

AN ASSESSMENT OF WORK-INTEGRATED LEARNING FOR PUBLIC RELATIONS IN AN OPEN DISTANCE LEARNING CONTEXT

Christelle Swart

E-mail: cswart@unisa.ac.za

University of South Africa (Unisa)

Department of Communication Science

Tel: +27 12 429 2633 Fax: +27 12 429 3346

PO Box 392 UNISA 0003 South Africa

ABSTRACT

Innovation and creativity on a wide front and at all levels and functions of the organisation are key to the survival of global business (Yeo & Sriramesh 2009; Goodman *in* Swart 2012). This is of particular relevance to the field of public relations (PR) as an organisational function. Challenges facing organisations subsequently demand that PR shifts its focus in an attempt to contribute effectively to the survival of the organisation. It is evident that the current educational landscape is similarly challenged to operate and survive in a changing world and a modern society (Unesco 2002; Van Rooijen 2011). This conversely impacts the workplace contexts in which its students will be employed.

Against this background, the question contributing to this study was whether prospective PR professionals possess the necessary skills to add value to organisations in their attempt to meet the challenges they face today (DiStaso, Stacks & Botan 2009; Le Roux & Naude 2011). For PR it is therefore essential to match theoretical learning with practice, to ensure that the function operates effectively in the broader organisational context.

The main aim of this study was to determine the industry-relatedness of the current WIL approach of the Public Relations Management qualification of Unisa, through investigating the distance learning context within which it functions, exploring the function and roles of PR professionals in South Africa and determining the value and benefits of WIL in preparing students for the PR workplace from an open distance learning (ODL) perspective.

Keywords: Public Relations (PR), Public Relations Diploma, Distance Learning, Open Distance Learning (ODL) and Work-integrated Learning (WIL)

INTRODUCTION

Innovation and creativity on a wide front and at all levels and functions of the organisation are key to the survival of global business (Yeo & Sriramesh 2009; Goodman in Swart 2012). It is further maintained that the survival of modern organisations will increasingly depend on future recognition of the value of human capital and talent, thus emphasising the importance of skills development and knowledge-sharing (Van Rooijen 2011).

It is apparent that the current educational landscape is similarly challenged to operate and survive in a changing world and a modern society (Unesco 2002; Van Rooijen 2011). This conversely impacts the workplace contexts in which its students will be employed. Van Rooijen (2011) moreover suggests that the role of universities as “traditional” custodians of learning and knowledge development will gradually transform to mutually dependent partnerships with business. Within an economic-based and service-oriented society, the challenge is to augment the value-added activities and subsequently acknowledge the economic advantage of knowledge that is embedded in all its academic endeavours. It is indeed an issue of engagement and partnership between the education provider and business that has as ultimate goal to build capabilities (Van Rooijen 2011), and pertinent to this study, to attain specific public relations (PR) workplace skills. Recognition of such a market-oriented focus calls for the processing of information into knowledge that will be applied in work contexts.

Education institutions are therefore compelled to keep track of global trends and developments that impact the workplace in which their students will eventually be employed by ensuring alignment with real world needs. This is of particular relevance to the field of PR as an organisational function. Based on the above, it is obvious that PR will be required to shift its focus in an attempt to contribute effectively to the survival of the organisation.

This study into the work-integrated learning (WIL) component of the National Diploma: Public Relations Management serves, firstly, to inform the PR educational programme to ensure that theoretical learning matches the practice; and secondly, to ensure that the transfer of skills meets the needs of industry. For PR it is therefore essential to match theoretical learning with practice, to ensure that the function operates effectively in the broader organisational context.

Unisa is a comprehensive, dedicated, distance education university committed to the practice of ODL, and currently the only distance university in South Africa offering the National Diploma: Public Relations Management, further strengthening the need to explore the relevance and value of the WIL module. Open and distance learning proves valuable in meeting challenges of access, quality and equity support (Unesco 2002).

The main aim of this study was to determine the industry-relatedness of the current WIL approach of the Public Relations Management qualification of Unisa, through investigating the distance learning context within which it functions, exploring the function and roles of PR professionals in South Africa and determining the value and benefits of WIL in preparing students for the PR workplace from an open distance learning (ODL) perspective.

ELEMENTS OF DISTANCE EDUCATION

Keegan (2006) maintains that distance education has been in existence for a century and although there are significant advances in its development, it is evident that there is little agreement regarding the terminology used. It is further evident that no single definition of distance education exists and some authors agree that there is a need for further analysis of this field (Baath 1978, and Moore 1973 in Keegan 2006). This article concurs that constant enquiry is required into the field of distance education, especially in the light of economic, social and cultural developments (Unesco 2002) and the challenges and opportunities they present for distance education and the field of PR. Of particular importance is the application of new technology as a channel to transfer/transport educational content and the value it holds to facilitate authentic two-way communication.

In an attempt to determine what is included in the field of distance education that is fundamental to any definition, Keegan (2006) analyses the following four generally accepted definitions:

“The term ‘distance education’ covers the various forms of study at all levels which are not under the continuous, immediate supervision of tutors present with their students in lecture rooms or on the same premises, but which, nevertheless, benefit from the planning, guidance and tuition of a tutorial organization” (Holmberg in Keegan 2006,13).

“Distance education is education which either does not imply the physical presence of the teacher appointed to dispense it in the place where it is received or in which the teacher is present only on occasion or for selected tasks” (Loi 71.556 du 12 juillet 1971 in Keegan 2006:13).

“Distance teaching/education (*Fernunterricht*) is a method of imparting knowledge, skills and attitudes which is rationalized by the application of division of labour and organisational principles as well as by the extensive use of technical media, especially for the purpose of reproducing high quality teaching material which makes it possible to instruct great numbers of students at the same time wherever they live. It is an industrialised form of teaching and learning” (Peters in Keegan 2006:13).

“Distance teaching may be defined as the family of instructional methods in which the teaching behaviours are executed apart from the learning behaviours, including those that in a contiguous situation would be performed in the learner’s presence, so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical or other devices” (Moore in Keegan 2006:13).

Based on the above, that is, supported and adjuncted in literature (Unesco 2002; Unisa 2008; Moller 1998; Department of Higher Education and Training 2012, Keegan 2006), the following main elements of distance education are explicated:

- The physical separation of teacher and learner which distinguishes it from face-to-face lecturing.
- The influence and involvement of an educational organisation which distinguishes it from private study.
- The use of technical media, usually print, to unite teacher and learner and carry the educational content.
- The possibility of occasional meetings for both didactic and socialisation purposes.
- The provision of two-way communication so that the student may benefit from or even initiate dialogue.
- The participation in an industrialised form of education.
- The use and combination of a variety of educational resources for teaching and learning.

An investigation of Peters’s earliest writings maintains the necessity for educational professionals to acknowledge two forms of education, namely traditional education that relies mainly on personal (face-to-face) communication and distance education grounded on “industrialised and technological communication” (Keegan 2006:17). “Unisa applies people, printed and electronic material, practical training, reflection, research, experiential and work-integrated learning in its ODL approach to facilitate learning and empowerment” (Unisa 2008). For the purpose of this study and with reference to Unisa, distance education is regarded as “a set of methods or processes for teaching a diverse range of students located at different places and physically separated from the learning institution, their tutors/teachers as well as other students” (Unisa 2008), that utilises a multimode method of delivery (Department of Higher Education and Training 2012).

The National Diploma: Public Relations Management follows a blended approach by combining personal and technological communication. This is especially augmented during the WIL period when students are placed in the workplace. During such time students experience personal (face-to-face) communication as part of the PR or communication department, combined with constant dialogue with the relevant academic department by means of a variety of technological communication methods.

WIL IN THE PR QUALIFICATION

Literature supports the importance of WIL as an “encounter” (or point of contact) through which learning - the construction of knowledge, attitudes and values - in distance learning takes place (Swart 2012; Unesco 2002; Moller 1998). It is argued to be a process whereby students acquire knowledge in specific contexts (Beach *in* Peach, Cates, Baden-Wuerttemberg, Jones & Lechleiter 2011). Knowledge development has become crucial in developing countries to redress lack of competence, and some advantages of distance education, relevant to this study, are perceived to include increased and speedy access to learning through overcoming geographical boundaries, presenting opportunities for retraining and personal enrichment, cost-effectiveness and balancing inequalities between age groups (Unesco 2002). A high premium is placed on distance education as a framework within which WIL takes place, and the value thereof is perceived to be the creation of “learning opportunities that are not practical in a traditional classroom setting” (Ahern, Peck & Laycock *in* Moller 1998:115). The practical application of theoretical knowledge in a work-based context is regarded as essential in the PR diploma to equip students with the necessary skills expected in the workplace. The value of WIL in an ODL model, first and foremost, is that students gain work-related experiences and skills are transferred in the workplace (Swart 2012). It further aims to encourage active participation as opposed to the inactive delivery of information.

Beach (*in* Peach et al. 2011:94) maintains that “learning at work is a horizontal process, whereby learners acquire forms of knowledge embedded or situated in specific contexts”. It embraces various components of learning significant to functioning in a workplace setting. The following challenges of “learning at work” are identified by Beach (*in* Peach et al. 2011): the need for a “workplace” orientation in a workplace setting; to operate as a member of a “working community”; to link theoretical knowledge with learning in the workplace, and to be sensitive to different workplace practices. Based on Meece, Herman and McCombs’s discussion (2003) of the role of the achievement goal theory in “choosing, performing, and persisting at various learning activities”, it is argued that learners should possess a positive belief and understanding of the value of WIL for it to be beneficial and to meet the set outcomes. Of relevance to this study is the need for a *learning* or *mastery* orientation that embraces the desire for self-improvement. In this qualification the form of situated knowledge is enabled through/by the application of theory in the workplace (practice) or real-life experiences. Advantages of WIL on a broader scale are believed to affect and guide students’ educational (academic) plans, personal aspects and career choices (Jaekel, Hector, Northwood, Benzinger, Salinitri, Johrendt & Watters 2011).

The National Diploma: Public Relations Management was initially introduced in 1995, without a work-integrated module. The student profile at that time, and the fact that most students were employed in this field, to a large extent dictated this early shortcoming which was eventually bridged in 1998. The diploma aims to equip students with theoretical knowledge and critical skills needed in the South African PR context (Swart 2012).

This article thus argues that WIL in the PR qualification, within an ODL context, facilitates active learning that allows the transfer of *critical PR skills* which, pertinent to this study, are *occupation-specific skills* needed in the PR industry.

Research objective

The main aim of this study was to determine the industry relevance and value of the current WIL approach of the Public Relations Management qualification of Unisa, within an ODL context. This research study contributes to the scholarship of PR and is classified as introspective research by Pavlik (*in* Sha 2010), with a specific focus on PR education.

A number of international and national research studies into the roles PR professionals play have been completed that mainly involved PR professionals, executives and management and prove valuable in identifying the roles of these professionals (De Wet, Meintjies, Niemann-Struwig & Goodman 2008; DiStaso et al. 2009; Steyn 2000b; 2000c; 2003; Yeo & Sriramesh 2009).

This study is of particular significance as it explores the value of WIL as perceived and experienced by final-year PR students of Unisa. An overview of relevant research on distance education, WIL and the PR roles (with a focus on South Africa) is followed by a quantitative research project that explores the focus, content and value of the WIL module in the PR qualification (Swart 2012).

A DIDACTIC MODEL FOR WIL IN AN ODL APPROACH

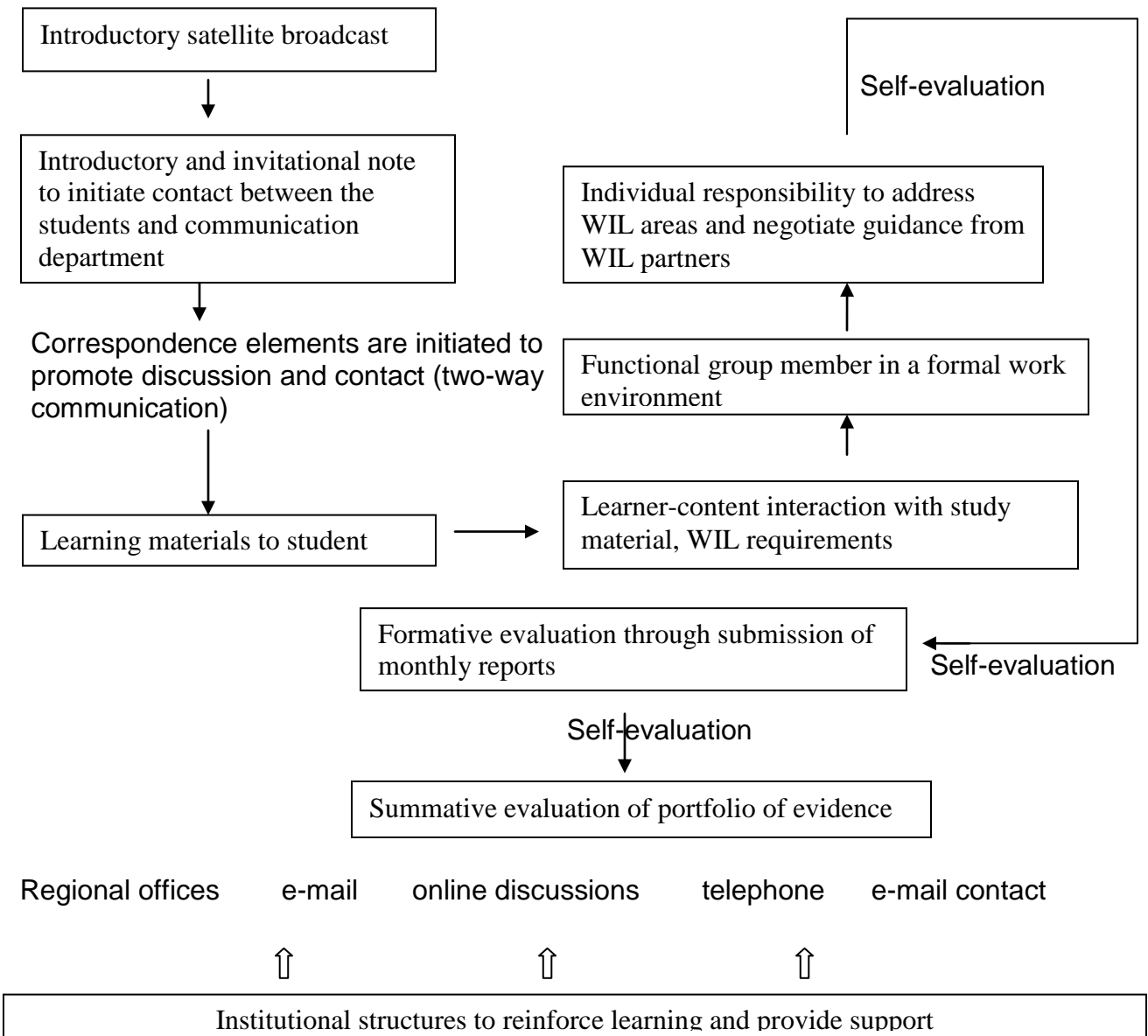
In an attempt to explore a didactic (educational) model for WIL, the three models suggested by Keegan (2006) are considered. The benefit of educational strategies and WIL outcomes that are devised to maximise students' work experiences is two-fold, namely to directly affect students' skills development, educational plans and career choices, and furthermore to establish connections between universities and industry partners (employers) (Johrendt et al. 2007; Watters et al 2008). The PR qualification mainly employs an open distance-type model (similar to the University of the United Kingdom) where the link between learning material and learning is supported by a number of structures, such as regional offices, study centres, tutors, discussion classes, satellite broadcasts, the telephone, e-mail, online Unisa group discussions, online announcements and SMS messages. This aims to facilitate contact between the learner and the lecturer, and to provide learning support through information distribution. The ODL approach followed by

Unisa is student-centred and is aimed at bridging economic, social, educational and geographical barriers in its attempt to, among other things, construct knowledge and promote skills development.

It is further maintained that WIL is asynchronous in nature, based on the notion by Moller (1998, 115) that “the learner initially interacts with the content and instruction individually”. It is consequently essential that the work-integrated component of the diploma follows a designated education approach to the workplace or industry learning to assure a meaningful student experience and learning.

A proposed didactic model for WIL for PR students in the third year of study is illustrated in Figure 1. It differs from suggested models by Keegan (2006, 24-25) in that:

- WIL is contextualised by an introductory satellite broadcast.
- Contact and dialogue between the student and lecturer is initiated through an introductory note upon registration.
- The learning material is thereafter distributed to the students to allow for learner-content interaction. Research findings of Hilton, Graham, Rich and Wiley (2010) underscore the importance of learner-content interaction.
- Increased discussion and clarification regarding WIL is promoted by introducing and fostering a correspondence element as opposed to the decrease of correspondence as indicated in the Central European model explored by Keegan (2006).
- Students acquire the skill to negotiate learning in the work context, mainly through self-evaluation during the required period and with support from the lecturer.
- Students actively involve themselves in “learning cycles” that entail learning from their own unique experiences, observation, experimentation and reflection (Kolb 1984).



Graph 1: Proposed educational model for the PR Diploma

RESEARCH METHODOLOGY

A quantitative approach was mainly used to explore the research objective at hand. Both a qualitative and quantitative approach was used to generate insight into the relevance and value of WIL in the PR Management diploma offered by Unisa. Data was generated by means of a literature review and an online questionnaire that provided insight into the relevance and value of WIL in the PR Management diploma of Unisa.

The review of existing literature provided an overview of distance education and the value of WIL in such an approach, and PR roles research. This review was followed by a quantitative research project exploring the focus, content and value of WIL by means of an online questionnaire. The literature validates the range of communication activities currently included in the WIL component, but it was likewise tested in the online questionnaire (Skinner & Von Essen 1994; Yeo & Sriramesh 2009).

Population

For the purpose of this study a total of 301 final-year PR students of Unisa, who received their practical training from 2008 to 2011, were selected. These final-year students were, at the time, employed in PR positions or either unemployed or employed in unrelated careers. The number of respondents totalled 100, constituting a response rate of 33%.

Data collection

The basis of the online questionnaire stems from South African roles research, findings on managerial and technical activities by Yeo and Sriramesh (2009), and an assessment tool applied by Jaekel et al. (2011). Items in this assessment tool were adapted for the purpose of this study.

FINDINGS

The context in which the findings of this research study are interpreted is the PR environment in which Unisa students received their practical training. Students completed their training in a PR environment under supervision of a qualified PR professional, who ensured that the communication activities were adequately addressed, provided guidance and evaluated performance by means of formative (monthly reports). The final and summative assessment involved a portfolio of evidence which was evaluated by Unisa.

The hierarchical position of the PR function, type of PR industry and perceived role and function of the PR position

Questions 1 and 2 aimed to provide insight into the placement and role of PR in the South African context where the PR diploma students were placed. **85%** respondents indicated that the PR function was placed in a PR or corporate communication department, followed by **14%** who indicated that the function resorted in the marketing department. The respondents experienced WIL mainly in the public sector (**51%**), followed by the private sector (**34%**). This indicates the significant contribution and involvement of the public sector in skills development of Unisa students.

Question 3 required respondents to identify the PR role (strategic, management or technical) in the organisation where the training was completed. As could be

expected, and as confirmed in the literature review, the PR role was perceived to be mainly **technical**, then **managerial**, followed by **other unrelated** and lastly **strategic**. This confirms previous research findings that the two main roles enacted in South Africa are seen as mainly technician and manager.

Question 4 explored the value of WIL in providing personal, academic and workplace skills, strengths and goals and consisted of eleven 5-point Likert scale questions where 1 = to no extent, 2 = to some extent, 3 = not sure, 4 = to a large extent and 5 = to a very large extent.

- **Personal skills** - three questions aimed to determine the extent to which WIL assisted in identifying personal strengths, weaknesses and preferences related to the workplace. Respondents indicated that WIL contributed to a large extent to clarify career goals (**52%**), to identify personal weaknesses (**46%**) and to identify personal preferences (**49%**).
- **Academic skills** – two questions asked respondents to indicate the value of WIL pertaining to their academic motivation, and to assess and reflect on their progress during WIL. Respondents felt WIL largely contributed to their academic motivation, and provided adequate opportunity to assess and reflect on their progress during training.
- **Workplace skills** – the remaining six questions related to the transfer of skills in the workplace and touched on the value of WIL to clarify career goals, contribute to technical knowledge of PR, match theoretical learning with practice, facilitate professional development in the workplace (self-confidence, teamwork), empower by developing communication and other work-related skills, and improve prospects for employment.

The content and relevance of the communication activities in WIL were investigated in **Question 5** by means of seven 5-point Likert scale questions where 1 = never, 2 = sometimes, 3 = neutral, 4 = mostly and 5 = always. The aim was to determine the achievement of the specific WIL outcomes (communication activities) and the frequency of how often the communication activities were addressed during their training to establish industry relevance. Important is the high response to media monitoring (**44%**), event management (**48%**) and writing (**41%**). Furthermore, respondents indicated the remainder activities as “mostly addressed”.

LIMITATIONS AND FUTURE RESEARCH

The fundamental role of WIL in facilitating theory application in practice is non-negotiable; however, research into its value for the PR qualification at personal, academic and workplace levels, particularly in South Africa, is limited. It is vital that higher education institutions keep track of global and local trends, and developments in and needs of respective industries to ensure a holistic perspective

of the content and value of their WIL modules in academic qualifications. Time constraints did not allow industry involvement in this project, or for a qualitative analysis of students' reflective reports. It would be valuable to gain a holistic view (by including industry perspectives) regarding the state of the WIL component in the Diploma: PR Management, to ensure relevance and value. This study should be replicated, targeting industry partners involved in the practical training of the students included in this study. Furthermore, the role and requirements of industry partnerships should be investigated.

CONCLUSIONS

This study is seen as a starting point for the holistic evaluation of WIL in the National Diploma: PR Management. From the background and findings presented in this study, the following major conclusions can be drawn:

- The industry relevance and value of WIL in the PR diploma, from an inside-out perspective, is confirmed. Findings supported the content and relevance of the communication activities.
- The hierarchical position of the PR function is mainly in a PR/communications department.
- The public sector contributes significantly to the skills development of Unisa students. This commitment is noteworthy and should be nurtured to ensure a mutually beneficial partnership.
- The majority of respondents perceived the PR role as mainly technical and managerial. Considering earlier roles research in South Africa which pointed to a strategist-manager-technician role typology, this endorses the need for further investigation into PR role clarification.
- Respondents were overwhelmingly positive about the value of WIL in providing personal, academic and workplace skills.

REFERENCES

Broom, Glen M., and George D Smith. 1979. "Testing the practitioner's impact on clients." *Public Relations Review* 5(3): 47-59.

Department of Higher Education and Training. 2012. Draft Policy Framework for the Provision of Distance Education in South African Universities. Pretoria.

De Wet, Gideon, Corne Meintjies, Ilze Niemann-Struwig and Michael B Goodman. 2008. Corporate communication practices and trends: South Africa benchmark study 2007/8: report for Corporate Communication International. Accessed November 10, 2011.

http://www.corporatecomm.org/pdf/CCIBenchmarkreport_SouthAfrica_July2008.pdf.

DiStaso, Marcia W., Don W Stacks., and Carl H Botan. 2009. "State of public relations education in the United States: 2006 report on a national survey of executives and academics." *Public Relations Review* 35: 254-69.

Goodman, Michael B. 2009. "Introduction: corporate communication and strategic adaptation." (Editorial). *Corporate Communications: An International Journal* 14(3): 225-33.

Grunig, James. 2006. "Furnishing the edifice: Ongoing research on public relations as a strategic management function." *Journal of Public Relations Research* 18(2): 151-76.

Hogg, Gillian., and Dennis Doolan. 1999. "Practitioner roles in public relations." *European Journal of Marketing* 33(5/6): 597-611.

Hilton, John L, Charles Graham, Peter Rich, and David Wiley. 2010. "Using online technologies to extend a classroom to learners at a distance." *Distance Education* 31(1): 77-92.

Jaekel, Arunita, Shantal Hector, Derek Northwood, Karen Benzinger, Geri Salinitri, Jennifer Johrendt, and Michelle Watters. 2011. "Development of learning outcomes assessment methods for co-operative education programs." *Journal of Cooperative Education and Internships* 45(1): 11-33.

Johrendt, J, Northwood, D, Benzinger, K, Salinitri, G. & Jaekel, A. (2007). Learning outcomes for engineering co-operative education. In Z.J. Pudkowski (Ed.), *Monash Engineering Education Series, UNESCO International Centre for Engineering Education (UICEE)—Seminar Proceedings, 55-58*. 11th Baltic Region Seminar on Engineering Education, Tallinn, Estonia.

Keegan, Desmond J. 2006. "On defining distance education." *Distance Education* 1(1): 13-36.

King, Frederick B, Michael F Young, Kelly Drivere-Richmond & P.G Schrader. 2001. "Defining distance learning and distance education." *AACE Journal* 9(1): 1-14. Accessed May 17, 2012. <http://www.editlib.org/p/17786>.

Kolb, David A. 1984). *Experiential Learning: Experiences as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice-Hall.

Le Roux, Tanya., and Anelie Naude A. 2011. "A profile of South African public relations practitioners in top performing organisations." *Journal of Public Affairs* 11(4): 303-15

Meece, Judith L, Phillip Herman, and Barbara McCombs. 2003. "Relations of learner-centered teaching practices to adolescents' achievement goals." *International Journal of Educational Research* 39(4-5). Accessed June, 07, 2012, doi:10.1016/j.ijer.2004.06.009

Moller, Leslie. 1998. "Designing communities of learners for asynchronous distance education." *Educational Technology, Research and Development* 46(4): 115-22.

Peach, Deborah, Cheryl Cates, Brigitte I Baden-Wuerttemberg, Jeela Jones, and Heinz Lechleiter. 2011. "Responding to rapid change in higher education: enabling university departments responsible for work related programs through boundary spanning." *Journal of Cooperative Education and Internships* 45(1): 94-106.

Sha, Bey-Ling. 2010). "2010 practice analysis: professional competencies and work categories in public relations today." *Public Relations Review* 37: 187-96.

Sison, Marianne D. 2009. "Recasting public relations roles: agents of compliance, control or conscience." *Journal of Communication Management* 14(4): 319-36.

Skinner, Chris and Lew Von Essen. 1994. *The Handbook of Public Relations*. Johannesburg: International Thomson Publishing (SA).

Steyn, Benita. 2000a. "CEO expectations in terms of PR roles." *Communicare* 19(1): 20-43.

Steyn, Benita. 2000b. "Strategic management roles of the corporate communication function." MCom diss., University of Pretoria.

Steyn, Benita. 2000c. "The South African CEO's role expectations for a public relations manager." Paper presented at the conference of the Public Relations Society of America (PRSA), Educators Academy Public Relations Research Conference, Miami. Florida.

Steyn, Benita. 2003. "A conceptualization and empirical verification of the "strategist," (redefined) "manager" and "technician" roles of public relations." Paper presented at the conference of the 10th International Public Relations Research Symposium, Lake Bled. Slovenia.

Steyn, Benita. 2009. "The strategic role of public relations is strategic reflection: a South African research stream." *American Behavioral Scientist* 53(4): 516-32.

Swart, Christelle. 2012. "Public relations theory meets practice: a view from the inside." Paper presented at the conference of the International Conference on Communication, Media, Technology and Design (ICMTD), Istanbul, Turkey, May 09 -11.

Unesco, "Open and Distance Learning: Trends, Policy and Strategy Considerations," accessed October 12, 2011.

<http://unesdoc.unesco.org/images/0012/001284/128463e.pdf>

"Unisa: Open Distance Learning Policy," last modified 2008,

http://www.unisa.ac.za/cmsys/staff/contents/departments/tuition_policies/docs/OpenDistanceLearning_Council3Oct08.pdf

Van Rooijen, Maurits. 2011. "Transforming 21st century corporate-university engagement: from work-integrated learning (WIL) to learning-integrated work (LIW)." *Journal of Cooperative Education and Internships* 45(1): 05-10.

Watters, Michelle, Jennifer Johrendt, Karen Benzinger, Geri Salinitri, Arunita Jaekel, and Derek Northwood. 2008. "Activities, learning outcomes and assessment methods in cooperative engineering education." *International Journal of Technology and Engineering Education* 5(2): 13-21.

Yeo, Su L. and Krishnamurthy Sriramesh. 2009. "Adding value to organizations: an examination of the role of senior public relations practitioners in Singapore." *Public Relations Review* 35: 422-25.