

CREATING A COMPREHENSIVE TRAINING PROGRAM FOR RECENT SAUDI
PUBLIC RELATIONS BACHELOR GRADUATES

A CREATIVE PROJECT

SUBMITTED TO THE GRADUATE SCHOOL

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF

MASTER OF ARTS

BY

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MUNCIE, INDIANA

December 2013

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Chapter I

Introduction

**"Knowing is not enough; we must apply.
Willing is not enough we must do." - Goethe**

Today, the world is rapidly changing in different aspects of life, especially in working life, society, and information technology. Changes in client's needs and desires, improvement of information technology applications, implementation of best practices, growth of business, and launch of new products are some reasons that make organizations create training programs for their employees to face these challenges in business world. Actually, having a bachelor degree is an important requirement, and having skills and experiences is significant as well, which makes a person outstanding in his/her job. Process of learning will be more efficient if students had the chance to discover the real working conditions by practically applying their knowledge and also the skills that they have. Training is essential for employees and students as well to help them to develop their performances perfectly. Students get training through their internship. Training program links the gap between the academic world and the professional world by helping students to enhance their experiences. Public relations (PR) is one of the fields that requires students to get training to improve their skills, especially communication skills.

In fact, this study focuses on Saudi Arabia. The researcher looks forward to improving her country in PR field. Being a professional in PR needs high skills and knowledge. For that reason, helping Saudi PR students to develop their practice in PR is the first step in the professional world.

Saudi Arabia is a monarchy based on Islam. The government is controlled by the King, who is also the leader in chief of the military. The Kingdom of Saudi Arabia (KSA) is a country that is still in the process of growth and development in various areas such as education, business, agriculture, and industry. It has a strong economy that is based on producing and exporting oil. In the past years, the economy of the KSA has been opened up for foreign companies to invest their money on its land ("Alriyadh.com," 2011). That means the KSA has improved its capital market and investment sectors. It has built good relationships with other countries to exchange interests and take advantages from each other. The public is more demanding than ever before. They want to know about the organizations they transact with. They would like to know more information to make their decisions. The new circumstance they live in needs new behavior, new habits of life and new dealings between the public and organizations (Kirat, 2005).

Public relations (PR) is a vital domain, which plays a significant role globally and locally. Organizations, whether in governmental or private sectors, need PR to achieve their goals effectively. PR connects the organizations and their internal and external audiences. PR has become one of the most important departments in the organizations, especially after the communication revolution. The communication revolution refers to the global development in the way people use technology to communicate each other (Shaheen, 2012). It is important for each organization for many reasons. PR helps to

deliver the organization's messages to the public clearly, PR has a superior ability to distribute the information for individuals and businesses alike, and it breaks down the boundaries between the organization and its stakeholders. People and organizations need to communicate to each other through building good relationships, which help organizations to do their work and achieve their goals effectively. At the same time, people want to gratify their needs by buying the organizations' products or using their services. So, there is a mutually beneficial relationship between these two sides. PR is a great tool that is used by organizations to build these relationships (Bruning, Castle, & Schrepfer, 2004).

Public relations is a new discipline in most Saudi governmental sectors. These sectors try to make it an applicable and useful department. Since PR is a new practice, its concept is still unclear and there is no clear job description for PR practitioners too. The confusion between PR and other disciplines, such as marketing and advertising, creates a misconception of PR. According to Qahtani (2001), the concept of PR in organizations in the Third World is misconstrued, because of overlapping with other concepts such as communication and marketing.

The performance of PR practitioners in private sectors is different than the governmental or public sectors. In an interview with *Elakat Magazine* (2010), Yahia Bin Ashtal, the Director of Public Relations in Zakat & Income Tax Department, said public relations in private sectors is relatively different than in governmental sectors, because the private sector is interested in public relations to achieve its objectives and increase its profits, and constantly works to develop its company. That means private sectors are

focusing more on customers' satisfaction and feedback than governmental sectors to achieve their objectives.

Furthermore, organizations are looking for people with experiences, and recent bachelors graduates are looking for work to gain those experiences. The recent bachelor graduates complain that there are no job opportunities due to lack of experiences to fill important positions in Saudi organizations. So, that is a closed circle that does not end.

According to Al- Ba'aez (n.d.), the largest percentage of Saudi students specializes in public relations to have PR certificate. He mentioned that students believe the future career opportunity in the field of public relations is better than journalism, and radio and television. That leads to have an acute shortage of specialists in that these fields in the present time. And to find solution for this issue the media department in King AbdulAziz University stipulates a high GPA to enroll in PR program (as cited in Al-Rasheed, 2010).

In his article, Al- Rasheed (2010) interviewed different faculty members in different Saudi universities and key employers to talk about PR students, the issue of education, training, and getting jobs in different specializations. Unfortunately, he found that the PR students suffer because most of them don't work in their specialization after graduation. The Vice President of Media Department at King Saud University explained that some companies in KSA believe the recent Saudi PR graduate students are not qualified enough because they don't get enough experience from their internships. The Assistant Professor of Advocacy and Media at the University of Imam Muhammad bin Saud admitted that there is a lack in the practical aspects of the academic curriculum which leaves students unprepared and unqualified to work in real life. The executive

director of Tariq Company of Media mentioned that recent graduate students had difficulties dealing with PR practical concepts because students were not prepared to practically apply PR theories that they received in the academic environment. In his conclusion, Al-Rasheed says most PR firms in K.S.A have high requirements to hire people in this domain, and one of these requirements is good experiences and skills. That raises questions about the importance of training for students before they graduate.

The executive director of Tariq Company of Media pointed out in the interview that with one required practical course for 3 credits, as an internship, students probably cannot improve their skills. Also, some companies ask students to do certain jobs during their internship that are not related to PR. For example, they are probably asked to arrange the appropriate place for the organization's celebration. He suggested making one-year internships as part of PR curricula, which PR departments can use to prepare students intensively by having them trained in companies specializing in the PR area (Al-Rasheed, 2010).

A comprehensive training program is significant for recent PR bachelor graduates in order to gain and improve their knowledge and skills in the PR field. Throughout the comprehensive training program, PR future practitioners can be provided with ideas of what they are supposed to do and how to do it in PR the workplace. It increases their knowledge of the field by introducing them to the latest research and theories, and can provide them with new ideas which ultimately may increase their own efficiency and that of the organization. Comprehensive training interventions tend to increase the probability of having positive labor market outcomes for trainees (Fares and Puerto, 2009).

According to Kildow (2007), through a comprehensive training program, PR professional

trainers will evaluate the trainees to ensure that all improve their skills and knowledge about the field. Rabinowitz (n.d.) stated that having the proper training boosts trainees' confidence in their ability to do different tasks and increases their independence. In addition, it greatly diminishes the chance that they'll make mistakes.

Statement of the Problem

This study will analyze PR program plans in certain universities in the U.S. and K.S.A to gain sufficient information that will help in developing a comprehensive training program for recent Saudi PR bachelor graduates. It is important to determine if PR students receive training during their study and to enrich and improve their work experiences through providing supplemental training program after graduation. This study aims to develop recent Saudi PR bachelor graduates' experiences through creating a comprehensive PR training program that focuses on practical aspects and prepare them well to their future careers.

Chapter II

Review of the Literature

Public Relations Definitions

According to International Public Relations Association (IPRA), “public relations is the profession of the future as it is growing and expanding rapidly in all sectors across the world” (para. 1). Public relations scholars define PR in various ways, but there is not a single standard definition for public relations. Public Relations Society of America (PRSA) admits that the definitions of PR are often changing, depending on public relations’ changing roles and technological advances. Newsom, Turk, and Kruckeberg, (2000) noted that in 1978, The First World Assembly of Public Relations Associations explained public relations as “the art and social science of analyzing trends, predicting their consequences, counseling organizational leaders, and implementing planned programs of action which will serve both the organization and the public interest.”(p. 2). Grunig and Hunt (1984) described public relations as “the management of communication between an organization and its publics.” (p. 6). PRSA defines public relations as “a strategic communication process that builds mutually beneficial relationships between organizations and their publics” (para.3). Furthermore, Heath and Coombs (2006) gave a comprehensive definition of public relations which is:

Public relations is the management function that entails planning, research, publicity, promotion, and collaborative decision making to help any

organization's ability to listen to, appreciate, and respond appropriately to those persons and groups whose mutually beneficial relationships the organizations needs to foster as it strives to achieve its mission and vision (p. 7).

Public Relations' Functions and Roles

The functions and roles of PR are various. Al-Enad (1992) said that public relations attempts to help organizations accomplish their goals and objectives, and serves the public's interests. Public relations is an important part in an organization. It builds the organization's image, delivers its message to all stakeholders, and creates good relationships. Coombs and Holladay (2007) mentioned that it is important to clarify the functions of PR, because PR shapes the public's perceptions of what PR is and what PR does.

In 1984, Grunig and Hunt recognized four styles that are related to models of public relations. They believed that these PR models were representations of four stages in the history of PR and also were four representations of public relations practiced today. These models are (1) press agency, publicity model, or one-way asymmetric (for propaganda); (2) the public information model, one-way symmetric (for dissemination of information); (3) the two-way asymmetrical model (for scientific persuasion); and (4) the two-way symmetrical model (for mutual understanding) (Cancel, Cameron, Sallot, & Mitrook, 1997). The definition of PR, as is stated by Heath and Coombs (2006), includes five functions of public relations. These functions are the strategic performances for PR practitioners. The first function of PR is the strategic planning. Planning contains management's efforts to converge the organization's and its stakeholders' interests. The second function of PR is research. Research helps to know threats and opportunities that

occur around the organization, which leads to understanding contexts, such as markets and investors. The third function is publicity. It includes attracting attention and delivering information about a particular activity or feature of the organization. The fourth function is promotion. Promotion involves a chain of publicity efforts to attract clients' attention and supply them with valuable information. The last function of PR is collaborative decision making, which includes advising leaders in the organization and encouraging a decision-making that respects the interests of the stakeholders, who are affected by decisions.

Newsom et al., (2000) stated basic principles to describe the roles and functions of PR: public relations deals with fact, it is a public service, PR practitioners should never lie to the stakeholders, intuition is not enough, and PR practitioners should advise. Broom and Smith (1979) categorized the role of a PR practitioner as “expert prescriber,” “technical services provider,” “communication process facilitator,” “problem-solving process facilitator,” and “acceptant legitimizer” (p. 33). This classification bases on PR practitioners' behavioral patterns and the relationship between PR practitioners and the clients. PR practitioners have to do the right thing morally and report it to achieve the first lesson in ‘Principles of Public Relations’ (Hiebert, 2005).

Challenges Facing PR Professionals

Public relations professionals face some problems that affect their roles in the organization. First, according to Bronn (2001), PR practitioners are seldom involved in the dominant coalition. White and Dozier (1992) provided evidence that PR managers are rarely formally empowered as decision-makers at the strategic level where they would encounter the dominant coalition. For that reason, PR professionals often do not have

powerful positions in their organizations (Bronn). Huston (2003) mentioned that obstacles to obtaining a position for PR at the top management table may extend beyond a practitioner's education and skills, or schema of suitable roles for his/her profession. Lindeman and Lapetina (1981) found that one of the weaknesses of public relations professionals is the lack of knowledge about business problems and lack of experience in business operations. Grunig (1992) stated that lack of professionalism and expertise in the PR field itself also contributes (as cited in Plowman, 1998). According to Berger (2005), practitioners are believed to be excluded from the dominant coalition in the organization because management does not understand or appreciate the public relations roles.

Second, PR is in a trust crisis with its audiences. They need to counter the predispositions of distrust and skepticism to help clients come to a realization that what is said or done not only is seen but also is perceived as reality by those who have a vested interest in PR activities (Hazlett, 2013). Third, in the public sector, politics can restrict PR professionals' creativity and innovation by creating a more complicated and unstable environment (Liu & Levenshus, 2010). Fourth, according to Edwards (2007), PR is seen as media-centric, a fair criticism in many cases; because of that the limitations in the PR profession exist. Most firms have an opportunity to increase their capabilities and focus on problem solving for clients rather than media relations itself.

The Entry-Level Position

The PRSA Foundation (1993) provided *Public Relations Professional Career Guide* that examines five levels of professional growth in public relations careers. These levels are technician, supervisor, manager, director, and executive. The technician level is

separated into two parts in this Professional Career Guide: entry-level technician and technician 2. Since this study is talking about recent PR graduates, focusing on the entry-level technician position is an important matter for them in order to have a job. According to The PRSA Foundation, the entry-level technicians are generally allocated specific tasks in the overall project. These tasks typically center on the gathering of data and writing or reporting. This career guide provides a job description for entry-level technician that is typical in corporations, agencies, non-profit organizations and trade/professional associations throughout the United States. The general responsibilities for entry-level technicians are to follow directors' orders to collect and distribute information, persuade, and solicit feedback. There are several titles in this level such as Writer, Artist, Photographer, Video Technician, Assistant Editor, and Research Assistant.

As reported in *Public Relations Professional Career Guide*, the job descriptions for each title are:

- Writer gathers information and writes for numerous communications channels.
- Artist designs and prepares layout for publications such as brochures, folders, newsletters, and magazines.
- Photographer captures black-and-white and color photographs for publications and audiovisual presentations.
- Video Technician uses video equipment to prepare videotapes for video presentations, and video magazines.
- Assistant Editor has the responsibility of writing, copy editing and assisting with the production of newsletters, magazines, annual reports and other publications.

- Research Assistant gathers information needed by writers, editors and other staff members. He/she uses different sources for information such as libraries, on-line databases, publications, associations and research organizations.

Public Relations in the Arab World and Saudi Arabia

The Arab countries are diverse, exciting, and evolving very fast in different areas. Organizations make long-term communication strategies for their audiences to keep their brands up. They try to create two way communications with their audiences and are concerned their priorities. According to IPRA, Arab organizations need PR to meet the challenges of globalization, civil society, public opinion and democracy. Kirat (2005) mentioned that “the last two decades have seen a huge expansion of public relations in various domains of economic, political, social and cultural sectors in the Arab World”(p. 2).

Regrettably, even though there is an improvement in PR still there is no common understanding about the notion of PR in the Arab World. PR is still seen as an instrument for organizations to increase their reputation, but also an instrument of propaganda (IPRA, 2009). Additionally, the PR profession in Arab countries still undergoes bad performance, lack of strategies and absence of vision (Kirat, 2005). Kirat also claimed that in a world where image and reputation are playing significant roles thorough communication and technology, Arabs organizations still perform poorly in the PR field.

The concept of PR is still ambiguous in the KSA, which is to say there is no accurate definition of PR. The ambiguity in definition leads to a lack in PR roles. As a result, lots of problems occur such as disrupted workflow and conflicts in work, which

lead to poor performances in Saudi PR governmental sectors (AL-Metairi, 2013). Since PR departments are new in most Saudi governmental sectors, the need to develop these departments and activating their functions are highly recommended by PR professionals, especially since most Saudi people prefer to work in governmental sectors in order they have high job security.

Some people define it as a tool to get information, some of them see it as free advertising, and others describe it as a media outlet (IPRA). Al-Bazie (2012), the deputy head of the International Public Relations Association at the Gulf Region, states that some would use PR terminology to indicate organizing events, while others would use it as a job title on a business card (as cited in Sidiya, 2012). Also, there is an overlap between PR and other departments' roles such as marketing and advertising (Sidiya, 2012).

Public relations is a controversial profession in the Kingdom of Saudi Arabia. In the past, the PR functionality was seen by both private and public organizations as a luxury instead of a necessity. Most organizations did not take PR functions seriously; if they had PR department, it were just for the organization's prestige in its publics' eyes with no activation of PR functions. Shaheen (2012) stated that organizations had misunderstandings about the PR department and its functions. They used PR only to brighten their reputation and image, and restricted other roles of PR. That means not all of the organizations in Saudi Arabia had PR department. This was one of the historical challenges faced by the public relations industry in Saudi Arabia.

The KSA has a young PR industry, which means that PR is still growing and improving (Ghouth, 2012). According to Shaheen (2012), the Saudi experts in PR try to

explain PR, increase awareness about PR, and highlight its roles especially in governmental sectors through making different events and forums, which are supported by the Chamber of Commerce and Industry in different cities in the K.S.A. Also, these events and forums aim to clarify PR roles to build and support the organization's reputation and image (Ghouth, 2012).

However, public relations function suffers from several things in K.S.A. Top management's behaviors toward PR, which means, the management in organizations is concerned about the public's feedback, not the public opinion (Kirat, 2005). Also, lack of position in the organization chart, which means, PR doesn't have a good position in the hierarchy of some organizations. The reason behind that is the misconception of PR (Kirat, 2005). According to Shaheen (2012), the reason behind the ambiguity of PR is that Saudi PR practitioners still stick with traditional roles of PR such as reception, hospitality, being aware of what media and press say about the organizations, and replying to questions that relate to the organizations. And the most important thing that PR suffers from is poor of qualified PR practitioners in some Saudi organizations. Most PR practitioners do not have the required qualifications. As cited in Elakat Magazine (2010), Yahia Bin Ashtal stated that one of the reason that there is a lack of growth in PR is tasks are assigned to people who are not qualified. Sometimes PR practitioners can't distinguish between their roles and marketing roles in the Arab World (Kirat, 2005). Values of Public Relations Conduct in Saudi Arabia is a study conducted by Al-Enad in 1992. This study shows that the negative relationship between the educational background of PR practitioners and the number of PR employees in Saudi organizations. According to Al-Bazie (2012), the Saudi public relations departments are unable to

communicate clearly and transparently with the audiences, because most PR practitioners don't have enough experiences to deal with issues and their skills are limited. That makes them don't do their roles precisely (as cited in Sidiya, 2012). Shaheen (2012), also states that instead of improving PR departments in organizations through training the employees or hiring PR specialists, people who have a responsibility to develop PR departments in big organizations ask PR firms to do their job and help them.

The Job Descriptions of PR Officers in K.S.A

In most Saudi organizations, there are two main title positions in PR department, which are public relations manager and public relations officer/representative as entry-level position. Each department has a manager and many officers, it depends on an organization's size. In a huge organization there is a PR assistant director position (Othman and Anssari, 2010). They mentioned that the job descriptions of PR officers in most Saudi organizations are:

- Update the organization's profile
- Write and prepare reports to the manager
- Distribute press release
- Do all the promotional and advertising activities
- Write and edit the organization's news
- Contact with press, radio, and TV channels in order to generate their interest for the dissemination of news and issues related to the organization
- Improve the image of the organization through special events
- Follow-up the organization's news in media
- Arrange conferences and workshops

- Contribute to the implementation of awareness campaigns for various activities of the organization through media channels
- Present and interpret the organizations operations and policies to employees and the press.

U.S. Public Relations Education

Public relations has come of age, because of that the crucial need for widely-based education is important. This education supposes to be related and connected to the practice. According to Report of the PRSA 1999 Commission on PR Education, the changes in PR practice since the 1987 Commission on Public Relations Education Report are numerous, deep, and reflect a wide acceptance of the validity of modern PR practice to a universal society that is increasingly interdependent and interconnected. The Commission located curricular guidelines and recommendations to prepare PR students, from different ages and have different levels of ability, for the expert challenges as PR practitioners to help them build understanding, credibility and trust between organizations and their publics.

Wakefield (1988) argued that PR education must include courses from different disciplines such as speech communication and business that provide theoretical and methodological relevance to modern PR as do journalism and mass communication. White, Oukrop, and Nelson (1992) stated that PR curricula should focus on courses in interpersonal communications, management, persuasion, advertising, promotional writing, and design.

The members of the commission (co-sponsored by the Public Relations Division of the Association for Education in Journalism and Mass Communication (AEJMC), the Public Relations Society of America (PRSA), and the Educators Section of the PRSA) mentioned that "the fundamental purpose of undergraduate public relations education leading to a bachelor's degree is to provide the student with a well-rounded program of study, including an area of specialization called a public relations major. Principles, practices, theory, techniques, research, strategy, and implementation of public relations skills should be concerned in their education" (White et al., 1992, p. 38).

The commission recommends that PR undergraduate students must possess knowledge and skills to avoid falling into the lack of writing skills, critical thinking skills, and problem-solving skills when they will be practitioners in the future (Todd, 2009). Report of the PRSA 1999 Commission on PR Education states that the significant PR knowledge includes communication and persuasion concepts and strategies, communication and public relations theories, relationships and relationship building, societal trends, ethical issues, legal requirements and issues, marketing and finance, public relations history, uses of research and forecasting, multicultural and global issues, organizational change and development, and management concepts and theories. The necessary skills of PR contain:

- Management Skills that include research methods and analysis, management of information, problem solving, management of communication, strategic planning, issues management, audience segmentation, managing people, ethical decision-making, message production, and working with a current Issue.

- Communication Skills that involve mastery of language in written and oral communication, negotiation, informative and persuasive writing, community relations, consumer relations, employee relations, sensitive interpersonal communication, fluency in a foreign language, public speaking and presentation, applying cross-cultural and cross-gender sensitivity, participation in the professional public relations community, and visual literacy.
- Technical Skills that include Technological literacy.

From the Commissions' perspective, the ideal undergraduate major in public relations would include these courses: Introduction to Public Relations, Case Studies in Public Relations, Public Relations Research, Measurement and Evaluation, Public Relations Writing and Production, Public Relations Planning and Management, Public Relations Campaigns, Supervised Work Experience in Public Relations (internship), and Directed electives. The Commission recognizes that two or more of these topics might be integrated into one course.

Taylor (2001) mentioned that new communication technologies and global communication processes make more frequent international communication, because of that PR educators now see the need to create a course dedicated to international public relations. The commission (co-sponsored by the Public Relations Division of the Association for Education in Journalism and Mass Communication (AEJMC), the Public Relations Society of America (PRSA), and the Educators Academy Section of the PRSA) has directed undergraduate programs to make sure that students recognize the influence of societal trends on PR as well as the multicultural and global issues. Several

universities and colleges such as Universities of Miami have already recognized the improvement of classes that address globalization as key objectives. Using of global learning communities that let students to work with foreign students on public relations case studies. This technique, now available because of new technologies, gives educators a chance to award their students a real international and intercultural experience.

In addition, teaching student how to use new technologies that are emerging in the industry is an important updating in PR curriculum. The need to combine new media technologies into the undergraduate PR curriculum and to nurture the upcoming generation of PR practitioners is a vital and important issue (Todd, 2009). Public relations academics and practitioners have expected that the growth in Internet usage and online communications technologies will affect the way PR professionals communicate with publics. PR global professionals note that PR students should learn about blogs and social media through their undergraduate education. Buzzetto-More (2012) noted the efficiency of social media as professional tools, because of that student should learn how to use them in his/her field.

Furthermore, Freberg, Remundo, and Keltner-Previs (2013) stated that more active communication and engagement between academics and practitioners are necessary in PR education in order to teach students the skills and knowledge needed to prepare them. Through inviting a practitioner into the classroom to discuss best practices with students is a good technique to improve the education. Moreover, Baglione (2006) recommended using a case study role-playing method to facilitate learning and increase understanding in a more realistic environment since classrooms can closely replicate the

real world through this kind of active learning. Case role-playing makes students to be more creative, especially when they learn about crisis management.

Saudi Public Relations Education

As mentioned in WordPress (2012), in most Arab universities, public relations program is considered as one of the programs in journalism, media, marketing, or management department, because of that the graduates of public relations have different concepts that based on what they studied. For example, if a student study public relations in a marketing department, he/she will see public relations as a part of marketing mix.

Al- Habeeb (2007), the Head of Media department in King AbdulAziz University, reviewed the curricula for media departments in four important universities in Saudi Arabia: King Saud University, King AbdulAziz University, Umm al-Qura University, and Imam University. He found that the media department in each university included journalism, public relations, radio and television, and marketing communications and advertising program. King Saud University was the first university to establish the public relations program in Saudi Arabia in 1976. It was found after four years of the establishment of the media department. The reason behind the delay in the establishment of PR program is the difficulty in finding Saudi faculty members (Al- Ba'aez, n.d.). The main goals of PR program in that universities, Al-Ba'aez noted, are: preparing students to be qualified in media and communications fields, training and development of students' skills and abilities in the practice of PR work, and raising awareness within the community and explaining the importance of the PR's role and functions to handle the issues related to the community. All candidates for PR bachelor's degree must fulfill credit hours required, which are different from one university to another. For example,

PR students must take 143 credits in Imam University, 130 credits in Umm al-Qura University, 128 credits in King AbdulAziz University, and 126 credits in King Saud University in order to have a bachelor's degree in PR. The similarity between these four universities is teaching of three core courses in PR curriculum which are Design and Editing of Media Messages, PR Campaigns, and Internship in PR (Al- Habeeb, 2007).

In his study of evaluating the PR textbooks that are used in Saudi Arabia's universities, Attalep (2005) found that the textbooks were either at their earliest stages of improvement or outdated and did not meet the contemporary needs of Saudi Arabia's students and researchers needs. A typical PR textbook used by students in Saudi Arabia's universities, Attalep noted, lacks of adequate contextual coverage, recent trends in PR, and the influence of extend forces of information technology in its contents. He mentioned that the cause of these shortages can be recognized to the two reasons. First, the country is still under-developed. Thus, the demand for PR textbook remains limited. Second, the Saudi government doesn't allow a substantial expansion to PR field, for it may threaten its political stability since the Kingdom of Saudi Arabia is an authoritative country.

Professional Training

Training is used continuously in each and every type of organization to help it run successfully and face the changing of technological environment positively. Campbell, Dunnette, Lawler, and Weick (1970) defined training as a planned learning experience that is designed to make permanent change in an individual's attitudes, knowledge, or skills. According to Othman (2002), training is the process that affects a group of individuals to make them more efficient and increase their abilities to perform the current

and future jobs through configuring appropriate intellectual habits and gaining new skills, knowledge, and concepts. “Training is the systematic approach to affecting individuals’ knowledge, skills, and attitudes in order to improve individual, team, and organizational effectiveness.” (Aguinis & Kraiger, 2009). Fattah (2002) defined training as the process that provides the experience, skill and knowledge which aims to provide training service for individuals and groups, within social institutions and service providers, to achieve the highest level of performance to face constraints and obstacles in their future jobs and their profession. It is a set of activities that teach and motivate trainees, enrich their values, raise their level of thinking, and improve their leadership skills and performances (Al-Shareef, 2001). According to Buckley and Caple (2009),

Training is a planned and systematic effort to modify or develop knowledge/ skill/ attitude through learning experience, to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to enable an individual to acquire abilities in order that he or she can perform adequately a given task or job and realize their potential (p. 9).

Hoff (1970) said that training is “a planned and organized process which develops a person's ability to perform a function in order to achieve a goal” (p. 761). He considered that training and education synonymous because both of them were processes whereby gaining experiences were planned to improve specific knowledge, skills, and attitudes in the learner.

This study focuses on training that should be taken by PR recent graduates who want to work in PR industry. Training is important for them. Meijers (1990) explained in his article that recent graduate students are not adequately qualified and are not

employable in the production procedure without extra training. According to Shaheen (n.d), the creative innovation can be developed through training, and the effective training can be adopted to improve the ability of recent bachelor graduates to acquire new skills, expand their concepts, and reinforce the ability for innovation and creativity. Training is an effective way to link between gained theoretical knowledge and practical knowledge, which means linking between education in the field of scientific and practical application. Beside the practical experiences, the educational, cultural, and social experiences can be earned through participating in training activities and events. All those things will make the recent bachelor graduates respect, love, and appreciate the value of the work (Bourland-Davis, Graham, & Fulmer, 1997). They will learn from different directions and sources that they did not recognize from the pages of books, classrooms, and laboratory rooms.

Different studies show the importance of practical training to gain experiences. In their study, Zakaria et al. (2010) concluded that the awareness of the participants towards the organization's need for experienced, educated, skillful, and quality graduates made them admit the importance of the practical training. In addition, the participants thought that practical training is significant because it would strengthen their theory education and increase the opportunities for the future career. So, the main goals of the training are to help recent bachelor graduates to find suitable jobs, acquire knowledge, and improve their skills that will help them to perform their duties efficiently to contribute to achieving the goals of institutions. Training programs are significant for recent bachelor graduates for the main reason that not all graduates are qualified to work (Najji, 2013).

Public Relations Professional Training

PR professional training is a training that teaches and improves skills that relevant to working in PR profession. PR professional training helps practitioners apply PR best practices to deal with new and professional developments, practice different aspects of the field, and deal with technological changes that taking place in the modern era. According to Andrews (2007), public relations professionals should be familiar with various skills in PR. These thirteen PR skills in her study are media relations, public relations and advertising law, crisis management, public speaking, communication skills, networking, strategic thinking, copy writing, PR tactics, writing, development campaigns, decision-making, and working in groups. In PR professional training, PR practitioners should gain and improve skills that will help them to perform tasks well. According to Kent and Taylor (2005), these skills include journalism skills, computer and technology skills, communications skills, and management skills. According to Wakefield (1988), Journalism skills are important for PR entry-level technician jobs. Interpersonal and group communication skills are significant for successful PR management.

Public relations practitioners also need to be trained in strategically solving public relations problems. The technical aspects of PR training must also be presented from this perspective (Berkowitz & Hristodoulakis, 1999). Timing is another important skill of management skills that PR practitioners should recognize the great value of it and should make difference between real and old news (Werner, 1947). Through PR training, PR practitioners can use successfully their communications skills to achieve public understanding, acceptance, acclaim, and, if necessary, defense against attack (Haynes, 2003). PR practitioners learn how to utilize all communications media when they are

doing their job and try to cultivate good relations with these media. These communications media are newspapers, radio, magazines, and motion pictures (Werner, 1947).

There are some of famous public relations professional associations that provide PR professional training and development in the U.S. These associations are Public Relations Society of America (PRSA), Association for Education in Journalism and Mass Communication (AEJMC), and International Association of Business Communication (IABC). The PR professional training courses will help PR practitioners to plan and run a PR campaign, understand how journalists work, produce press releases that get used, now the golden rules for handling a PR crisis, give successful one-to-one press interviews, successfully exploit radio and TV opportunities, and use the Internet for effective PR and web marketing (“The PR Training Center,” para. 2).

PRSA is the huge community of PR and communications specialists. It provides training, places criteria of excellence and supports principles of ethics for the global PR profession (“PRSA.org,” para. 2). PRSA aims to advocate for better understanding and acceptance of PR services. It provides professional training programs and conferences that will help to build knowledge and skills practically. It offers professional training courses in PR and communications. These training courses attempt to improve skills and knowledge in order to make professional PR practitioners. The training courses cover Writing, Techniques & Tactics, Social Media, Media Relations, Measurement & ROI, Leadership & Management, Ethics, Emerging Trends, Crisis & Reputation, Communication Strategy, and Branding.

AEJMC is a nonprofit association that specialist for journalism and mass communication educators, students and media professionals. It aims to reinforce the standards for journalism and mass communication education, to cultivate the broadest range of communication research, to encourage the application of a multi-cultural society in the education, and to support freedom of communication in order to attain better professional practice. AEJMC has several divisions that represent an exact area of Journalism and Mass Communication study and concern. Some of these divisions are Advertising, Communication Technology, Communication Theory and Methodology, International Communication, Magazine Division, Mass Communication and Society, and Public Relations.

IABC provides a professional network from different countries. Its professionals hold positions in PR, Media Relations, Corporate Communications, Public Affairs, Investors Relations, Government Relations, Marketing Communication, Community Relations, Writing, Editing, Advertising, Graphic Design, and Photography and Video Production. These variety in the association helps to offer various training programs. In addition, IABC provides different resources and opportunities for communication, business, PR, and journalism students. It helps students get insights from professional leaders and support their academic education with practical training to get their career started.

PR professional training, which is provided by those associations, makes the student ready to create, maintain, and encourage good will for an organization. It prepares students for real life after graduation. Maynard (1997) described that involvement with student-oriented professional association helps students decide on their career path. It

enriches a student's resume, portfolio, communication, and technical skills (Beebe, Blaylock, & Sweetser, 2009). Students who have PR professional training become more independent, focused, ambitious, and satisfied with their major (Pedro, 1984).

The Importance of Student Organizations

“While many professional media organizations expect college students to receive some amount of experience during their education, few fields do more than public relations to ensure a smooth transition to the professional ranks” (Pritchard, Filak, & Beach, 2011, p. 431). Academic programs in PR recognize the serious importance of student organizations' work to developing students for the profession (Neff, 2011). Bush (2009) noted three main benefits of PR student organizations: experiential/process learning, professional identity development, and career choice/opportunities. In terms of experiential learning, students gain experience doing real media pitching, writing, event planning, and other tactical expertise. The second benefit of student agencies is the development of students' professional identities. Students learn leadership and management skills, how to motivate employees, negotiate with clients, and gain professional confidence. The third benefit is career choice. This experience will increase students' job opportunities. Owens (2003) stated students who have been involved with student organizations during their education tend to exhibit a high rate of motivation for the career they have chosen. The time they spend at the conference as well as preparing for it creates links between them. The ideas they learn of at the conference help to enrich their classroom experience.

Public Relations Student Society of America (PRSSA) is one of the huge organizations that allows students to learn a great deal about public relations before they

make a career decision (Pritchard et al., 2011). It is an organization for students interested in PR and communications. It is student-run and organized and gives students the opportunity to demonstrate leadership and organization skills. Student members of PRSSA have opportunities for “networking with professional practitioners, gaining practical experience in the public relations field, developing valuable portfolio materials and competing for regional and national awards and scholarships” (Pohl & Butler, 1994, p. 6). PRSSA chapters invite professionals to speak, hold national conferences for students to attend, and look for ways to give their students hands-on experience (Andrews, 2007).

The Research Questions

The purpose of this study is to examine PR program plans in certain universities in the U.S. and K.S.A to gain sufficient information that will help in developing a comprehensive training program for recent Saudi PR bachelor graduates. The three main research questions that need to answers are:

RQ1. What are the curricula of the U.S. undergraduate PR programs that are well recognized by the Public Relations Student Society of America (PRSSA)?

RQ2. What are the major differences and similarities between the U.S. PR undergraduate curricula and Saudi PR undergraduate curricula?

RQ3. What types of training are predominantly provided by exist training programs in the U.S.?

Chapter III

Methods

Content Analysis and Thematic Coding

The purpose of this paper is to analyze PR programs plans in specific universities in the U.S. and K.S.A to earn appropriate information that will help in evolving a comprehensive training program for recent Saudi PR bachelor graduates. A content analysis is conducted in this research. Content analysis is the process of identifying, coding and categorizing major axes of interest. Content analysis is used both in qualitative and quantitative research studies (Elo & Kyngas, 2008). This method tends to answer research questions such as what data is analyzed, what purpose this data reflects, the population involved in the study, the relationship in context of the study with that of the data sought, the limitations to the study and the goals and objectives of the outcome of the study. For the purpose of this creative project, content analysis is mainly employed using thematic coding in order to analyze the curricula of identified public relations programs. These programs are provided by communication departments, journalism departments, business departments, and media departments in different schools and in various states, whether online or classroom-based programs. One main factor is considered when determining PR undergraduates programs. The purpose of content analysis is to compare and contrast the findings pertaining to similarities in courses offered in selected universities, as well as to compare Public Relation Program Plans in

the selected universities. The search strategy used for this creative project for data and information collection includes the Google scholar, university websites, and correspondence with university consultants and representatives.

Thematic coding analysis primarily involves coding in order to generate themes. These themes pertain to the data collected. The important part of thematic coding is the interpretation of codes that compares and contrasts different themes. According to Braun and Clarke (2006), the following are the steps involved in thematic coding:

1. Getting familiar with the data collected by adopting a reading strategy. More specifically, becoming familiar with the pattern developed.
2. The next step involves creating and assigning the initial codes that demonstrates the pattern created. At this step, data is reduced into numerical codes, and is further categorized in order to simplify the content analysis. With the help of this categorization, inference can be made about specific codes.
3. At this step, the researcher defines and depicts individual themes. Codes are combined into relative themes, depicting meaningful themes. The researcher must be able to identify and explain all themes.
4. At this step, rechecking and proof-reading is done by the researcher in order to make certain that all relevant and significant themes are included in the analysis. This step gives a chance of looking behind into the context of the study, to ensure all former steps are carried out appropriately.
5. At this stage, each theme is exploited and explained in terms of data collected and interests.

6. At this final stage, the researcher presents the outcome of the thematic coding analysis. Such representation separates out appropriate themes, according to their contribution for the study. If anything is missing, the researcher may be able to modify the outcome accordingly.

Thematic coding mainly employs codes by designating each program and the courses offered. This is done in order to simplify the content analysis in terms of presentation of data and drawing valid conclusions, as well as recommendations that could be made for future prospects. Another significance of using thematic codes is that, the categorization of collected data or information could be easily done with more specificity concerning module and course codes. Finally, by using thematic coding as a scientific technique for content analysis, researchers are able to duplicate the study (Weathington, Cunningham, & Pittenger, 2010). The following are the data analysis methods, mainly employed in qualitative research:

1. Phenomenology: the strategy for this type of analysis is thematic coding analysis. The purpose of the study is to identify the essence of a phenomenon. It transforms the experience lived into an expression of textual essence.
2. Ethnography: the strategy for this kind of analysis is comparison of description. The purpose of the study is to identify cultural patterns.
3. Theory Grounded: the strategy for this analysis is open coding, axial and selective comparison constant. The purpose of the study is to identify basis social processes (Hsieh & Shannon, 2005).

It is obvious from the above statements that thematic coding is the research method with the most potential in qualitative research analysis. The purpose of coding

used in thematic approach should be clarified. Coding is basically denoting or categorizing elements of a study into numerical or other forms. The term encoding refers to the process by which we fragment or segment the data in terms of its significance for the research questions and objectives. It involves an initial work of collecting raw data, which will then be abstracted and interpreted. Encoding allows data to transform into analyzable units, and therefore can be thoroughly reviewed for research study.

To answer the third research question, the researcher identified and analyzed different types of training programs that are predominantly provided by different legitimate Public Relations firms such as Ragan Communications Inc., Public Relations Society of America (PRSA) and CISION, in USA based on the selected universities. Only Public Relations firm providing with extensive training program in Public Relations and other related field in the selected universities were considered for this study. These firms provide different types of training programs for students and other clients.

The Criteria of Chosen Universities

The researcher selected some schools that hold Public Relations Student Society of America (PRSSA) Certifications in order to analyze their undergraduate PR curricula to create a comprehensive training program that supports what they study. The required or core courses in PR program, that are offered for junior and senior years, were only considered in this study. The selected universities were Ball State University (BSU), Brigham Young University (BYU), California State University, Fullerton (CSU), Syracuse University (SYR), University of Florida (UF), University of Georgia (UGA), and University of Maryland, College Park (UMD).

Furthermore, this analysis included the most important Saudi universities that provide PR programs as a major in their media departments. The selected universities were King Saud University (KSU), King AbdulAziz University (KAU), and Umm al-Qura University (UQU). By examining the curricula of PR in those particular American and Saudi universities one can recognize the core and elective courses that are taught in PR. Identifying the similar PR core courses in different universities will help the researcher create a comprehensive training program in order to help the recent PR bachelor graduates.

The content analysis of this creative project using thematic coding was mainly conducted on the subjects of Public Relation for undergraduate program, and all related subjects such as Mass Media, Journalism, Business, Mass Communication etc., of the chosen seven renowned universities of United States and three renowned universities of Saudi Arabia that mentioned earlier. Since public relations programs for undergraduates are offered in different universities under different departments, the titles of some courses are different from one department to another, but they are similar in courses' descriptions. Depending on the title of the course and its description, the classification of public relations required courses were allocated to courses that belong to public relations discipline, journalism discipline, business discipline, media and communications discipline, combined disciplines, and other courses that belong to other disciplines. That was the thematic coding that was applied in this study. Again, the categories were Public Relations required or core courses, Journalism required or core courses, communication and Mass Media required or core courses, Business

(Management/Advertising/Marketing/Accounting) required or core courses, and
Combined Disciplines or Other Disciplines required or core courses.

Chapter IV

Results

Examining PR program plans in certain universities in the U.S. and K.S.A is the purpose of this creative project in order to gain sufficient information that will help in developing a comprehensive training program for recent Saudi PR bachelor graduates. A content analysis is conducted in this research as a method that is mainly employed using thematic coding in order to analyze the curricula of identified public relations programs. The followings are the research questions and the results:

RQ1. What are the curricula of the U.S. undergraduate PR programs that are well recognized by the Public Relations Student Society of America (PRSSA)?

Availability of PR Disciplines in the Selected U.S Universities

Public Relations undergraduate programs are offered as disciplines, emphasis, or concentration in these selected universities. Some of them also exist under different departments. The department of journalism in Ball State University provides the public relations program as a discipline, while the department of communications in Brigham Young University and California State University offer the PR program as an emphasis. On the other hand, the Newhouse School of Public Communications in Syracuse University provides the PR program as a discipline, while College of Journalism and Communications in the University of Florida offers the PR program in the PR department as discipline. Lastly, the Grady College in University of Georgia provides the program in the advertising and public relations department as a discipline, and the department of

communications in the University of Maryland offers the PR program as a concentration (See Table 1 for the availability of the PR discipline).

The PR Required or Core Courses Theme

The PR required or core courses theme is the first thematic coding that is appeared in this study (See Table 2 for the first thematic coding). The PR Principles and Concepts course or Introduction to PR course have the different course titles, but have the same content. This kind of course is provided by BSU, BYU, CSU, SYR, UF, and UGA. The International PR course is provided by UF. The PR Research or/and Measurement course is offered by BYU, SYR, UF, and UGA. The PR Strategy course is a required course in UF. The PR Writing course or PR Writing and Production course have the different titles, but have the same course descriptions. This kind of course is taught in BSU, BYU, CSU, UF, and UMD. The News Writing and Reporting for PR course or Writing for News or PR in A digital Age course have the different titles, but the same contents. This course occurs at SYR and UMD. SYR is the only university that provides an Advanced PR Writing for a Digital World course. The News Editing for PR, PR Theory, PR Techniques, and Senior Seminar in PR courses are offered only by UMD. Also, the PR Communication course is taught in UGA. PR Visual Communications course or PR Visual Literacy course have the different titles, but contain the same ideas. This course is provided by BYU and UF. The PR Campaigns course or Public Relations Campaigns Planning and Execution have the different titles, but contain the course descriptions. This kind of course is required in BSU, BYU, SYR, UF, and UGA. The PR Management course, PR Administration course, or PR Planning Management course have the same course descriptions, and this kind of course is provided by BSU, CSU,

SYR, and UGA. BSU is the only university that provides PR Publication Design and Production course for PR undergraduates. The PR Internship course is required in BSU, BYU, CSU, and UMD. On the other hand, students in SYR and UGA are encouraged to take internships as a major elective course. This applies as well to UF; internship is not required for the major in PR, but it is highly recommended.

The Journalism Required or Core Courses Theme

The journalism required or core courses theme is the second thematic coding that is showed in this study (See Table 3 for the second thematic coding). UF provides the Writing Mechanics for Journalism course, while BSU offers Strategic Writing. The News Writing and Reporting, News Reporting, or Reporting courses have the different titles, but the same contents. This kind of course is taught in three universities, which are BYU, UF, and UGA. Multimedia Reporting and Multimedia Storytelling are courses that are provided by SYR and UF.

The Communication and Mass Media Required or Core Courses Theme

The communication and mass media required or core courses theme is the third thematic coding that is presented in this paper (See Table 4 for the third thematic coding). Law of Mass Communications or Media Law and Ethics, Media Ethics, Law and Responsibility are courses that have the same course descriptions, and are offered by BSU, BYU, CSU, UF, and UGA. Mass Communication in Modern Society, Media and American Society, or Mass Communication and Society Communication are courses that have the same contents as well. BSU, BYU, CSU, and SYR require this kind of course. The Introduction to Communication Inquiry course (instead of Introduction to PR Course) and the Interpreting Strategic Discourse course are provided by UMD. The

Introduction to Visual Communication and Web Development Course, Persuasion course (Oral and Written), and Advanced Writing and Design for Strategic Communications course are offered by BSU. The Practical Grammar for Public Communications course and Diversity and Media Issues course are available in SYR. Research Methods in Communications course or Media Research and Consumer Behavior course have the same course descriptions. This kind of course is required in BSU and UMD. CSU offers the History and Philosophy of American Mass Communication course for their students. Media Writing or Writing for the Mass Media are courses that have the same contents. BYU and CSU provide one of these courses.

The Business Required or Core Courses Theme

The business (management/advertising/marketing/accounting) required or core courses is the fourth thematic coding that is appeared in this study (See Table 5 for the fourth thematic coding). BSU is the only university that provides the Managing Behavior in Organization course, while BYU offers Principles of Accounting and Strategic Planning and Problem Solving courses. The Principles of Marketing or Marketing Management course is required by BSU, BYU, and UGA.

The Combined Disciplines or Other Disciplines Required or Core Courses Theme

The combined disciplines or other disciplines required or core courses is the last thematic coding that is showed in this study (See Table 6 for the fifth thematic coding). BSU offers courses that contain combined disciplines such as Professional Development Seminar, Emerging Media in Advertising and Public Relations, Branding for Advertising and Public Relations, and International Advertising and Public Relations. Advertising and Public Relations Law and Ethics of Advocacy are courses that are required in SYR. The

Introduction to Graphic Design or Graphic Communications course is taught in SYR and UGA.

Looking at given courses based on content, the researcher found that the courses are categorized into theory courses, principles courses, techniques or skills courses, research or research method courses, communication or writing courses, mass communication or media courses, and internship to make them narrow. These courses with their classifications are:

1- Theory Courses (3 CR/HRS):

- Public Relations Theory course, in Communication Major: PR Emphasis (UMD).

2- Core Principles

• Public Relations Principles (3 CR/HRS):

- Public Relations Principles and Concepts course in PR Program (BSU), (SYR), and (UF), and in Communication Program: PR Concentration (CSU).
- Introduction to Public Relations course in Communication Program: PR Emphasis (BYU) and PR Program (UGA).
- International Public Relations course in PR Program (UF).
- International Advertising and Public Relations course in PR Program (BSU).

• Marketing Principles (3 CR/HRS):

- Principles of Marketing course in PR Program (BSU) and (UGA).

- Marketing Management course in Communication Program: PR Emphasis (BYU).
- Accounting Principles (3 CR/HRS):
 - Principles of Accounting course in Communication Program: PR Emphasis (BYU).
- Communication Principles (3 CR/HRS):
 - Introduction to Communication Inquiry course in Communication Major: PR Emphasis (UMD).
- Ethics and Law Principles (3 CR/HRS):
 - Media Law and Ethics course in PR Program (BSU).
 - Media Ethics, Law and Responsibility course in Communication Program: PR Emphasis (BYU).
 - Communication Laws course in Communication Program: PR Concentration (CSU).
 - Law Mass Communication course in PR Program (UF) and (UGA).
 - Ethics of Advocacy course in PR Program (SYR).
 - Advertising and Public Relations Law course in PR Program (SYR).

3- Techniques/Skills

- PR Techniques/Skills (3 CR/HRS):
 - Public Relations Strategy course in PR Program (UF).
 - Public Relations Campaigns course in PR Program (BSU), (UF), and (UGA), and in Communication Program: PR Emphasis (BYU).

- Public Relations Campaigns Planning and Execution course in PR Program (SYR).
- Public Relations Techniques course in Communication Major: PR Emphasis (UMD).
- Strategic Planning and Problem Solving course in Communication Program: PR Emphasis (BYU).
- Persuasion course in PR Program (BSU).
- PR and Business Techniques/Skills (3 CR/HRS):
 - Public Relations Management course in Communication Program: PR Concentration (CSU) and in PR Program (SYR).
 - Public Relations Administration course in PR Program (UGA).
 - Public Relations Planning Management course in PR Program (BSU).
 - Managing Behavior in Organization course in PR Program (BSU).
 - Branding for Advertising and Public Relations course in PR Program (BSU).
- Graphic, Design, Visual, and Production Techniques/Skills (3 CR/HRS):
 - Introduction to Graphic Design course in PR Program (SYR).
 - Graphic Communications course in PR Program (UGA).
 - Introduction to Visual Communication and Web Development course in PR Program (BSU).
 - Public Relations Visual Communications course in PR Program (UF).
 - Public Relations Visual Literacy course in Communication Program: PR Emphasis (BYU).

- Public Relations Publication Design and Production course in PR Program (BSU).

4- Research and Research Methods (3 CR/HRS):

- Public Relations Research course in PR Program (SYR), (UF), and (UGA).
- Public Relations Research and Measurement course in Communication Program: PR Emphasis (BYU).
- Senior Seminar in Public Relations course in Communication Major: PR Emphasis (UMD).
- Research Methods course in Communication Major: PR Emphasis (UMD).
- Media Research and Consumer Behavior course in PR Program (BSU).
- Professional Development Seminar course in PR Program (BSU).

5- Communication/Writing

- Courses with (3 CR/HRS):
 - Public Relations Writing course in PR Program (UF) and (BSU), in Communication Program: PR Concentration (CSU), and in Communication Major: PR Emphasis (UMD).
 - Public Relations Writing and Production course in Communication Program: PR Emphasis (BYU).
 - Media Writing course in Communication Program: PR Emphasis (BYU).
 - Writing for the Mass Media course in Communication Program: PR Concentration (CSU).

- News Writing and Reporting for Public Relations course in Communication Major: PR Emphasis (UMD).
- Reporting course in PR Program (UF).
- News Reporting course in Communication Program: PR Emphasis (BYU).
- Writing for News and PR in a Digital Age course in PR Program (SYR).
- Advanced Public Relations Writing for a Digital World course in PR Program (SYR).
- News Editing for Public Relations course in Communication Major: PR Emphasis (UMD).
- Strategic Writing course in PR Program (BSU).
- Multimedia Storytelling course in PR Program (SYR).
- Advanced Writing and Design for Strategic Communications course in PR Program (BSU).
- Interpreting Strategic Discourse course in Communication Major: PR Emphasis (UMD).
- Public Relations Communication course in PR Program (UGA).
- Courses with (4 CR/HRS):
 - News Writing and Reporting course in PR Program (UGA).
- Courses with (1 CR/HRS):
 - Writing Mechanics for Journalism course in PR Program (UF).
 - Multimedia Reporting course in PR Program (UF).
 - Practical Grammar for Public Communications course in PR Program (SYR).

6- Mass Communication/Media Courses

- Courses with (3 CR/HRS):
 - Mass Communication in Modern Society course in Communication Program: PR Concentration (CSU).
 - Media and American Society course in PR Program (BSU).
 - Mass Communication and Society Communication course in Communication Program: PR Emphasis (BYU) and in PR Program (SYR).
 - History and Philosophy of American Mass Communication course in Communication Program: PR Concentration (CSU).
 - Emerging Media in Advertising and Public Relations course in PR Program (BSU).
- Courses with (1 CR/HRS):
 - Diversity and Media Issues course in PR Program (SYR).

7- Internship

- Internship with (4CR/HRS):
 - Academic Internship course in Communication Program: PR Emphasis (BYU).
- Internship with (3CR/HRS):
 - Supervised Internship course in Communication Major: PR Emphasis (UMD).
 - Mass Media Internship course in Communication Program: PR Concentration (CSU).

- Internship with (2 CR/HRS):
 - Paid OR Unpaid Internship course in PR Program (BSU).

RQ2. What are the major differences and similarities between the U.S. PR undergraduate curricula and Saudi PR undergraduate curricula?

King Abdulaziz University, King Saud University, and Umm Al-Qura University in Saudi Arabia provide PR programs for undergraduates under mass communication department. KAU and UQU provide the PR program under PR emphasis title, while KSU provides it under PR and Advertising title (See Table 7 for the availability of PR discipline in the selected universities, which is all three universities offer the program as emphasis).

The selected Saudi universities and American universities provide PR undergraduates students with some similar courses, which they represent basic courses in PR programs. The similar courses are the Foundation of PR or Introduction to PR, International (PR, Advertising, or Media), Principles of Marketing, Writing of (Journalism, Media, or PR), News Writing and Editing, Theories of (PR or Communications), Strategy of (PR or Advertising), Campaigns of (PR or Advertising), Techniques of (PR or Advertising), PR Management, Research Methods and Measurements of (PR, Media, or Communication), Introduction to Communications, Persuasion, Diversity or Contemporary Media Issues, Publication Design and Production, Media Development or Communication in Modern Society, and Internships.

Some courses that are provided by the selected American universities and Saudi universities have the same ideas, but different contents. For example, the Laws and Ethics

course is required in American and Saudi PR programs as well. In Saudi, the contents of the course talk about Saudi media laws and ethics, which are much related to the country privacy. The Media Society course is another course that its contents are different, depending on the country as well. The course is called Media and American Society course in the selected American universities, and Arab and Islamic Media Society course in the Saudi universities.

On the other hand, some courses that are provided by the selected Saudi universities are different than the American universities. Saudi Media course is required by all Saudi universities, in which topics about the emergence and development of the Saudi media in the press, radio, and television are being discussed. Some selected Saudi universities offer required courses of PR in English Language such as PR in English Language course and Media Discourse in English Language course. The Organizing Conferences and Events or Ceremony and Protocol course is another required course in some selected Saudi universities. The PR Crisis Management course is taught in some of the Saudi universities. The three selected Saudi universities require the Applied Studies in PR course for PR undergraduates. This course aims to address the practical aspects of PR, display the foundations of planning for PR programs, and explain the role of PR in crisis management. The Designing of Mass Media Messages course is another important course that required by the selected Saudi universities. This course teaches the students the technical foundations and rules to design and produce the printed, audio, visual, and electronic messages that used in PR. This course also provides the students with basic concepts and introduction to the graphic design. The Public Opinion and Propaganda

course and Computer Applications course are offered by the Saudi universities. The Origin of Islamic Economic course is required by some Saudi universities. The course aims to introduce the Islamic aspect of the economic life. It explains the Islamic rules and regulations that control and regulate the economic life.

The followings are the divided courses into the themes in the selected Saudi universities:

The Public Relations Required or Core Courses Theme

The PR required or core courses theme is the first thematic coding in the Saudi PR curricula (See Table 8 for this coding). The Foundation of PR or Introduction to PR course is required in KAU and UQU. The Strategic Communication in PR course is offered by KSU. KSU and UQU provide the Organizing Conferences and Events course or Ceremony and Protocol course for PR students. The Public Relations and Crisis Management course and the Writing for PR course are required in KAU and KSU. The International PR course, PR Techniques course, Advanced Case Studies in PR course, and Graduation Project in PR course are provided by KAU. KAU and UQU offer the PR Management course and Planning for PR Programs and Campaigns course. UQU is the only university that provides the Evaluating for PR Programs course, Applied Studies in Public Relations, PR in English Language, and PR Terminologies.

The Journalism Required or Core Courses Theme

The journalism required or core courses theme is the second thematic coding in the Saudi PR curricula (See Table 9 for the second thematic coding). The News course is provided by KAU and KSU. The News Editing course is offered by KSU. UQU is the only university that teaches the Publication Media Design and Production course for their PR students.

The Communication and Mass Media Required or Core Courses Theme

The communication and mass media required or core courses theme is the third thematic coding (See Table 10 for this coding). Courses such as The Introduction to Media and Communication course, Communication Theories course, Saudi Media course, and Media Research Methods course are provided by the three selected universities. Media Development course is provided by KSU and UQU. Designing of Mass Media Messages is only offered in KSU. The Saudi Media Laws course is taught in KAU and KSU. KAU offers the International Media course, Contemporary Media Issues course, Media Discourses in English Language course, Media Production course, Organizational Communication course, Computer and Internet Communications course, and Persuasion course for PR undergraduates program. UQU provides the Audio Production course as a required. The Arab and Islamic Media Society course is taught in KAU, KSU and UQU.

The Business Required or Core Courses Theme

The business (management/advertising/marketing/accounting) required or core courses theme is fourth thematic coding (See Table 11 for the fourth thematic coding). The Strategic Communication in Advertising course and Advertising Campaigns course are offered in KSU. The Advertising Techniques course is taught in UQU. KAU provides the Principles of Marketing course in PR program.

The Combined Disciplines or Other Disciplines Required or Core Courses Theme

The combined disciplines or other disciplines required or core courses theme is the last thematic coding in the study (See Table 12 for this coding). UQU provides the Introduction to Publicity and Advertising course and Public Opinion and Methods of

Measurements course. The Public Opinion and Propaganda course is offered by KAU and UQU. The Social Psychology course and Political Geography course are required in KSU. The Computer Applications course and the Origin of Islamic Economic course are taught in KSU and UQU. UQU offers the Principles of Psychology course and Principles of Sociology course for PR students.

In the same way, the researcher made another classification which categorizing the courses into:

1- Theory Courses

- Communication Theories course (3 CR/HRS) in Mass Communication Major: PR Emphasis (KAU) and in Mass Communication Major: PR and Advertising Emphasis (KSU), and (2 CR/HRS) in Mass Communication Major: PR Emphasis (UQU).

2- Core Principles

- Public Relations Principles
 - The Foundation of Public Relations course (3 CR/HRS) in Mass Communication Major: PR Emphasis (KAU).
 - Introduction to Public Relations course (2 CR/HRS) in Mass Communication Major: PR Emphasis (UQU).
 - International Public Relations course (3 CR/HRS) in Mass Communication Major: PR Emphasis (KAU).
- Media and Communication Principles

- Introduction to Media and Communication course (3 CR/HRS) in Mass Communication Major: PR Emphasis (KAU) and in Mass Communication Major: PR and Advertising Emphasis (KSU), and (2 CR/HRS) in Mass Communication Major: PR Emphasis (UQU).
- International Media course (3 CRD/HRS) in Mass Communication Major: PR Emphasis (KAU).
- Saudi Media course (2 CR/HRS) in Mass Communication Major: PR Emphasis (KAU) and (UQU), and in Mass Communication Major: PR and Advertising Emphasis (KSU).
- Arab and Islamic Media course (3 CR/HRS) in Mass Communication Major: PR Emphasis (KAU) and in Mass Communication Major: PR and Advertising Emphasis (KSU), and (2 CR/HRS) in Mass Communication Major: PR Emphasis (UQU).
- Media Production course (3 CR/HRS) in Mass Communication Major: PR Emphasis (KAU).
- Public Opinion and Propaganda course (3 CR/HRS) in Mass Communication Major: PR Emphasis (KAU) and (2 CR/HRS) in Mass Communication Major: PR Emphasis (UQU).
- Audio Production course (2 CR/HRS) in Mass Communication Major: PR Emphasis (UQU).
- Organizational Communication course (2 CR/HRS) in Mass Communication Major: PR Emphasis (KAU).
- Ethics and Laws Principles (2 CR/HRS)

- Saudi Media Laws course in Mass Communication Major: PR Emphasis (KAU) and in Mass Communication Major: PR and Advertising Emphasis (KSU).
- Marketing Principles (3 CR/HRS)
 - Principles of Marketing course in Mass Communication Major: PR Emphasis (KAU).
- Publicity and Advertising Principles (2 CR/HRS)
 - Introduction to Publicity and Advertising course in Mass Communication Major: PR Emphasis (UQU).
- Psychology Principles (2 CR/HRS)
 - Principles of Psychology course in Mass Communication Major: PR Emphasis (UQU).
 - Social Psychology course in Mass Communication Major: PR and Advertising Emphasis (KSU).
- Sociology Principles (2 CR/HRS)
 - Principles of Sociology course in Mass Communication Major: PR Emphasis (UQU).
- Geography Principles (2 CR/HRS)
 - Political Geography course in Mass Communication Major: PR and Advertising Emphasis (KSU).
- Economic Principles

- The Origin of Islamic Economic course (3 CR/HRS) in Mass Communication Major: PR Emphasis (UQU) and (2 CR/HRS) in Mass Communication Major: PR and Advertising Emphasis (KSU).

3- Techniques/Skills

- Strategic Communication in Public Relations course (2 CR/HRS) in Mass Communication Major: PR and Advertising Emphasis (KSU).
- Organizing Conferences and Events course (2 CR/HRS) in Mass Communication Major: PR and Advertising Emphasis (KSU).
- Ceremony and Protocol course (2 CR/HRS) in Mass Communication Major: PR Emphasis (UQU).
- Public Relations and Crisis Management course (3 CR/HRS) in Mass Communication Major: PR Emphasis (KAU) and (2 CR/HRS) in Mass Communication Major: PR and Advertising Emphasis (KSU).
- Public Relations Management course (3 CR/HRS) in Mass Communication Major: PR Emphasis (KAU) and (2 CR/HRS) in Mass Communication Major: PR Emphasis (UQU).
- Advanced Case Studies in Public Relations course (3 CR/HRS) in Mass Communication Major: PR Emphasis (KAU).
- Planning for Public Relations' Programs and Campaigns course (3 CR/HRS) in Mass Communication Major: PR Emphasis (KAU) and (2 CR/HRS) in Mass Communication Major: PR Emphasis (UQU).
- Applied Studies in Public Relations course (2 CR/HRS) in Mass Communication Major: PR Emphasis (UQU).

- Designing of Mass Media Messages course (2 CR/HRS) in Mass Communication Major: PR and Advertising Emphasis (KSU).
- Declamation Techniques course (2 CR/HRS) in Mass Communication Major: PR Emphasis (UQU).
- Strategic Communication in Advertising course (2 CR/HRS) in Mass Communication Major: PR and Advertising Emphasis (KSU).
- Advertising Campaigns course (2 CR/HRS) in Mass Communication Major: PR and Advertising Emphasis (KSU).
- Advertising Techniques course (2 CR/HRS) in Mass Communication Major: PR Emphasis (UQU).
- Evaluating for Public Relations Programs course (2 CR/HRS) in Mass Communication Major: PR Emphasis (UQU).
- Public Relations Techniques course (3 CR/HRS) in Mass Communication Major: PR Emphasis (KAU).
- News course (2 CR/HRS) in Mass Communication Major: PR and Advertising Emphasis (KSU) and in Mass Communication Major: PR Emphasis (KAU).
- Persuasion course (3 CR/HRS) in Mass Communication Major: PR Emphasis (KAU).
- Computer Applications course (3 CR/HRS) in Mass Communication Major: PR and Advertising Emphasis (KSU) and (2 CR/HRS) in Mass Communication Major: PR Emphasis (UQU).

- Computer and Internet Communications course (3 CR/HRS) in Mass Communication Major: PR Emphasis (KAU).

4- Research and Research Methods

- Media Research Methods course (2 CR/HRS) in Mass Communication Major: PR Emphasis (UQU) and in Mass Communication Major: PR and Advertising Emphasis (KSU), and (3 CR/HRS) in Mass Communication Major: PR Emphasis (KAU).
- Public Opinion and Methods of Measurements course (2 CR/HRS) in Mass Communication Major: PR Emphasis (UQU).
- Graduation Project in Public Relations course (4 CR/HRS) in Mass Communication Major: PR Emphasis (KAU).

5- Communication/Writing

- Writing for Public Relations course (3 CR/HRS) in Mass Communication Major: PR Emphasis (KAU) and (2 CR/HRS) in Mass Communication Major: PR and Advertising Emphasis (KSU).
- News Editing course (2 CR/HRS) in Mass Communication Major: PR and Advertising Emphasis (KSU).
- Public Relations in English Language course (2 CR/HRS) in Mass Communication Major: PR Emphasis (UQU).
- Media Discourses in English Language course (3 CR/HRS) in Mass Communication Major: PR Emphasis (KAU).

- Public Relations Terminologies course (2 CR/HRS) in Mass Communication Major: PR Emphasis (UQU).

6- Mass Communication/ Media

- Media Development course (2 CR/HRS) in Mass Communication Major: PR Emphasis (UQU) and in Mass Communication Major: PR and Advertising Emphasis (KSU).
- Contemporary Media Issues course (3 CR/HRS) in Mass Communication Major: PR Emphasis (KAU).
- Media Censorship course (2 CR/HRS) in Mass Communication Major: PR Emphasis (UQU).
- Media Criticism course (2 CR/HRS) in Mass Communication Major: PR Emphasis (UQU).
- Publication Media Design and Production course (2 CR/HRS) in Mass Communication Major: PR Emphasis (UQU).

7- Internship.

- Internships (8 CR/HRS) in Mass Communication Major: PR Emphasis (KAU).
- Internships (12 CR/HRS) in Mass Communication Major: PR and Advertising Emphasis (KSU).
- Internships (16 CR/HRS) in Mass Communication Major: PR Emphasis (UQU).

RQ3. What types of training are predominantly provided by exist training programs in the U.S.?

Ragan Communications Inc. is one of the leading publishers of corporate communications, public relations, and leadership development newsletters in the U.S. It produces newsletters in different areas such as employee communication, organizational writing and editing, sales and marketing, media relations and motivational management. Ragan provides several communications conferences, workshops, and senior-level forums throughout the U.S. Ragan Training provides Video Presentations that recording of live presentations from Ragan conferences, workshops or studio, Webinars that recorded visual and audio web presentations featuring original Q&A sessions with presenters, and Interactive Courses, which are virtual presentations. Ragan Training are professional in crisis communications, executive communications, internal communications, intranets, media relations, mobile, PR and marketing, social media, video, and writing and editing. Those are the topics that are covered by them.

PRSA is the United States largest community of PR and communications professionals. It provides mainly two types of core training for professional developing which includes PR and communications training. There are specifically three formats by which such professional development training is provided, that is, In-Person Public Relations Training, Online Public Relations Training, and On-Demand Public Relations Webinars. In-Person Public Relations training comprises of 1 to 2 days seminar that is conducted either at a university or an organization premises. The purpose of this seminar is to develop core understanding of PR topics (Dennis, 2009). Online PR training is a facilitated kind of training program in which the students and clients are updated,

refreshed and familiarized with the tips, tools and resources of PR topics. It is a kind of refreshers course and is mainly conducted through teleseminars and webinars. Its duration is one hour to two hour, and accessing to such a facility is very convenient for students seeking immediate guidance on PR. On-Demand Public Relations Webinars is a value added service, in which students and other clients have the opportunity to learn collectively as a team through recording PR training programs. The PR and communications courses that are covered by PRSA are Branding, Communication Strategy, Crisis & Reputation, Emerging Trends, Ethics, Leadership & Management, Measurement & ROI, Media Relations, Social Media, Techniques & Tactics, and Writing.

The similarity between Ragan and PRSA is that they both provide training programs in PR and communications. They differ in the fact that, PRSA provides with more training courses as compared to Ragan, such as Branding, Emerging Trends, Ethics, and other courses. They also differ in the way services are provided, with PRSA providing with more service options, such as In-Person Public Relations Training, On-Demand Webinars, and Online Public Relations Training.

CISION is a global leader in providing with PR, media and marketing related software, tools and services. CISION provides universities, PR and communications professionals with software that helps in analyzing media data and interprets result potentially. CISION provides with mainly three services. These include CISION media evaluation program that helps in media analysis, CISION point services that helps in creating custom reports of media and CISION influencer reports that helps in comparing

the media data. Through intensive analysis it is found that the only potential service provided by CISION to university students is the PR and marketing software that helps university students in their PR and marketing campaigns (Deirdre, 2008). Comparing CISION with Ragan and PRSA it is found that, CISION do not provide any sort of training, and thus lacks training programs (See Table 13 for comparing and contrasting the three selected firms).

Chapter V

Discussion

The purpose of this study was to examine PR program plans in certain universities in the U.S. and K.S.A to gain sufficient information that helped in developing a comprehensive training program for recent Saudi PR bachelor graduates. It was significant to determine if PR students received training during their study in order to enrich and improve their work experiences through providing supplemental training program after graduation. This study aimed to develop recent Saudi PR bachelor graduates' experiences through creating a comprehensive PR training program that focused on practical aspects and prepared them very well to future career.

The content analysis of PR programs in this study showed the required and core courses that were important for each PR student to gain the knowledge. This study presented the similarities and differences of PR programs in some American and Saudi universities. Knowing the basic PR courses and other basic courses from different disciplines helped the researcher to create a comprehensive training program for recent Saudi PR bachelor graduates to enhance their experiences and prepare them to work life. PR, journalism, communication, business, and media courses were significant for PR students to improve their knowledge and skills in order to be PR professionals in the future. Identifying what the PR professional U.S. firms provided to their clients was an important matter too. It helped the researcher figure out what kinds of training programs

were important, what types of topics should be provided, and which one could be implemented in the PR Saudi firms.

The first research question was addressed to figure out the curricula of the U.S undergraduate PR programs in the selected universities, which were Ball State University (BSU), Brigham Young University (BYU), California State University (CSU), Syracuse University (SYR), University of Florida (UF), University of Georgia (UGA), and University of Maryland (UMD). This study found that theory courses, principles courses, technique or methods courses, research courses, communication or writing courses, mass communication or media courses, and internship courses were important to gain knowledge and experience. The most significant and basic courses that were provided by some the selected U.S. universities were:

- Communication and PR Theories,
- Principles of PR and Communications,
- Persuasion Concepts,
- Principles of Marketing,
- Laws and Ethical Issues,
- History of PR,
- Research and Measurement,
- PR and Communication Strategies,
- Planning and Management Concepts,
- PR and Advertising Campaigns,
- International and Multicultural Issues,

- Different Levels of Writing and Editing,
- Graphic Communications,
- News Reporting, and
- Internships.

These findings matched with the report of the PRSA 1999 Commission on PR Education that was mentioned earlier in the literature review, which talked about the ideal undergraduate major in PR.

The second research question was raised to find out the major differences and similarities between the U.S. PR undergraduate curricula and Saudi PR undergraduate curricula. Saudi Arabia is a well grooming and flourishing culturally diverse Arab country. It has started with amendments in various disciplines to raise their level of education to that of international one. This is evidence that several Saudi based universities offer programs that are in collaboration with international universities, with the same course outline and credit hours. The selected Saudi universities were King Saud University (KSU), King AbdulAziz University (KAU), and Umm al-Qura University (UQU). The study presented that the most required or core courses in PR programs were relatively similar in the American and Saudi universities.

The similar courses were introduction to PR or communications, international PR, principles of marketing and management, writing, news writing and editing, theories, strategies, campaigns, research methods and measurements, persuasion, media issues, media development, and Internships. Most of the selected American universities offered more than one Writing course as required, while the selected Saudi universities provided

only one Writing course. Laws and ethical courses were different. Since the Saudi Media Laws course focused on the Saudi culture in general, and the Islamic regulations and laws in particular. Saudi Media course was another course that distinguished between the American and Saudi PR programs, which concentrated on the Saudi media nature and development. Arab and Islamic Media Society course was an introduction course to Arab and Islamic media, which included its concepts, features, objectives, functions, theories, and applications. That course identified the limitations that face the mass media in the Arab and Islamic world, and how to overcome these issues.

Most of the curricula in Saudi universities were in Arabic Language, and PR program was one of programs that was provided in Arabic. For that reason, some the selected Saudi universities required English courses of PR, beside other general English courses. They believed that English Language proficiency, especially in the area of specialization, was important to know the profession terminologies. The courses that were provided in some of these selected universities were PR in English Language and Media Discourse in English Language. In addition, The Origin of Islamic Economic course is offered by some Saudi universities. Through this course, students gained the knowledge about the Islamic rules and regulations that control and regulate the economic life and society.

The third research question was to discover the different types of training were predominantly provided by existing training programs in the U.S. This study showed that Crisis Communications, Executive Communications, Internal Communications, Intranets, Mobile, Video, and Writing & Editing were the essential topics that are provided by Ragan Communication Inc., beside the Public Relations & Marketing, Media Relations,

and Social Media courses that were covered as well. Ragan aimed to provide professional training videos in different topics to their members. In addition, PR and communications training were the two core areas that are considered by PRSA. This association provided with in-person, on-demand and webinar services to students and clients on Public Relations and Communications topics. The online service and conducting conferences were available by this association. Another significant feature of PRSA was the annual PRSA International Conference, during which all aspects of PR and communications were covered. PRSA played a significant role in providing online guidance to university students. The last selected organization was CISION. It focused on PR, media, and marketing as core areas. It provided online services and software that helped in analyzing media data and interpreting result and assisted undergraduate PR students in conducting their PR campaigns with best possible coverage.

Chapter VI

Body of the Project

The rationale behind this research was to develop a comprehensive training program for recent Saudi PR bachelor graduates that would foster and nurture Saudi PR future practitioners with complete insight and detailing pertaining to PR. That would assist them in gaining international PR knowledge and understanding. Linking the core courses, types of skills, and the entry-level technicians' tasks helped the research to make the training program. The necessary skills of PR that were mentioned earlier in the literature review, were management skills and communications skills. Potential PR practitioners from recent Saudi PR bachelor graduates gain and develop these skills through the basic knowledge from the courses that were provided by universities and through their experiences.

A Comprehensive PR Training Program Project

In order to have PR professionals in the job markets, training is an important tool to gain and improve young PR practitioners' knowledge, skills, and experiences. This study helped to figure out the important courses that were provided by specific universities in the U.S. and K.S.A and showed the significant training topics that were covered by certain PR firms in the U.S. to design an inclusive training program. This program will develop the PR field, by improving gradually the practitioners' abilities to perform locally and globally.

This training program attracts recent Saudi PR graduates and prepares them well for their future careers. Dealing with an existing strong PR firm in Saudi Arabia to create this training program is the first step. Trans-Arabian Creative Communications (TRACCS) is a leading company in public relations practice in Saudi Arabia. TRACCS provides different services for clients, which depend on the clients' business interests and objectives. It is a professional PR company that delivers services in Media Engagement, Internal Communication, Crisis Management, Corporate Social Responsibility, Strategic Advisory, and Training. ENRICH is a comprehensive training program that is provided by TRACCS for PR practitioners, who already have experiences and knowledge about challenges that they face. The TRACCS training team provides a one day training course in several topics such as an introduction to PR, meeting the press, preparing for the worst, facing the public, communicating and implementing corporate social responsibility, building communication strategies, and custom communications courses. TRACCS training team provides the training programs and learning tools in Arabic, English, and French in order to increase the standards of communications.

The researcher recommends that TRACCS should attract new clients in order to increase its profits, and better its image and reputation among other existing PR firms in K.S.A. Through creating a comprehensive training program in PR for recent Saudi bachelor graduates, the new clients will develop their knowledge, experiences, and skills in the practical aspect within six months, which is the length of the training program and the estimated price for the course is \$5,500. The PR professionals, who work in TRACCS, will be the trainers in this program. They are going to evaluate the students' abilities, preferences, skills, interests, and qualifications. Knowing their strengths and

weaknesses will help trainers to identify their proficiencies. This inclusive program will create the opportunities for the recent graduates to practice in real life to prepare them well for the job market.

The main goal of this comprehensive training program is to develop recent Saudi PR bachelor graduates' knowledge, skills, competencies, performances, productivities and experiences through several practical courses that are related to PR field. The researcher proposes that the courses that will be offered in the training program should match with what marketing needs in general, and with the entry-level technicians titles in particular. The guidelines for the training program, students' responsibilities, the outcomes, and an immediate feedback are considered in order to add and remodel some courses. Since this study pertains to recent PR graduates, focusing on the entry-level technician titles is a significant matter in order to help them to find a job. Some basic and advanced courses will be covered in this training program. The Middle East is becoming a huge attraction area for investors, so it is vital to meet the needs of marketing. Having PR practitioners who are proficient in the English Language is an important issue, because some of the suggested courses will be covered in Arabic and English Language. The following are some selected courses, descriptions, outcomes, and durations that are suggested by the researcher (See Table 14):

1. Professional Writing and Editing in Arabic and the English Language

Course Description

This course improves the writing and editing skills necessary for students communicating in the Arabic and English Language to succeed in a PR career. It covers different forms of writing and editing for PR, including press releases, public service

announcements, magazine queries, securing television and radio interviews, trade press releases, newsletters, and more. Students will produce PR materials such as fact sheets, news releases, brochures, blogs, and position papers for an existing business or organization.

The Outcomes

After successfully completing this course, students will have learned to:

- Create clear, brief, well-organized and precise content, building upon strong key messages developed in both languages.
- Understand the role of PR writing in the strategic planning process.
- Use reasoning, critical thinking, persuasion and creativity through the writing and editing process.
- Understand the obligations of a professional PR writer.
- Recognize the importance of the different publics to which PR writing is addressed.
- Examine news, trends and emerging issues.

Course Duration: Three weeks.

2. Public Speaking in Arabic and English

Course Description

This course provides the conceptual knowledge and practical skills needed for efficient public speaking in Arabic and English. Students will research, prepare, and present various speeches including informative and persuasive speeches. The course aims to decrease students' anxiety in public presentations, assist speech preparation, improve public speaking skills, and make students able to evaluate their own performance and that

of others. It helps students to use new communication technologies in different speaking situations.

The Outcomes

Through the successful completion of this course, students will be well-prepared to:

- Combine research, critical thinking, and speaking skills into an efficient presentation.
- Have personal speech habits and characteristics to grow their confidence.
- Use posture, voice, diction and other mechanics of speech.
- Improve speech preparation and presentation techniques, public awareness and self-awareness.
- Present several speeches such as informative, persuasive, demonstrative, special occasion, etc.

Course Duration: Three weeks.

3. Social Media

Course Description

This course introduces the variety of social media outlets and how PR practitioners use them to gather information, report news, publish news, and engage with others. Students will figure out the principles behind social media and earn practical experience in the application of some tools. This course contains the study of strategic communication principles guiding social media planning and integration using tools in order to recognize and engage key influences.

The Outcomes

Upon successful completion of the course, the student will be able to:

- Demonstrate responsiveness and engagement with social media network.
- Use different social media platforms such as Twitter, Facebook, LinkedIn, Instagram, and Pinterest to achieve PR goals.
- Produce professional content to gain an audience.
- Understand the evolving dynamics of digital and social media.
- Recognize the significance of diversity, ethics & transparency in social media.
- Analyze digital tools & social marketing platforms effectively.
- Understand the importance of engaging and interacting with the consumer.
- Make a professional learning network to do their job better.

Course Duration: Three weeks.

4. Crisis Communication and Management

Course Description

This course emphasizes the practical application of theories, strategies, and tactics from PR perspectives in crisis situations. Students will learn to plan, develop, and execute crisis communication programs for businesses through applying public relations techniques to communicate with stakeholders during a crisis.

The Outcomes

Through the successful completion of this course, students will be well-prepared to:

- Evaluate crisis risk and crisis management performance.

- Avoid crises from occurring through understanding issue management, risk management, and managing stakeholder relationships.
- Recognize the different kinds of crises.
- Develop an active crisis management team.
- Create an efficient plan for crisis management through using various PR strategies and tactics.

Course Duration: Four weeks.

5. Public Relations Campaigns

Course Description

This class is designed to enhance students' experiences through completing a PR project, preparing a proposal, planning and managing this project and evaluating the project's success. The course focuses on developing of one or more strategic communication plans for outside clients, which are actual businesses or organizations. Students will apply PR strategies and tactics effectively in their plans.

The Outcomes

Upon success completion of this course, students will be able to:

- Understand the strategic planning process.
- Recognize the problems facing organizations and the ways that PR professionals can help solve those problems.
- Present suitable reports on campaign progress that show the client's priorities.
- Present the plan to the client in an ethical and professional manner.

- Gain confidence as a PR professional in client relations, teamwork, strategy, recommendations and quality of work.

Course Duration: Five weeks.

6. Special Events Planning

Course Description

This course is designed to help students to examine the profession of special event planning through learning how to plan, implement and evaluate special events. Students will learn basic concepts and professional skills of event management. They will engage in meaningful events in the community in order to learn and practice. This course provides valuable topics such as event planning, coordination, sponsorship, programming, marketing, communications, risk management, event research, and event evaluation.

The Outcomes

By the end of this course, students will be able to:

- Recognize different types of events.
- Identify several event career opportunities.
- Clarify essential steps to create a successful event.
- Apply rules of both business and not-for-profit management to the special needs of event organizations.
- Apply professionalism in event management through covering knowledge that is based on theory, methodologies, and ethics.

Course Duration: Four weeks.

7. Graphic Design

Course Description

This course covers the visual aspects of communication and how to use them to get PR messages across in a more effective way. This course provides students with the procedures contained in the technologies of printing, publishing, packaging, and electronic imaging applied to advertising and public relations for print and web. This course offers typography, visual arts, and page layout.

The Outcomes

Upon successful completion of the course, the student will be able to:

- Design principles and apply them in several printed communication.
- Recognize the significance of the visual aspects of communication in order to reach different audiences.
- Identify the elements of visual communication.
- Evaluate several communication pieces.
- Create a professional portfolio using appropriate design software.

Course Duration: Four weeks.

Chapter VII

Conclusions

Training programs link the gap between the theoretical world and the practical world by helping recent public relations bachelor graduates to enhance their experiences and improve their skills. Having work experiences is an essential element in finding a job for recent PR bachelor graduates. This paper analyzed PR program plans in specific universities in the United States and the Kingdom of Saudi Arabia to gain sufficient information that helps in developing a comprehensive training program for recent Saudi PR bachelor graduates. A content analysis was conducted in this research for comparing and contrasting the curricula in these two countries.

The results showed that some required basic courses in PR programs are similar, some courses have the same ideas, but with different contents, and some courses are totally different. This study also examined different types of training programs that are predominantly provided by different PR firms in the U.S. in order to figure out the important training topics in PR. Linking the curricula and training topics, the researcher recommend certain courses in this comprehensive PR training program.

According to PRSA Foundation (1993), the career ladder in PR has five levels. On the other hand, it is commonly known in the Saudi PR department, there are two levels of PR career positions. This situation, having only two levels would most probably divide the work between managers and entry-level employees. To avoid the possibility of

having those new entry-level employees doing things that are beyond their skills, this study recommends a comprehensive training program in PR in order to equip them with needed skills.

This program is designed based on analyzing the PR curricula and PR training program topics. This training program includes seven courses, which are Professional Writing and Editing in Arabic and the English Language, Public Speaking in Arabic and English, Social Media, Crisis Communication and Management, Public Relations Campaigns, Special Events Planning, and Graphic Design. By enrolling in this program, recent Saudi PR bachelor graduates are expected to improve their knowledge, skills, and experiences to great extent, which will impact their new career positively.

Limitations and Future Research

Various limitations may exist in this study. First, Web sources are limited in case of training programs provided by Ragan, PRSA, and CISION. Second, Web sources are especially confusing in case of the U.S. selected universities, as some universities provide only with the names of major PR subjects, some provides with the mixed names of major and minor PR subjects, while the rest provide only with a brief introduction of the PR discipline with no name of courses mentioned. This was the biggest limitation to access the primary data source, and was the biggest issue for the researcher to identify and categorize these courses. Third, employing both open-ended and close-ended questionnaire was not possible, as even the university students were not aware of the PR and related subjects majors and minors, as universities are constantly amending and upgrading their curriculum. Fourth, interviews were not possible as the study is qualitative in nature and no correspondents were willing to participate in the opinion poll,

due to lack of interest and information. Fifth, the study also does not analyze other university programs as all programs are sophisticatedly linked with each other. Sixth, the researcher faced some problems to translate some courses' titles from Arabic to English Language professionally. Seventh, time management was another limitation for the researcher. Finally, some of the Saudi universities' official staff never responded to any phone call and emails, which made the researcher took a long time to get the data. Therefore, the study was made as simple as possible to avoid any further biases.

Despite the limitations, the researcher recommends that future research should allow a longer period of time to gather data to give respondents time to respond. Furthermore, the future research should investigate research on feasibility (cost, time frame, etc.) in order to apply this program. In addition, once the program get adopted and applied, it should have evaluation system to assess the efficiency of it from initial stages and to provide feedback.

Chapter VIII

Outside Reviews of the Project

STUDENT: Hanin

DEGREE: Master of Arts

MAJOR: Public Relations

November 6, 2013.

Evaluation by Abdullah Sindi

Dear Dr. Kang

I. & II. My name is Abdullah Sindi. I earned my bachelor's degree in mass-communication from King AbdulAziz University. I had my first experience of working in the field of public relations as a trainee in the Ministry of Hajj (pilgrimage) for a full semester (4 months). I graduated in 2001, and I immediately worked in the Department of Advertisement Marketing for the Okaz newspaper between the years 2001 and 2002. In 2002, I moved to work in the Ministry of Hajj in which I occupied different positions. I currently work in the Employees' Relations Department.

III. Generally, I found the project easy to follow and very well thought out. Hanin tried to cover many aspects of public relations in the comprehensive training programs for recent Saudi PR bachelor graduates. The seven training program were richly informative and well varied. The project looked more academic than practical because

Hanin has expanded extensively in the literature review and the methodology sections. Thus, I feel she created a solid academic paper.

IV. The quality of the project provides an accurate view in public relations in general and public relations in Saudi Arabia which was linked nicely with the training industry. However, I would like it if Hanin expanded more in talking about the training industry in Saudi Arabia and the public relations training market in particular.

IV. The literature review was lengthy and had too many details. Furthermore, in the methodology chapter, it was unclear to me why Hanin such extensive research for a creative project. For me, as a practical person I found it boring although it was informative. The work that had been done in the literature review and the methodology is suitable for a research paper or dissertation but not for a creative project.

V. The training program was informative. I liked that Hanin determined the outcomes of each training course in a way that could be measured, and the course descriptions were clear. However, I assumed based on the title of the project that the body chapter would be the most detailed chapter, but that was not the case. I would like the training program more if it was more detailed. I would like the courses to be broken-down day-by-day and hour-by-hour, and maybe had some examples online. I think the creativity of the project was negatively affected by the huge effort that had been done in the literature review and the methodology.

I suggest that Hanin could include training courses that are related to Saudi Arabia, something like *public relations in the Saudi public sector*, *public relations in the Islamic holidays* etc. Also, a training course about the confusion between public relations

and marketing would be helpful for public relations bachelor graduates since they most likely will face a lot of conflicts in their careers.

VI. Designing a training program in public relations is a creative idea, although I think it was difficult to manage since there are a lot of training programs in public relations, which makes it hard to be creative. But I believe that this program is challenging and unique. The effort that Hanin made is so clear and highly appreciated. I think that she created a project that is valuable to the public relations field and the training industry. And I believe that the designed training program could be applied and considered as a standard for an effective public relations training program.

Thank you,

Abdullah Sindi

Assistant Manager of the Employees' Relations Department in the Ministry of Hajj

An evaluation of the creative project entitled *Creating a comprehensive training program for recent Saudi PR bachelor graduates* by the student Hanin.

STUDENT: Hanin

DEGREE: Master of Arts

MAJOR: Public Relations

November 11, 2013.

Evaluation by Mohammed Ba Gazi

Dear Dr. Kang,

I. II. I'm Mohammed Ba Gazi. I work with Al-Amoudi Holding Company, the exclusive agent of Toyo Tires (Japan) and Nexen Tires (Korea) in K.S.A. My academic qualification is an MBA, and I have worked as a senior Marketing and PR specialist since 2011. I find it is a very strategic area to be in a PR position, as this area connects the internal and external environment of the company. Hanin is a friend whom I have not met yet.

III. The subject of the research is a creative choice in PR. PR is still viewed in many Saudi companies as secondary; however, it is a growing sector due to the move of Saudi industry into the service sector, and with advent of some media agencies. However, fresh graduates need professional training to help further the effective implementation in businesses and to help boost branding and customer perceptions of the products/services offered. It is a good topic as graduates have good academic knowledge and practical training.

IV. In terms of approach, Hanin used a rich literature review to cover various areas in PR from past and current sources. It was very informative for me to read about PR especially in K.S.A. However, this part neglected to report on the status of PR in some Saudi companies as part of HR or the Secretary Department. The methods section provided too many details in order to compare and contrast the PR courses in the U.S. and K.S.A.

V. Hanin suggested very useful course topics that could help to improve the recent public relations bachelor graduates' skills and knowledge. Hanin provided a brief description, the outcomes, and duration for each course which was important to cover. However, this project deviated from the syllabus for the courses. It is also significant to know how the students will practice what they learn since it is training program. I expected to see diagrams and graphics in this training program, and designing a brochure is important in order to easily distribute the material to the potential students. It would be better if she decreases the length of the program by integrating two courses together or teaching the basic courses first, then the advanced courses. Overall, this PR training program will be very beneficial if it is designed and applied in a professional way, because the Saudi market needs improvement in the educational side of business.

VI. After all, Hanin chose a very vital topic to study. Her contribution is definitely valuable in the PR field in order to improve the PR future practitioners' skills and experiences. This kind of training program for PR is precious, especially in this field, which is a new field in K.S.A. Emerging trends in PR is growing, because of that having a training program is an essential matter in the PR field, especially in the competitive world.

Best Regards,

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A senior Marketing and PR specialist in Al-Amoudi Holding Company

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Appendices

Table 1

Availability of PR Discipline

Ball State University (BSU)	Brigham Young University (BYU)	California State University (CSU)	Syracuse University (SYR)	University of Florida (UF)	University of Georgia (UGA)	University of Maryland (UMD)
X	xx	xx	X	X	X	xx

Note. Where, **X**=Available Discipline; **xx**=Discipline not available, but areas of emphasis or concentration is available in the U.S universities.

Table 2

Public Relations Required or Core Courses

	Ball State University (BSU)	Brigham Young University (BYU)	California State University (CSU)	Syracuse University (SYR)	University of Florida (UF)	University of Georgia (UGA)	University of Maryland (UMD)
Public Relations Principles and Concepts or Introduction to Public Relations	√	√	√	√	√	√	
International Public Relations					√		
Public Relations Research or/and Measurement		√		√	√	√	
Public Relations Strategy					√		
Public Relations Writing	√		√		√		√
Public Relations Writing and Production		√					
News Writing							√

and Reporting for Public Relations							
Writing for News and PR in A digital Age				√			
Advanced Public Relations Writing for a Digital World				√			
News Editing for Public Relations							√
Public Relations Communication						√	
Public Relations Visual Communications or Visual Literacy		√			√		
Public Relations Campaigns	√	√			√	√	
Public Relations Campaigns Planning and Execution				√			
Public Relations Theory							√
Public Relations Management or Administration			√	√		√	
Public Relations Planning Management	√						
Public Relations Publication Design and Production	√						
Public Relations							√

Techniques							
Senior Seminar in Public Relations							√
Public Relations Internship	√	√	√				√

Table 3

Journalism Required or Core Courses

	Ball State University (BSU)	Brigham Young University (BYU)	California State University (CSU)	Syracuse University (SYR)	University of Florida (UF)	University of Georgia (UGA)	University of Maryland (UMD)
Writing Mechanics for Journalism					√		
Strategic Writing	√						
News Writing and Reporting						√	
News Reporting		√					
Reporting					√		
Multimedia Reporting or Multimedia Storytelling				√	√		

Table 4

Communication and Mass Media Required or Core Courses

	Ball State University (BSU)	Brigham Young University (BYU)	California State University (CSU)	Syracuse University (SYR)	University of Florida (UF)	University of Georgia (UGA)	University of Maryland (UMD)
Law of Mass Communications, Communication Law, Media Law and Ethics, or	√	√	√		√	√	

Media Ethics, Law, and Responsibility							
Mass Communication in Modern Society, Media and American Society, or Mass Communication and Society Communication	√	√	√	√			
Introduction to Communication Inquiry							√
Introduction to Visual Communication and Web Development	√						
Research Methods in Communication or Media Research and Consumer Behavior	√						√
Practical Grammar for Public Communications				√			
Diversity and Media Issues				√			
History and Philosophy of American Mass Communication			√				
Persuasion	√						
Advanced Writing and Design for Strategic Communications	√						
Interpreting Strategic Discourse							√
Media Writing or Writing for the Mass Media		√	√				

Table 5

Business (Management/Advertising/Marketing/Accounting) Required or Core Courses

	Ball State University (BSU)	Brigham Young University (BYU)	California State University (CSU)	Syracuse University (SYR)	University of Florida (UF)	University of Georgia (UGA)	University of Maryland (UMD)
Managing Behavior in Organization	√						
Principles of Marketing or Marketing Management	√	√				√	
Principles of Accounting		√					
Strategic Planning and Problem Solving		√					

Table 6

Combined Disciplines or Other Disciplines Required or Core Courses

	Ball State University (BSU)	Brigham Young University (BYU)	California State University (CSU)	Syracuse University (SYR)	University of Florida (UF)	University of Georgia (UGA)	University of Maryland (UMD)
Professional Development Seminar	√						
Emerging Media in Advertising and Public Relations	√						
Branding for Advertising and Public Relations	√						
International Advertising and Public Relations	√						
Advertising and Public Relations				√			

Law							
Ethics of Advocacy				√			
Introduction to Graphic Design/ Graphic Communications				√		√	

Table 7

Availability of PR Discipline

King Abdulaziz University (KAU)	King Saud University (KSU)	Umm Al-Qura University (UQU)
xx	xx	xx

Note. Where, X=Available Discipline; xx=Discipline not available, but areas of emphasis/ concentration is available in the K.S.A universities.

Table 8

Public Relations Required or Core Courses

	King Abdulaziz University (KAU)	King Saud University (KSU)	Umm Al-Qura University (UQU)
The Foundation of Public Relations or Introduction to Public Relations	√		√
Strategic Communication in Public Relations		√	
Writing for Public Relations	√	√	
Organizing Conferences and Events or Ceremony and Protocol		√	√
Public Relations and Crisis Management	√	√	
International Public Relations	√		
Public Relations Management	√		√

Public Relations Techniques	√		
Advanced Case Studies in Public Relations	√		
Planning for Public Relations' Programs and Campaigns	√		√
Evaluating for Public Relations Programs			√
Applied Studies in Public Relations			√
Public Relations in English Language			√
Public Relations Terminologies			√
Graduation Project in Public Relations	√		
Internship	√	√	√

Table 9

Journalism Required or Core Courses

	King Abdulaziz University (KAU)	King Saud University (KSU)	Umm Al-Qura University (UQU)
News	√	√	
News Editing		√	
Publication Media Design and Production			√

Table 10

Communication and Mass Media Required or Core Courses

	King Abdulaziz University (KAU)	King Saud University (KSU)	Umm Al-Qura University (UQU)
Introduction to Media and Communication	√	√	√

Communication Theories	√	√	√
Saudi Media	√	√	√
Media Development		√	√
Saudi Media Laws	√	√	
Designing of Mass Media Messages		√	
Media Research Methods	√	√	√
International Media	√		
Contemporary Media Issues	√		
Media Discourses in English Language	√		
Media Production	√		
Organizational Communication	√		
Media Criticism			√
Declamation Techniques			√
Media Censorship			√
Audio Production			√
Computer and Internet Communications	√		
Persuasion	√		
Arab and Islamic Media	√	√	√

Table 11

Business (Management/Advertising/Marketing/Accounting) Required or Core Courses

	King Abdulaziz University (KAU)	King Saud University (KSU)	Umm Al-Qura University (UQU)
Strategic Communication in Advertising		√	
Advertising Campaigns		√	
Advertising Techniques			√

Principles of Marketing	√		
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Table 12

Combined Disciplines or Other Disciplines Required or Core Courses

	King Abdulaziz University (KAU)	King Saud University (KSU)	Umm Al-Qura University (UQU)
Introduction to Publicity and Advertising			√
Public Opinion and Propaganda	√		√
Public Opinion and Methods of Measurements			√
Social Psychology		√	
Political Geography		√	
Computer Applications		√	√
Principles of Psychology			√
Principles of Sociology			√
The Origin of Islamic Economic		√	√

Table 13

Compare and Contrast between Selected Firms

Ragan Training	Public Relations Society of America (PRSA)	CISION
Professional in: 1. Crisis Communications, 2. Executive Communications,	Professional in: Public Relations and Communications Training, which include:	Professional in: 1. Public Relations, 2. Media, and 3. Marketing.

<ul style="list-style-type: none"> 3. Internal Communications, 4. Intranets, 5. Media Relations 6. Mobile, 7. Public Relations & Marketing, 8. Social Media, 9. Video, and 10. Writing & Editing. 	<ul style="list-style-type: none"> 1. Branding, 2. Communication Strategy, 3. Crisis & Reputation, 4. Emerging Trends, 5. Ethics, 6. Leadership & Management, 7. Measurement & ROI, 8. Media Relations, 9. Social Media, 10. Techniques & Tactics, and 11. Writing. 	
<p>Provides:</p> <ul style="list-style-type: none"> 1. Video Presentations 2. Webinar Recordings 3. Interactive Courses 	<p>Provides:</p> <ul style="list-style-type: none"> 1. In-Person Public Relations Training 2. Online Public Relations Training 3. On-Demand Public Relations Webinars 	<p>No training involved.</p>
<p>Online service available.</p>	<p>Online service available.</p>	<p>Online service available.</p>
<p>Conduct conference.</p>	<p>Conduct conference.</p>	<p>No conference.</p>
<p>No software.</p>	<p>No software.</p>	<p>Provide Software.</p>

Table 14

A Comprehensive Public Relations Training Program Suggested Courses

Course	Description	Outcomes	Course Duration
1. Professional Writing and Editing in Arabic and the English Language	This course improves the writing and editing skills necessary for students communicating in the Arabic and English Language to succeed in a PR career. It covers different forms of writing and editing for PR, including press releases, public service announcements, magazine queries, securing television and radio interviews, trade press releases, newsletters, and more. Students will produce PR materials such as fact sheets, news releases, brochures, blogs, and position papers for an existing business or organization.	<ul style="list-style-type: none"> • Create clear, brief, well-organized and precise content, building upon strong key messages developed in both languages. • Understand the role of PR writing in the strategic planning process. • Use reasoning, critical thinking, persuasion and creativity through the writing and editing process. • Understand the obligations of a professional PR writer. • Recognize the importance of the different publics to which PR writing is addressed. • Examine news, trends and emerging issues. 	Three weeks.
2. Public Speaking in Arabic and English	This course provides the conceptual knowledge and practical skills needed for efficient public speaking in Arabic and English. Students will research, prepare, and present various speeches including informative and persuasive speeches. The course aims to decrease students' anxiety in public presentations, assert speech preparation, improve public speaking skills, and make students able to evaluate their own performance and that of	<ul style="list-style-type: none"> • Combine research, critical thinking, and speaking skills into an efficient presentation. • Have personal speech habits and characteristics to grow their confidence. • Use posture, voice, diction and other mechanics of speech. • Improve speech preparation and presentation techniques, public awareness and self-awareness. • Present several speeches such as informative, persuasive, demonstrative, special 	Three weeks.

	others. It helps students to use new communication technologies in different speaking situations.	occasion, etc.	
3.Social Media	This course introduces the variety of social media outlets and how PR practitioners use them to gather information, report news, publish news, and engage with others. Students will figure out the principles behind social media and earn practical experience in the application of some tools. This course contains the study of strategic communication principles guiding social media planning and integration using tools in order to recognize and engage key influences.	<ul style="list-style-type: none"> • Demonstrate responsiveness and engagement with social media network. • Use different social media platforms such as Twitter, Facebook, LinkedIn, Instagram, and Pinterest to achieve PR goals. • Produce professional content to gain an audience. • Understand the evolving dynamics of digital and social media. • Recognize the significance of diversity, ethics & transparency in social media. • Analyze digital tools & social marketing platforms effectively. • Understand the importance of engaging and interacting with the consumer. • Make a professional learning network to do their job better. 	Three weeks.
4.Crisis Communication and Management	This course emphasizes the practical application of theories, strategies, and tactics from PR perspectives in crisis situations. Students will learn to plan, develop, and execute crisis communication programs for businesses through applying public relations techniques to communicate with stakeholders during a	<ul style="list-style-type: none"> • Evaluate crisis risk and crisis management performance. • Avoid crises from occurring through understanding issue management, risk management, and managing stakeholder relationships. • Recognize the different kinds of crises. • Develop an active crisis management team. • Create an efficient plan for crisis management through using various PR 	Four weeks.

	crisis.	strategies and tactics.	
5.Public Relations Campaigns	This class is designed to enhance students' experiences through completing a PR project, preparing a proposal, planning and managing this project and evaluating the project's success. The course focuses on developing of one or more strategic communication plans for outside clients, which are actual businesses or organizations. Students will apply PR strategies and tactics effectively in their plans.	<ul style="list-style-type: none"> • Understand the strategic planning process. • Recognize the problems facing organizations and the ways that PR professionals can help solve those problems. • Present suitable reports on campaign progress that show the client's priorities. • Present the plan to the client in an ethical and professional manner. • Gain confidence as a PR professional in client relations, teamwork, strategy, recommendations and quality of work. 	Five weeks.
6.Special Events Planning	This course is designed to help students to examine the profession of special event planning through learning how to plan, implement and evaluate special events. Students will learn basic concepts and professional skills of event management. They will engage in meaningful events in the community in order to learn and practice. This course provides valuable topics such as event planning, coordination, sponsorship, programming, marketing, communications, risk management, event research, and event evaluation.	<ul style="list-style-type: none"> • Recognize different types of events. • Identify several event career opportunities. • Clarify essential steps to create a successful event. • Apply rules of both business and not-for-profit management to the special needs of event organizations. • Apply professionalism in event management through covering knowledge that is based on theory, methodologies, and ethics. 	Four weeks.
7.Graphic Design	This course covers the visual aspects of communication and how	<ul style="list-style-type: none"> • Design principles and apply them in several printed communication. 	Four weeks.

	<p>to use them to get PR messages across in a more effective way. This course provides students with the procedures contained in the technologies of printing, publishing, packaging, and electronic imaging applied to advertising and public relations for print and web. This course offers typography, visual arts, and page layout.</p>	<ul style="list-style-type: none">• Recognize the significance of the visual aspects of communication in order to reach different audiences.• Identify the elements of visual communication.• Evaluate several communication pieces.• Create a professional portfolio using appropriate design software.	
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