CBS School of Marketing Mission: The School endeavours to continue to develop and disseminate knowledge in all the diverse areas of Marketing, Advertising and Public Relations relating to business, government and the community. The School seeks to provide students with a quality education in Marketing, Advertising and Public Relations, both as a means of broadening their intellectual and cultural experiences and as a means of increasing their opportunities in social and global marketplace.

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## Written Communication Standards- Public Relations Graduates

**Definition:** Written communication is a core skill for PR professionals at all levels of career advancement. This refers to the development and expression of ideas in written English. In public relations it involves the establishment of a purpose for the written communication, identifying audiences, researching topics, formulating messages, choosing mediums, selecting writing styles, using appropriate software, applying writing styles, authenticating work, distributing writing; and determining if business objectives were met.

**PR graduates will be able to demonstrate written communication in a wide range of business contexts**

| # | Standards / Criteria | Exceeds University and Industry Expectations | Meets University and Industry Expectations | Below University and Industry Expectations |
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| 1 | **Establish Writing Purpose**<br><br>CONTEXT & PURPOSE | ▪ Understands the purpose of business writing is to achieve organisational objectives<br>▪ Knows the organisation's vision, mission and value statements and ensures all written communications reinforce them<br>▪ Can clearly and articulately explain purpose of the writing task | ▪ Understands the purpose of business writing is to achieve organisational objectives<br>▪ Is familiar with organisation's vision, mission and value statements and understands communications should reinforce them<br>▪ Can explain purpose of the writing task | ▪ Does not understand the purpose of written communication in business; and/or<br>▪ Is unfamiliar with client organisation's vision, mission and value statements and unaware of relevance to writing task; and/or<br>▪ Cannot explain purpose of the writing task |
| 2 | **Identify Audience**<br><br>AUDIENCE IDENTIFICATION | ▪ Easily identifies relevant target audience and understands how they think, feel and behave<br>▪ Quickly knows what type of written content would interest and appeal to audience<br>▪ Can identify internal and external audiences | ▪ Can identify target audience and has an idea of how they think, feel and behave<br>▪ Has a good idea what written content will appeal to audiences<br>▪ Can identify internal and external audiences | ▪ Is unable to identify target audience for given written communication tasks; and/or<br>▪ Is unsure what type of written content would appeal to audiences; and/or<br>▪ Cannot identify internal & external audiences |
| 3 | **Research Topic**<br><br>RESEARCH | ▪ Has a questioning and inquisitive nature<br>▪ Applies impartial, balanced and objective thinking to primary and secondary research<br>▪ Can comprehend and correctly interpret information in charts, diagrams and tables<br>▪ Competently researches, digests and understands unfamiliar topics and translates into words understood by audiences<br>▪ Explores topics and dissects them before compiling into writing that interests audience | ▪ Has a questioning and inquisitive nature<br>▪ Can conduct impartial and objective primary and secondary research<br>▪ Can generally comprehend and correctly interpret information in charts, diagrams and tables, and asks peers for help if necessary<br>▪ Has experience in researching and understanding unfamiliar topics and able to translate into easy-to-understand writing<br>▪ Explores topics and dissects them before | ▪ Is by nature not curious or inquisitive; and/or<br>▪ Cannot conduct impartial and objective primary or secondary research; and/or<br>▪ Is unable to correctly interpret information in charts, diagrams and tables ; and/or<br>▪ Struggles to research and understand unfamiliar topics and unable to translate into meaningful writing that interests audience; and/or<br>▪ Cannot formulate writing messages that are |

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| | | ▪ Skilfully formulates writing message that excites audience<br>▪ Spends appropriate amount of time on research commensurate with budget | compiling into writing that interests audience<br>▪ Can formulate writing messages<br>▪ Seldom goes over time on research and sticks as best possible to the budget | relevant to the task and interest audience; and/or<br>▪ Is unable to keep to a time budget on research tasks |
| 4 | **Formulate Message**<br><br>MESSAGE | ▪ Skilfully formulates written message that is interesting and relevant to audience | ▪ Can formulate written messages which may be interesting and relevant to audience | ▪ Cannot formulate written messages that are relevant to the task and interest audience |
| 5 | **Choose Medium**<br>*(e.g., TV, online, radio, print, phone, outdoor)*<br><br>MEDIUM SELECTION | ▪ Skilled at deciding which medium should be used to communicate written message<br>▪ Familiar with the norms, legalities and correct practice associated with each media outlet/channel | ▪ Has a good idea which medium should be used to communicate written message<br>▪ Familiar with most norms, legalities and correct practice associated with each media outlet/channel | ▪ Is unable to explain which medium should be used and to communicate written message; and/or<br>▪ Is unfamiliar with the norms, legalities and correct practice associated with each media outlet/channel |
| 6 | **Select Writing Tool/s**<br>*(e.g., media alerts and releases, emails, e-newsletter, reports, website and intranet copy, brochures and fliers, creative briefs, social media content, tweets and blogs, letters and speeches)*<br><br>TOOL SELECTION | ▪ Competently decides which tools are to be used for each communication task<br>▪ Can easily explain benefits, practicalities and reasons for tool choice<br>▪ Is extremely familiar and competent in using all written communication tools | ▪ Has a good idea which tools should be used to communicate a message<br>▪ Can explain benefits, practicalities and reasons for most tools<br>▪ Is familiar with and competent in using most written communication tools | ▪ Has a poor idea as to which tools should be used to communicate writing messages; and/or<br>▪ Struggles to explain the benefits, practicalities and reasons for tool choice; and/or<br>▪ Is not familiar with most written communication tools |
| 7 | **Use Software to Write**<br>*(Note: sometimes computer software is not used to write)*<br><br>SOFTWARE | ▪ Is an advanced user in Microsoft Word, PowerPoint, Excel, Outlook and Access<br>▪ Has advanced web and social media skills and understanding<br>▪ Has experience in InDesign, Photoshop, Flash, SharePoint and website software<br>▪ Has good camera and video camera skills & understanding<br>▪ Has excellent eye for detail; good at formatting and producing clean documents | ▪ Is an advanced user in Microsoft Word, PowerPoint, and Outlook<br>▪ Is an intermediate to advanced user in Microsoft Excel and has basic idea of Access<br>▪ Has advanced web and social media skills<br>▪ Is aware of InDesign, Photoshop, Flash, SharePoint and website software<br>▪ Has good camera and video camera skills | ▪ Is an intermediate user in Microsoft Word, PowerPoint, and Outlook; and/or<br>▪ Is a basic to intermediate user in Microsoft Excel; and/or<br>▪ Has average web and social media skills; and/or<br>▪ Is unfamiliar with InDesign, Photoshop, Flash, SharePoint and website software; and/or<br>▪ Has poor camera and video camera skills |
| 8 | **Apply Writing Style** | ▪ Has adaptive and versatile writing style | ▪ Has adaptive and versatile writing style | ▪ Does not have adaptive and versatile style; |

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| | APPLICATION | ▪ Writes with audience in mind and takes into account how they will receive it<br>▪ Easily alters tone, flow and vocabulary to suit different media and audiences<br>▪ Writes without spelling, punctuation and grammatical errors<br>▪ Understands subtleties associated with words and uses in the correct context<br>▪ Can write in both active and passive voice<br>▪ Written work is precise and concise; words accurately describe situation or issue<br>▪ Writing has logical, engaging and sensible flow and includes no slang, colloquialisms or jargon<br>▪ Sentences read easily and paragraphs are grouped correctly<br>▪ Written work requires no editing<br>▪ Writer capably use word intonation and pitch | ▪ Writes with audience in mind and takes into account how they will receive it<br>▪ Can alter tone, flow and vocabulary to suit different media and audience<br>▪ Writes without many spelling, punctuation and grammatical errors<br>▪ Can write in both active and passive voice<br>▪ Written work is precise and concise; words accurately describe situation or issue<br>▪ Writing has logical, engaging and sensible flow and includes no slang, colloquialisms or jargon<br>▪ Sentences read easily and paragraphs are grouped correctly<br>▪ Written work requires limited editing<br>▪ Writer can use word intonation and pitch | and/or<br>▪ Does not always write with audience in mind; and/or<br>▪ Struggles to alter tone, flow and vocabulary to suit different media and audience; and/or<br>▪ Writes with many spelling, punctuation and grammatical errors; and/or<br>▪ Is unable to write in active and passive voice; and/or<br>▪ Written work is not precise and concise; and words only sometimes accurately describe situation or issue ; and/or<br>▪ Writing is not engaging and has an illogical flow; and often includes slang and jargon; and/or<br>▪ Sentences are often difficult to read and paragraphs are not grouped correctly; and/or<br>▪ Written work requires substantial editing; and/or<br>▪ Writer cannot apply word intonation and pitch in work |
| 9 | **Authenticate Work**<br><br>AUTHENTICATION | ▪ Checks claims are truthful, honest & accurate<br>▪ Has work thoroughly proofread before submitting to managers/clients/graphic designers<br>▪ Content is never plagiarised or lifted from internet or other sources<br>▪ Work is always referenced, when appropriate | ▪ Checks claims are truthful, honest & accurate<br>▪ Has work proofread before submitting to managers/clients/graphic designers<br>▪ Content is never plagiarised or lifted from internet or other sources<br>▪ Work is referenced, when appropriate | ▪ Does not check to ensure claims are truthful, honest and accurate; and/or<br>▪ Fails to have work proofread before giving to managers/clients/graphic designers ; and/or<br>▪ Content is often plagiarised & lifted from other sources<br>▪ Work is not always referenced |
| 10 | **Distribute Work**<br><br>DISTRIBUTION | ▪ Quickly knows which media and journalists would be interested in the writing<br>▪ Is networked with journalists and media<br>▪ Uses tact, manners and skill to explain writing to journalists and other audiences<br>▪ Applies two-way symmetric model to practice | ▪ Has an idea which media and journalists could be interested in the written work<br>▪ Has some networks in the media<br>▪ Knows to use tact, manners and skill when explaining written communication to journalists and other audiences<br>▪ Applies two-way symmetric model to practice | ▪ Does not know which media and journalists would be interested in the written work; and/or<br>▪ Has no or very limited networks in the media; and/or<br>▪ Does not use tact, manners and skill to explain work to journalists and others ; and/or<br>▪ Applies a largely one-way, information distribution driven communication model to |

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| 11 | **Determine if Writing Objective was Met**<br><br>EVALUATION | ▪ Reviews purpose of writing. Refer to # 1<br>▪ Uses monitoring, surveys, Google Analytics and other data collection software to determine if business objectives were met<br>▪ Conducts research with audience to ascertain if purpose of writing was successful | ▪ Reviews purpose of writing. Refer to # 1<br>▪ Knows to use monitoring to determine if objective was met<br>▪ Knows which research methods to use to ascertain if purpose of writing was successful | ▪ Does not review purpose of writing; and/or<br>▪ Is unable to use appropriate monitoring and evaluation tools to determine if objective was met; and/or<br>▪ Does not know which research methods to use to ascertain if writing purpose was successful |