendation.
 - Directs candidate to appropriate resources to address weaknesses. (Appendix C: Resources for the Preparation for the Examination for Accreditation in Public Relations)

Who Makes a Good Readiness Review Panelist?

Three Accredited public relations professionals serve on a Readiness Review panel for each candidate. One of the three is appointed chair of the panel. Select members of your Chapter who have:

- A demonstrated interest in the Accreditation process.
- A reputation for providing fair, unbiased, objective assessments of problems and situations.
- Proven skills in mentoring, teaching and coaching.
- In-depth knowledge of the public relations profession.
- Familiarity with at least one of the study books from the [short bookshelf](#).
- Good decision-making skills as demonstrated in Chapter business or through work experiences.
- A dedication to task that allows for thoroughness, timeliness and follow-up.
- A willingness to help others.
- Time to commit to helping others.



III. THE READINESS REVIEW PROCESS

The Readiness Review is a two-step process that allows a volunteer panel to assess a candidate's competence in 16 areas of skills as noted in Appendix A. Accreditation chairs or the chair of a Readiness Review panel should consider conducting a one-hour training session with prospective panelists to ensure that all panelists are familiar with the process and steps they will take in conducting the Readiness Review presentation. The following pages provide a suggested agenda and information for this one-hour training. If a training session is not practical in your area, Accreditation or panel chairs should distribute a copy of this guide to each panelist for independent review.

SUGGESTED AGENDA FOR ONE-HOUR TRAINING

A. Introduction: Readiness Review — The Two-Step Process
Questionnaire
Presentation

B. What to Do Before the Readiness Review Presentation
Preparing for the Readiness Review Presentation:

- Become Familiar with the Readiness Review Scoring Forms
- Read Candidate's Instructions
- Resources for Preparation in Accreditation in Public Relations

C. Conducting the Readiness Review Presentation
Policies:

- -Confidentiality
- -Timing
- -Sensitivity

The Readiness Review Presentation
Special Circumstances
Voting Procedures

D. Follow-up to Readiness Review Presentation
Mentoring the Candidate

Introduction: Readiness Review — The Two-Step Process

Step 1. The Readiness Review Questionnaire

The Readiness Review Questionnaire (Appendix D) is a three-part survey that allows candidates to develop a written response for questions in these areas:

- 1) Candidate's Organization and Role.
- 2) Candidate's Work Experience and Sample Public Relations Plan.
- 3) Candidate's Assessment of Readiness for the Computer-Based Examination.

The candidate's completed questionnaire is submitted to the Accreditation chair and panelists no fewer than 15 business days before the Readiness Review presentation (Step 2) is scheduled. Panelists *must* study the candidate's responses carefully and should prepare a list of questions or concerns to review with the candidate during the Readiness Review presentation.

Tip 1

Panelists who are unable to perform this careful review should inform the Readiness Review panel chair immediately. The chair will assign another individual to conduct the Readiness Review Presentation for the candidate.



Step 2. The Readiness Review Presentation

During the Readiness Review Presentation, three panelists will meet with the candidate to:

- Ask questions about the candidate's responses to the three-part Readiness Review Questionnaire.
- Listen to the candidate's presentation of the portfolio materials supporting the public relations plan outlined in the questionnaire.
- Assess candidate's preparation and readiness to sit for the computer-based Examination.

What to Do Before the Readiness Review Presentation

Preparing for the Readiness Review Presentation

Assessing the Readiness Review Questionnaire

As mentioned previously, panelists will receive the candidate's written questionnaire at least 15 business days before the scheduled presentation. When reviewing the candidate's responses, panelists can make an overall assessment by asking the following questions. If the candidate's responses do not provide clear answers to these questions, the panelist should develop a list of questions to ask for clarity or explanations from the candidate during the Readiness Review presentation.

Tip 2

The Readiness Review and the panelists' review of the Readiness Review Questionnaire should be conducted in strict confidence. See page 5 for more on confidentiality.

Evaluating the Candidate's Responses to the Readiness Review Questionnaire

Section One

- Does the candidate demonstrate knowledge of his/her public relations operation and the roles of the public relations professional in relation to others in the organization?
- Does the candidate clearly assess the economic climate that might affect his/ her public relations duties?
- Does the candidate respond to the questions in Section One with a sense of leadership based on experience?
- Does the candidate provide reasonable examples of real-life situations to support answers?
- Are specific knowledge, skills and abilities on the scoring form demonstrated throughout this section?

Section Two

- Has the candidate presented a complete public relations plan that he/she has clearly had a key role in developing and implementing?
- Does the candidate provide narrative and examples for a four-part public relations plan including research, planning, implementation and evaluation?
- Was the public relations plan developed with approval and corroboration from other departments and sectors as needed?
- Are the candidate's responses to improving the plan reasonable, well thought-out and rational?
- Are specific knowledge, skills and abilities on the scoring form demonstrated throughout this section?

Section Three

- Is the candidate taking appropriate steps for preparing for the computer-based Examination?
- How well does the candidate assess his/her strengths and weaknesses in the knowledge, skills and abilities needed to be successful in the computer-based Examination?
- Are specific knowledge, skills and abilities on the scoring form demonstrated throughout this section?

Become Familiar With the Readiness Review Scoring Forms and Focus of Evaluation

Panelists should be familiar with the knowledge, skills and abilities that should be demonstrated during the Readiness Review process. See Appendix A for the 16 specific areas of competency and Appendix B for Scoring Forms. Remember that the full set of KSAs, tested by the computer-based Examination, are more comprehensive and the candidate should not be judged on these KSAs but rather those found in Appendix A. The Readiness Review is designed to evaluate the candidate's acumen in these 16 KSAs but may also point to deficits in the full set of KSAs. These deficits should be the candidate's focus for study in preparing for the computer-based Examination.

Read Candidate's Instructions

Panelists should read the "Readiness Review Guide and Materials for Candidates," available at www.praccreditation.org, to become familiar with the guidance provided each candidate. Knowing what the candidate has been instructed to do will help each panelist judge the candidate's compliance with each component of the Readiness Review process.

Resources for Preparation for Accreditation in Public Relations

The Universal Accreditation Board has identified several resources to help candidates prepare for the computer-based Examination. Each textbook has been evaluated as a potential reference for each of the competencies tested in the Examination and every question on the Examination is linked to one or more of these books. Panelists should have some familiarity with at least one or two of the books found on the UAB [short bookshelf](#). Panelists should also be informed of local resources such as Accreditation prep courses and mentoring so that they can share these resources with candidates.

Review the complete, detailed list of knowledge, skills and abilities tested by the computer-based Examination (Appendix E). This list is an important resource for the candidate.

Conducting the Readiness Review Panel

The Readiness Review panel is scheduled by the Readiness Review panel chair in coordination with the candidate. The chair selects a business-like environment that is free of distraction, phones and other interruptions and reserves the space for a maximum of two hours per candidate. Several policies should be kept in mind at all times during the presentation.

Policies

Confidentiality

As a Readiness Review panel member, please follow these guidelines to protect the confidentiality of each candidate and to ensure the fairness of the process.

- Keep each candidate's participation and materials used to administer the Readiness Review in strict confidence. This includes the names of candidates and materials they submit or present.
- Do not report or discuss results of the Readiness Review with anyone. This includes people involved in your organization's Accreditation program, local, regional and national officers, or other candidates. Results are reported only to the Universal Accreditation administrator at PRSA Headquarters.
- Avoid serving on a Readiness Review panel if you have a relationship that might present a conflict of interest with the candidate. This includes a client/counselor, employer/employee, colleague or a competitive relationship. If you have such a conflict, please inform your Readiness Review panel chair immediately and remove yourself from the panel for the candidate in question.

Tip 3

Remember, the Readiness Review is designed to help all candidates succeed in the computer-based Examination. The panelists serve as both judge and mentor to the candidates. Panelists should identify all local, online and national resources that can assist a candidate to be successful.



Timing

The Readiness Review Presentation is conducted in a minimum of one hour and a maximum of two hours. Panelists must be prompt to allow the session to begin on time. Panel chairs should ensure the presentation is conducted within the time limit.

Sensitivity

The Readiness Review panelists agree to ask questions or make comments that are free of cultural, gender, organization or any other bias.

The Readiness Review Presentation

During the Readiness Review Presentation, the panel chair and the panelists take several actions:

Panel Chair:

1. Assures that all cell phones, telephones, pagers or other potential sources of distraction are eliminated.
2. Distributes scoring forms (First and Second Vote forms) to each panelist.
3. Introduces the candidate to the panelists and establishes a relaxed, professional environment.
4. Reads verbatim the intent and purpose statement to the candidate (Appendix F).
5. Leads discussion on the candidate's responses to Sections 1, 2 and 3 of the Readiness Review Questionnaire. Invites panelists to ask questions for clarification and discussion until all questions are satisfied.
6. Invites the candidate to begin presentation of the portfolio materials that support the public relations plan presented in the Readiness Review Questionnaire. Remember, candidates have been told that they can set the tone of the presentation by asking for panelists' questions throughout the presentation or deferring questions to the end of the presentation.
7. Facilitates panelists' questions and interactions with candidate. Uses the detailed list of [knowledge, skills, and abilities](#) (Appendix E) from the computer-based Examination to discuss with the candidate how well he or she is prepared to successfully respond to written questions in each area.
8. Explains to candidate that the Advance or Not Advance recommendation to the UAB will be determined by collaboration among the panelists. The candidate will be informed of the result by letter from the Universal Accreditation Board.
9. Thanks and dismisses the candidate.
10. Conducts voting procedure among panelists.

Panelists:

1. Interact with the candidate to gather information, insights and impressions that will assist in completing the scoring sheet.
2. Keep the purpose and intent of the Readiness Review presentation in mind at all times. Questions or comments that are irrelevant to the Questionnaire, the public relations plan or portfolio may lead to unintended, unproductive and lengthy discussions.
3. Listen intently as the candidate presents his/her portfolio, which should contain public relations collateral that support the public relations plan presented in the Readiness Review Questionnaire.
4. Participate in voting procedures as instructed by the chair.

Tip 4

The candidate's portfolio should contain collateral (eg, brochures, website pages, news releases, speeches, etc) that supported the candidate's public relations plan and may include other samples that accurately demonstrate a candidate's expertise. During the presentation, clarify the candidate's role(s) with the sample materials to help provide later guidance about preparation for the computer-based Examination.

Tip 5

Remember that the public relations plan submitted on the Readiness Review Questionnaire and further explained during the Readiness Review Presentation may not have been prepared solely by the candidate. However, the candidate must have made a **significant** contribution in its preparation and must be able to fully explain all aspects. In doing so, the candidate must show a thorough understanding of the four-step process of public relations research, planning, implementation and evaluation. The candidate must also be able to clearly indicate what his/her role was in the plan's preparation and execution.

Special Circumstances

Candidates With Limited Resources in the Workplace

Some candidates may not hold management-level positions, may have limited budgetary resources or may lack supervisory support to implement public relations programming. These candidates should be encouraged to respond as if they were working under the best possible circumstances, but should do so within the context of the plan submitted on the Readiness Review Questionnaire and the materials in the portfolio. For example, they should be encouraged to discuss a different approach they would have taken if the plan had been fully financed and under their full control.

Candidates Who Are Full-time Educators

Candidates who are full-time educators should be asked to prepare portfolios that demonstrate their knowledge, skills and abilities in the 16 rated areas using academic and scholarly writings, in addition to portfolio materials supporting the public relations plan outlined in the Readiness Review Questionnaire.

Candidates Who Are Senior Professionals

The senior professional who sits for the Readiness Review will have more in-depth experience than the typical candidate. Panelists are encouraged to review the Readiness Review Questionnaire and the presentation with an understanding that the senior professional may demonstrate public relations expertise beyond that which is required in the Questionnaire and that some of the questions found on the Questionnaire will be less applicable to the senior professional.

For both full-time educators and senior professionals, the Accreditation chair may consider selecting Accredited members of the candidate's peers whose demographics and experience are more aligned with the candidate. These Accredited members would add value to the evaluation and mentoring of the candidate.

Voting Procedures

First Vote

Without discussion, each Readiness Review panelist completes a First Vote form (Appendix B) and gives it to the chair to determine if discussion or further voting is required. In assessing the candidate in each area, panelists use a scale of "0" to "3" defined as:

- 0 = The candidate was unable to demonstrate any knowledge, skills or abilities in the rated areas.
- 1 = The candidate demonstrates a very weak level of knowledge, skills and abilities in the rated area.
- 2 = The candidate shows acceptable knowledge, skills and abilities in the rated area.
- 3 = The candidate demonstrates exceptional knowledge, skills and abilities in the rated area.

Earning an Advance recommendation on first vote. Candidates who achieve a total of at least 32 points **and** have *no* zero assessment in any single KSA category from any panelist, receive an Advance recommendation. At this time, the panel chair completes the Readiness Review Summary (Appendix G).

Earning a Not Advance recommendation on first vote. If a candidate, in the opinion of any **one** panelist, does not achieve a total of at least 32 points *or* has any assessment of zero in any single knowledge, skills and abilities category, the candidate is tentatively set for a Not Advance recommendation. Panelist(s) scoring the candidate as Not Advance, must complete Appendix H, Reasons for Not Advance Recommendation and submit to the panel chair. Discussion among the panelists will take place based on the scores and the information provided on Appendix H.



Second Vote

After the panel chair leads a discussion about the candidate's performance, he or she distributes the Second Vote form (Appendix B-2).

Earning an Advance recommendation on second vote. Candidates who achieve a total of at least 32 points **and** have *no* zero assessment in any single KSA category from each panelist, receive an Advance recommendation. At this time, the panel chair completes the Readiness Review Summary (Appendix G).

Earning a Not Advance recommendation on second vote. If a candidate, in the opinion of any **one** panelist, still does not achieve a minimum of 32 total points *or* has an assessment of zero in any single knowledge, skills and abilities category, assign a Not Advance recommendation to the candidate. The panel chair completes the Readiness Review Summary (Appendix G) and the Reasons for Not Advance Recommendation (Appendix H).

Finalizing the Voting Procedure — for the Panel Chair

When the final votes have been determined, the panelist chair takes these steps:

- 1) Collects all materials, including notes taken during the session by any panelists. Dismisses the panelists.
- 2) As soon as possible, **destroys** all notes and Readiness Review materials collected *except* :
 - The candidate's scoring sheets (Three forms for candidates earning Advance recommendation on first vote; six forms for candidates requiring second vote.
 - A clean copy of the candidate's Readiness Review Questionnaire.
 - One Readiness Review Summary per candidate and, in the case of the Not Advanced candidate, a completed Reasons for Not Advance Recommendation form.
- 3) Within **five business days**, return the candidate's scoring sheets, clean copy of the completed Readiness Review Questionnaire and Readiness Review Summary to:

**Universal Accreditation Board
Public Relations Society of America
33 Maiden Lane, 11th Floor
New York NY 10038-5150
(212) 460-1400**

Follow-up to Readiness Review Presentation

Mentoring the Candidate

The Readiness Review Panel chair will assign one of the panelists to serve as a mentor to the candidate. Whether the candidate has received an Advance or Not Advance recommendation, the assigned panelist can provide mentoring in several roles traditionally seen in a mentor/mentee relationship:

Teacher: As a teacher, the Accreditation mentor will teach the candidate the skills and knowledge required to perform well in the computer-based Examination. In this role, the mentor may share experiences as a seasoned professional, discuss public relations theory, or teach the candidate how to develop the nuts and bolts of a public relations plan. The mentor may choose to direct the candidate to any of the textbooks on the short bookshelf and review relevant chapters with the candidate.



Counselor: As an Accreditation mentor, the role of counselor requires the mentor to establish a trusting relationship, built on confidentiality and respect for the candidate. A mentor must maintain confidentiality by not disclosing personal information, work experiences and progress toward Accreditation that the candidate shares. The counselor role also encourages the candidate to develop problem-solving skills. A candidate must be able to think through problems that will be presented in the computer-based Examination. The mentor can develop the problem-solving skills of a candidate by advising the candidate to first attempt to solve the problem before seeking assistance.

Motivator: A mentor may at times need to motivate the candidate. Motivation is an inner drive that compels a person to succeed. Most candidates will be highly motivated to complete the Accreditation process. However, during the course of preparation or if a candidate receives a Not Advance recommendation, the candidate may become discouraged. Through encouragement and support, mentors can motivate candidates to succeed.

One of the most effective ways to encourage a candidate is to provide frequent, positive feedback during Examination preparation courses or while the candidate strives to complete the steps of Accreditation. Positive feedback boosts morale, removes doubt and builds self-esteem that result in a sense of accomplishment.

Role Model: As a role model, the Accreditation mentor is a living example of the values, ethics and professional practices of public relations. Teaching by example may be a mentor's most effective developmental tool. Mentors who can involve the candidate in one of their ongoing public relations programs can demonstrate many of the knowledge, skills and abilities that will be assessed on the computer-based Examination.

For more information on conducting the Readiness Review panel or about Accreditation in Public Relations, please visit the Universal Accreditation Board at: <http://www.praccreditation.org>

Or contact the Universal Accreditation Board administrator:

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Monday – Friday
8:30 a.m. – 5:30 p.m.



IV. APPENDICES

- Appendix A. Sixteen Areas of Competency Assessed by the Readiness Review
- Appendix B-1. The Examination for Accreditation in Public Relations Readiness Review Scoring Form: First Vote
- Appendix B-3. The Examination for Accreditation in Public Relations Readiness Review Scoring Form: Second Vote
- Appendix C. Resources for the Preparation for the Examination for Accreditation in Public Relations
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- Appendix G. Form: Readiness Review Summary
- Appendix H. Form: Reasons for Not Advance Recommendation

Appendix A. Sixteen Areas of Competency Assessed by the Readiness Review

The Readiness Review panel will be responsible for evaluating candidates' readiness in 16 specific areas of competence that cannot effectively be judged in the computer-based Examination environment:

1. **Creative conceptualization/creativity:** Uses imagination to develop new insights into or responses to a public relations issue. Develops innovative solutions to the issue or problems posed. Devises new methods/processes or adapts existing ones when the standard methods and processes are not applicable.
2. **Initiative:** Displays courage in suggesting new ideas and justifying them to clients/employers.
3. **Interpersonal skills:** Relates empathetically to other individuals in order to understand their concerns or needs. Influences another's decision or behavior. Displays confidence when interacting with others.
4. **Management skills:** Develops expertise in planning, organizing, budgeting, communicating, coordinating, scheduling, monitoring and evaluating.
5. **Client/employer/organizational focus:** Holds service to, and interest in, his or her employer or cause as a top priority. Considers long-term client needs as well as short-term demands. Makes and delivers on commitments to clients.
6. **Multi-tasking:** Effectively and efficiently manages numerous projects and responsibilities simultaneously. Applies prioritization and tracks progress toward completion of tasks.
7. **Flexibility:** Responds to the changing business, social and cultural landscape.
8. **Teaches others:** Identifies learning needs of staff. Coaches others on how to perform tasks. Serves as a mentor. Leads by example.
9. **Time management:** Prioritizes and sequences tasks to meet goals and deadlines.
10. **Uses multiple delivery mechanisms:** Uses advertising, direct mail, Web and other delivery mechanisms and promotional tools effectively.
11. **Control analysis:** For selected media, determines who the owners are, their aims, their political allegiances, their influence on the content and editorial policies, and their legal constraints.
12. **Communication skills/speaking:** Demonstrates logical thinking when describing client issues and framing approaches to solving public relations problems.
13. **Communication skills/interviewing:** Asks relevant, insightful and probing questions while interacting with employers/clients and target audiences (priority publics).
14. **Communication skills/writing and editing:** Communicates relevant information (including technical material) in a concise, organized fashion. Writes content that is factual and grammatically accurate, and at a reading level that is appropriate to the target audience. Writes persuasive communication material for public relations programs. Demonstrates the ability to examine and alter a document and correct for format, organization, completeness, factual accuracy, style, tone and grammar.
15. **Communication skills/listening:** Receives, interprets, verifies, and responds to verbal and non-verbal messages and other cues in the context of client, teammate and audience concerns.
16. **Presentation skills:** Uses visual aids (charts, slides, transparencies, etc.) effectively. Maintains eye contact with audience. Uses appropriate language, gestures, tone of voice and volume to convey information.



**Appendix B-1. The Examination for Accreditation in Public Relations
Readiness Review Scoring Form: First Vote**

Candidate _____

Name of PRSA Chapter _____
or

Participating Organization _____

Readiness Review _____

Panelist _____

Readiness Review _____

Panelist's Signature _____

Date of Readiness _____

Review Presentation _____

Instructions

Without discussion with your colleagues on the Readiness Review panel, assess the candidate you have just examined on each of the 16 criteria below on a scale of “0” to “3.” Refer to Appendix A: 16 Areas of Competency Assessed by the Readiness Review for more detailed explanation of each skill area. In assessing the candidate in each area, panelists use a scale of “0” to “3” defined as:

- 0 = the candidate was unable to demonstrate any knowledge, skills or abilities in the rated areas;
- 1 = the candidate demonstrates a very weak level of knowledge skills and abilities in the rated area;
- 2 = the candidate shows acceptable knowledge, skills and abilities in the rated area;
- 3 = the candidate demonstrates exceptional knowledge, skills and abilities in the rated area.

If the candidate has earned a “Not Advance” assessment (fewer than 32 points total *or* an assessment of 0 in any knowledge, skills and abilities category), assign a “Not Advance” assessment and briefly list the reasons why you have done so on the form found in Appendix H (for example, a short set of bulleted items).

Give this completed form to your Readiness Review panel chair.

Skill	Demonstrated in	Score (0-3)
1. Creative conceptualization/creativity	Materials; RR Presentation	
2. Initiative	RR Questions	
3. Interpersonal skills	RR Presentation	
4. Management skills	Materials	
5. Client/Employer/Organizational focus	RR Presentation	
6. Multi-tasking	RR Questions; RR Presentation	
7. Flexibility	RR Questions; RR Presentation	
8. Teaches others	RR Questions	
9. Time management	RR Questions	
10. Uses multiple delivery mechanisms	Materials	
11. Control analysis	Materials	
12. Communication skills/Speaking	RR Presentation	
13. Communication skills/Interviewing	RR Presentation	
14. Communication skills/Writing and Editing	Materials; RR Presentation	
15. Communication skills/Listening	RR Presentation	
16. Presentation skills	RR Presentation	
TOTAL SCORE		



Appendix B-2. The Examination for Accreditation in Public Relations Readiness Review Scoring Form: Second Vote

Candidate _____

Name of PRSA Chapter _____
 or
 Participating Organization _____
 Readiness Review
 Panelist _____
 Readiness Review
 Panelist's Signature _____
 Date of Readiness
 Review Presentation _____

Instructions

Following discussion with your colleagues on the Readiness Review panel, score the candidate you have just examined on each of the 16 criteria below on a scale of “0” to “3”. Refer to Appendix A: 16 Areas of Competency Assessed by the Readiness Review for more detailed explanation of each skill area. In assessing the candidate in each area, panelists use a scale of “0” to “3” defined as:

- 0 = the candidate was unable to demonstrate any knowledge, skills or abilities in the rated areas;
- 1 = the candidate demonstrates a very weak level of knowledge skills and abilities in the rated area;
- 2 = the candidate shows acceptable knowledge, skills and abilities in the rated area;
- 3 = the candidate demonstrates exceptional knowledge, skills and abilities in the rated area.

If the candidate has earned a “Not Advance” assessment (fewer than 32 points total or an assessment of 0 in any knowledge, skills and abilities category), assign a “Not Advance” assessment and briefly list the reasons why you have done so on the form found in Appendix H (for example, a short set of bulleted items).

Give this completed form to your Readiness Review panel chair.

Skill	Demonstrated in	Score (0-3)
1. Creative conceptualization/creativity	Materials; RR Presentation	
2. Initiative	RR Questions	
3. Interpersonal skills	RR Presentation	
4. Management skills	Materials	
5. Client/Employer/Organizational focus	RR Presentation	
6. Multi-tasking	RR Questions; RR Presentation	
7. Flexibility	RR Questions; RR Presentation	
8. Teaches others	RR Questions	
9. Time management	RR Questions	
10. Uses multiple delivery mechanisms	Materials	
11. Control analysis	Materials	
12. Communication skills/Speaking	RR Presentation	
13. Communication skills/Interviewing	RR Presentation	
14. Communication skills/Writing and Editing	Materials; RR Presentation	
15. Communication skills/Listening	RR Presentation	
16. Presentation skills	RR Presentation	
TOTAL SCORE		



Appendix C: Resources for the Preparation for the Examination for Accreditation in Public Relations

[The Accreditation in Public Relations Online Study Course](#)

One-year subscription:

\$195 for members of UAB Participating Organizations

\$295 for non-members

This interactive online multimedia course helps candidates prepare for the Examination for Accreditation in Public Relations (APR). Course content, geared toward the knowledge, skills and abilities measured during the Examination, is presented through a variety of interactive methods, including multimedia module introductions, asynchronous activities, case study analysis, projects, directed discussions, self-correcting quizzes and simulations. It provides opportunities for self-study, collaboration and teamwork, all situations that public relations professionals encounter in their day-to-day work.

The course is easy to use, with course managers available to help with any technical questions. Candidates can proceed through the course at their own pace, and monthly optional Web conferences allow candidates to ask questions and meet other course participants. This Online Study Course is helpful to those who can't participate in the study programs offered by local Chapters and member organizations because of distance or other constraints. It also is valuable to candidates who want to take advantage of additional preparation tools for the Examination for Accreditation in Public Relations.

[APR Study Guide](#)

The First Edition APR Study Guide is a key tool in preparation for Accreditation in Public Relations and a tremendous resource for all APR candidates. Produced by the Universal Accreditation Board, the Guide is the product of many hours of research and evaluation. It contains exercises, case studies and insight into modern public relations practices. And, it's available at no cost to those pursuing Accreditation.

The Short Bookshelf of Texts Recommended to Candidates for Accreditation in Public Relations

The Universal Accreditation Board recommends that candidates review selected contents of at least one general text from the Short Bookshelf of Texts Recommended for Preparation, and one or more specialized texts that provide in-depth material on KSA-related subjects such as planning, research or law.

The basis for every question on the computer-based Examination can be traced to one or several of these texts.

Each text is listed with the Competencies or KSA groupings covered by its content to help candidates select those most appropriate for their individual preparation. Each candidate should select the text or texts best suited for his or her own preparation and professional development. Book titles link to sources for text purchases. URLs link to texts' home pages, some with Q&A and additional preparation tools.

NOTE: Based on feedback from Accreditation chairs, coaches and successful candidates, the Short Bookshelf now reflects those texts cited as the most widely used preparation resources.

You do NOT need to buy or study every text on the Short Bookshelf.

Short Bookshelf of Texts Recommended to Candidates for Accreditation in Public Relations

[The Associated Press Stylebook and Briefing on Media Law](#)

Fully Revised and Updated. 2009 ed.

Goldstein, Norm, ed.

New York: Basic Books, 2009

<http://www.apstylebook.com> (Note: this is an online version of the book.)

KSAs/Competencies Covered: Business Literacy; Ethics and Law; Media Relations.



[Cutip and Center's Effective Public Relations](#). 10th ed.
Glen M. Broom
Upper Saddle River: Prentice-Hall, 2008.

KSAs/Competencies Covered: All

[Primer of Public Relations Research](#).
Stacks, Don W.
New York: Guilford Press, 2002.

<http://tinyurl.com/2824o8>

(Note: this offers a brief overview of the book.)

KSAs/Competencies Covered: Researching, Planning, Implementing and Evaluating Campaigns; Management Skills and Issues.

[Public Relations: Strategies and Tactics](#). 9th ed.
Wilcox, Dennis L., and Glen T. Cameron.
Boston: Allyn & Bacon, 2008.

http://wps.ablongman.com/ab_wilcox_pubrelat_8 (Note: this is an online study guide for the 8th edition text.)

KSAs/Competencies Covered: All

[Strategic Planning for Public Relations](#). 3rd ed.
Smith, Ronald D.
Mahwah: Lawrence Erlbaum, 2009.

<http://tinyurl.com/36j2rn>

(Note: this offers a brief overview of the book.)

KSAs/Competencies Covered: Communication Models and Theories; Researching, Planning, Implementing and Evaluating Campaigns; Management Skills and Issues.

For the Longer Bookshelf of Texts Recommended to Candidates for Accreditation in Public Relations, visit
<http://www.praccreditation.org/Preparation%20Sources/index.html>



Appendix D: Readiness Review Questionnaire for Candidates

Instructions

This document is also available in Microsoft Word and can be downloaded from <http://www.praccreditation.org/becomeAPR/index.html>.

You will submit four printed copies of your typewritten responses to the Readiness Review Questionnaire no fewer than **15 business days** prior to your scheduled Readiness Review Presentation. Submit your completed document to your local or organizational Accreditation chair.

Section One: Your Organization and Your Role

This section asks for your response to questions about your current employment in public relations, be it corporate, non-profit, agency or academic. Answer all questions completely and succinctly. There are no right or wrong answers for this section, but only truthful and accurate statements.

1. Describe how your public relations firm, department or other operation is organized. Describe the reporting structure, personnel and the key relevant roles of each person.
2. Given the current economic climate and present social situations, what is/are the major problem(s)/opportunity(-ies) facing your department, firm or other public relations operation at this time? What about in the next three-to-five years? Pick and briefly articulate the most significant solution or approach you would recommend to address this opportunity or challenge.
3. Describe the changes, if any, you believe are needed in the structure/function of your public relations firm, department or operation. Describe the steps you would recommend to implement these changes
4. If you were starting a public relations department, academic department or public relations firm today (or starting over again in your organization, institution or firm), what would be your top-three concerns or considerations in doing so and what would you plan for addressing them?
5. Describe what you do each day to contribute to helping your organization achieve its objectives.
6. In what ways can you improve your productivity?
7. Provide an example of when and how you have provided training or mentoring to others, either as a public relations professional or other organizational advisor.
8. Describe a situation where you had to deal specifically with the issue of time management in completing a major assignment.



Section Two: Your Experience

1. Describe how you planned or participated in the planning of a specific public relations program for your organization or a client. Clearly state the problem or opportunity the program was created to address, the research, the objective(s) of the program and all of the other components of a complete public relations plan. Include specific information to describe your role. If you have never written or participated in the development of a formal public relations plan, develop a program for an organization in which you are or have been involved. Work samples from the plan you describe in this section must be included in the portfolio you will present during the Readiness Review Presentation.
2. Describe the research you conducted to develop the plan presented in the first question in this section. If no research was conducted, explain why not. In *specific* terms, how did the research guide the development of the plan?
3. Describe how you obtained or participated in obtaining approval for the plan described in the first question in this section.
4. Describe in detail the process you used to evaluate the outcome of the program described in the first question in this section. Describe the outcomes. (Do *not* attach work product samples to this submission, but do include them in your portfolio review.)
5. Describe how you would, if given unlimited resources and authority, improve the process by which public relations programs in your organization are developed, approved and measured.

Section Three: Your Assessment of Your Readiness for the Computer-based Examination

1. Why have you chosen to become Accredited at this time?
2. Describe what you have done and what you plan to do to prepare for the computer-based Examination.
3. Describe your strengths and weaknesses in terms of your experience and examination preparation in each of the major areas of the Examination listed below. (For an expanded list, go to http://www.praccreditation.org/becomeAPR/KSAs_Compencies.html.) Use the expanded list to identify the specific knowledge, skills and abilities that will be evaluated within each of these major categories. Do not respond to each sub-item on the expanded list.)
 - Research, planning, implementing and evaluating communication programs
 - Ethics and Law
 - Communication models and theories
 - Business literacy
 - Crisis communication management
 - Management skills and issues
 - Media relations
 - History of and current issues in public relations
 - Using information technology
 - Advanced communication skills



Appendix E. Detailed Knowledge, Skills and Abilities (KSAs) Tested in the Computer-based Examination

RESEARCHING, PLANNING, IMPLEMENTING AND EVALUATING PROGRAMS (30%)

Analytical skills

Distinguishes between objectives and goals. Recognizes the difference between strategies and tactics. Objectively interprets data. Thinks logically.

Audience identification and communication

Identifies appropriate audiences (publics) and the concerns of each, including employees, investors, suppliers, community, industry analysts and government and non-government. Prioritizes and properly sequences communications to the different audiences (publics). Tailors messages to various audiences (publics).

Evaluation of programs

Determines if goals and objectives of public relations program were met. Determines if, and the extent to which, the results or outcomes of public relations programs have been accomplished. Develops, states and tests a public relations program's informational, motivational and behavioral objectives using qualitative and quantitative methodologies.

Financial management

Prepares, justifies and/or controls the budget for public relations programs/departments/agencies. Plans, administers and monitors expenditures to ensure cost-effective support of public relations program. Maintains thorough and accurate records of expenditures. Bills clients accurately. Keeps accounts payables and receivables current.

Planning ability

Develops a comprehensive public relations plan that reflects the organization's needs, including appropriate sequencing of plan elements.

Research (Applied)

Gathers information about the client, company or organization for which the practitioner is working. Gathers information on issues to help develop objectives, strategies and target audiences (priority publics) using a variety of research tools (the Internet, interviews, library, focus groups). Plans and interprets research activities from the public relations activity at hand (projects, crisis management). Takes into account message recipients' understanding of the product, company, candidate and issue when conducting research.

Research (Basic)

Develops a premise. Develops the research plan. Determines appropriate qualitative and quantitative methods. Decides on the population and sampling techniques to use with that population. Designs instruments (questionnaire, interview, etc.). Uses the acceptable techniques to collect data. Codes and analyzes results and presents findings.

Stakeholder management

Identifies institutions, groups or individuals who have an interest in or are affected by some part of the program. Assesses interest of influential institutions, groups and individuals. Mobilizes key stakeholders to help ensure the success of a program.

Strategic thinking

Synthesizes relevant information to determine what is needed to position the client/organization/issue appropriately in its market/environment, especially with regard to changing business, political or cultural climates.

Methodology

Develops public relations programs using research methodology or approaches that address the following components: Research, Goals, Planning, Execution, Monitoring and Evaluation.



ETHICS AND LAW (15%)

Ethical behavior

Conducts professional activities in a principled manner and adheres to commonly accepted standards for professional behavior.

Integrity

Recognizes and deals professionally with ethical and legal issues.

Knowledge of legal issues

Upholds applicable international, national, state and local laws regarding libel, corporate governance, disclosure, copyright, trademarks, fair use, First Amendment issues, slander, privacy, regulations on commercial speech, corporate political expression, Foreign Agents Registration Act, lobbying and grassroots lobbying. Uses laws regarding media access, due process, Freedom of Information Act (FOIA) or Sarbanes-Oxley, Regulation Disclosure or Sunshine Act to meet the needs of clients.

COMMUNICATION MODELS AND THEORIES (15%)

Communication models

Is familiar with, understands the implications of and can apply to practice the theoretical and research-based foundation of public relations practice. Demonstrates familiarity with current theory and research as well as older established models that should guide such practical communication program decisions as selecting and prioritizing target audiences, developing messages, selecting spokespeople, establishing credibility, the foundations of trust, how issues are formed and developed, how opinion can be changed, the effectiveness of public information programs and so forth. Is familiar with fundamental social science research that affects communication practice such as the Hawthorne Effect, co-orientation, cognitive dissonance, diffusion theory and others.

Understands barriers to communication

Is familiar with, understands the implications of and can apply to practice the body of knowledge, drawn from public relations and social science disciplines that address the processes by which messages are interpreted by different audiences and how audiences are or are not moved to take action based upon those messages. Understands how factors such as semantics, cultural norms, timing, context, interference, competing messages and others may have an impact on the effectiveness of communication activities.

BUSINESS LITERACY (10%)

Business literacy

Understands and explains how employers/clients generate revenue and how their operations are conducted. Identifies relevant business drivers and how they impact the business.

Environmental scanning

Continuously analyzes the business environment that includes the client stakeholders and employer.

Industry knowledge

Understands and explains the nature of the employer or client industry or industries. Discusses current issues, opportunities and threats to those industry or industries.

Knowledge of current organizational issues

Takes into consideration the client's or employer's current internal and external business drivers. Performs strengths/weaknesses/opportunities/threats (SWOT) analyses.

Knowledge of business technology and trends

Understands technology trends and how they apply to the business of the client field.



Understands all levels of management

Recognizes chain of command including senior leadership, middle management, direct line supervisor to the line worker and the distinctions. Analyzes stakeholder needs for purpose of crafting tailored programs. Knows how organizations are horizontally and vertically structured (e.g., pyramid, flat), and how that affects organizational behavior. Comprehends how organizational structure affects organizational culture and programs.

Uses organization's resources

Identifies other divisions within an organization that need to be involved in any communication program (e.g., legal in the case of product liability).

MANAGEMENT SKILLS AND ISSUES (10%)

Diversity

Identifies and respects a wide range of differences among target audiences (publics). Crafts messages that will help achieve objectives within diverse audiences (publics). Researches the cultural preferences of target audiences (publics) as necessary.

Decision-making abilities

Makes sound, well-informed and objective decisions in a timely manner. Assesses the impact and implications of these decisions.

Leadership skills

Influences others to achieve desired goals. Motivates others. Builds coalitions. Inspires and motivates. Communicates vision.

Looking beyond prejudices/mind-set

Considers and accommodates alternative views to obtain alternative views on an issue or crisis and factors this information into a communication strategy and into message construction.

Organizational skills

Manages the efficient sequencing and execution of work. Integrates multiple dimensions of a public relations campaign. Integrates internal and external components so that there is a synergy between the messages. Staggers a campaign to ensure timely rollout of different tasks for maximum effectiveness. Adjusts the planned rollout of events as necessary to account for success or failure of previous campaign activity. Identifies bottlenecks in a campaign and develops workarounds. Prioritizes tasks and selects those most appropriate.

Problem-solving skills

Distinguishes between relevant and irrelevant information to make logical judgments. Identifies the sources of problems, evaluates opportunities for resolution and devises appropriate course of action based on situational context and factual information. Uses sound reasoning to arrive at conclusions. Finds alternative solutions to complex problems.

Sensitivity to cultural concerns

Conducts research to determine cultural concerns of affected audiences (publics). Understands how to develop strategies and messages that are relevant and meaningful to different groups.

Team building

Builds and maintains positive work environment. Recognizes and optimizes talents of others. Involves others in planning and decision-making. Celebrates success of individual contributors and the team as a whole.

CRISIS COMMUNICATION MANAGEMENT (10%)

Understands different phases of a crisis

Understands the roles and responsibilities of public relations at the pre-crisis, crisis and post-crisis phases. Communicates the implications of each of these phases and understands the messaging needs of each.



Risk management capabilities

Identifies potential risks. Analyzes probability and potential impact of risk. Develops and deploys appropriate responses and controls for risk events.

MEDIA RELATIONS (5%)

Media relations

Understands the relationships between public relations professionals, journalists and media organizations. Builds effective relations with mass and specialized media based on mutual respect and trust.

News sensibility

Relates current events and trends to employers/clients and markets. Analyzes current events and trends for opportunities and threats.

Understands media

Considers strengths and weaknesses of various media (e.g., radio, print, Web sites, blogs, television). Identifies and uses appropriate media for communicating with external audiences (all publics). Identifies influencers of different media. Selects appropriate media outlets for delivering message. Distinguishes lead times for different media. Identifies major changes resulting from the widespread use of new communications technology. Understands the roles of current and emerging technologies.

Understands distribution systems

Understands information distribution systems including publicity, advertising, special events, face-to-face communication, third-party communication, promotion and other distribution techniques between sender and receiver.

USING INFORMATION TECHNOLOGY EFFICIENTLY (2%)

Information management

Identifies the types of information needed to be collected, evaluated and retained. Knows how to obtain the information and store it, using information technology, so that it can be retrieved easily for future use.

Knowledge of distribution channels

Selects appropriate traditional and non-traditional media, themes and strategies to disseminate message. Deploys public relations tools (media kits, news releases, media alerts, backgrounders, biographies, media contact lists, news conferences/briefings/tours) appropriately.

Technology literacy

Understands the power as well as the limitations of the Internet and other technology that can be applied to public relations as both a tool for clients and a weapon against clients. Properly analyzes Internet usage data and its meaning for the public relations campaign. Uses current technology, as appropriate, to plan, manage and evaluate public relations programs. Investigates emerging technologies as possible public relations tools.

HISTORY OF AND CURRENT ISSUES IN PUBLIC RELATIONS (2%)

Knowledge of the field of public relations

Identifies key figures in the history of public relations (George Creel, Edward Bernays, Arthur W. Page, etc.) and their contributions to the field. Identifies and describes major trends in the development of public relations as it is practiced today. Identifies key forces that influenced the field of public relations and describes their impact. Is familiar with the origins of earlier and outmoded stereotypes of the public relations profession.

Defines and differentiates among related concepts, including publicity, advertising, marketing, press agency, public affairs, issues management, lobbying and investor relations.



ADVANCED COMMUNICATION SKILLS (1%)

Consensus-building

Uses consensus-building strategies and techniques to persuade key stakeholders to support a decision. Ensures that key stakeholders have an opportunity to express their opinions.

Consulting skills

Identifies a problem or opportunity, analyzes its causes and its implications and impacts on affected parties and other stakeholders. Manages conflict, generates alternatives, makes sound recommendations and assists in implementing them.

Negotiating skills

Conducts discussions with affected parties and other stakeholders to find a mutually acceptable solution to problems.

For Readiness Review / KSAs Tested, see Appendix A.



Appendix F. Intent and Purpose of the Readiness Review

(To be read verbatim by panel chair at the beginning of each candidate's review.)

According to the Universal Accreditation Board Policies and Procedures, the intent and purpose of the Readiness Review is:

- “to determine whether or not each candidate for the Examination for Accreditation in Public Relations is sufficiently prepared to be a viable candidate for the computer-based Examination”
- “to help each candidate determine an appropriate course of study to prepare for the computer-based Examination.”

“The intended result of the Readiness Review is that each candidate will earn an Advance or Not Advance assessment that will recommend the Universal Accreditation Board (UAB) either accept or decline the candidate's request for admission to the computer-based Examination at this time.”*

*The final decision on whether or not to advance a candidate rests with the Universal Accreditation Board.



Appendix G. Form: Readiness Review Summary of Candidate's Performance

Candidate _____
Name of PRSA Chapter _____
or Participating _____
Organization _____
Date of Readiness _____
Review Presentation _____

In our unanimous opinion:

- We recommend that the Universal Accreditation Board Advance this candidate to the computer-based Examination for Accreditation in Public Relations.
- We recommend that the Universal Accreditation Board Not Advance with this candidate to the computer-based Examination for Accreditation in Public Relations at this time.

In our collective opinion, this candidate earned a Not Advance assessment in the Readiness Review for these reasons:

(Print name and sign)
Readiness Review
panel chair _____

Readiness Review
panelist _____

Readiness Review
panelist _____

Attach the Readiness Review panelists' first and second vote forms listing their individual scores and reasons that the candidate did not earn an Advance to the computer-based Examination.

Note: The Score Summary, including any comments, can be provided to the candidate upon his/her written request whether your panel does or does not Advance the candidate.

