DOCUMENT RESUME

ED 321 335 CS 507 267

AUTHOR Measell, James S.
TITLE Teaching the Introductory Public Relations Course: A Communication Perspective.
INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; Speech Communication Association, Annandale, Va.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO ISBN-0-927516-20-9
PUB DATE 90
CONTRACT RI88062001
NOTE 88p.
AVAILABLE FROM ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($8.95 plus $2.00 postage and handling).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Assignments; *Communication (Thought Transfer); Communication Problems; Course Descriptions; Higher Education; *Public Relations; Teaching Guides; Teaching Methods
IDENTIFIERS Applied Communication

ABSTRACT

Expressing a communication perspective on teaching public relations, this booklet is designed for instructors of public relations courses. The introduction to the booklet establishes the theoretical grounding of this investigation, namely, the mutual relationship between public relations and communication. The first section explicates the communication perspective for teaching public relations. The second section provides a series of examples of typical communication problems facing contemporary public relations practitioners. The coursework pages of the booklet embrace a composite course outline and sample student assignments, and the instructor's guide which is also provided replicates these assignments, adding teacher-to-teacher advice. Finally a "Sources and Resources" section presents a list of textbooks and other materials on a variety of communication and public relations-related topics. (RS)

Educational Guide

to

James Brock's

THE PRINCE WHO WOULDN'T TALK

by

Margaret M. Philbin

in Collaboration with

Anna Woods

Children's Tour

Potsdam College Department of Dance/Drama

November, 1989

Supported by a mini-grant

from

Potsdam College

State University of New York

to the

Department of Teacher Education

School of Professional Studies

Teaching the Introductory Public Relations Course:

A Communication Perspective

Clearinghouse on Reading and Communication Skills
Indiana University, Smith Research Center, Suite 150,
2805 East Tenth Street, Bloomington, Indiana 47408

Speech Communication Association
5105 Backlick Road, Building E, Annandale, Virginia
22003

Teaching the Introductory Public Relations Course:

A Communication Perspective

James S. Measell
Wayne State University

Published 1990 by:
ERIC Clearinghouse on Reading and Communication Skills
Carl B. Smith, Director
Smith Research Center, Suite 150
2805 East 10th Street
Indiana University
Bloomington, Indiana 47408-2698
and
Speech Communication Association
James L. Gaudino, Executive Director
5105 Backlick Road, Building E
Annandale, Virginia 22003

Editor: Warren Lewis, ERIC Clearinghouse on Reading and Communication Skills. Typesetting and design at ERIC/RCS and printing by Indiana University Printing Services.

SCA Consultant Readers: Robert K. Avery, Chair, SCA Interboard Committee, University of Utah; James L. Gaudino, Executive Director, SCA National Office; Christopher H. Spicer, Pacific Lutheran University; Jimmie D. Trent, Miami University; Judith S. Trent, University of Cincinnati.

This publication was prepared with funding from the Office of Educational Research and Improvement, U. S. Department of Education, under contract no. RI88062001. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions, however, do not necessarily represent the official view or opinions of the Office of Educational Research and Improvement or the U.S. Department of Education.

The author submitted this manuscript in response to a call by the Speech Communication Association (SCA) for publications on topics of increasing interest to communication teachers. The manuscript was then submitted to consultant readers for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of the SCA or the ERIC Clearinghouse on Reading and Communication Skills.

Library of Congress Cataloging-in-Publication Data

Measell, James S.

Teaching the introductory public relations course: a communication perspective

Includes bibliographical references.

1. Public relations—Study and teaching. 2. Communication—Study and teaching. 3. Public relations—Study and teaching—United States. 4. Communication—Study and teaching—United States I. Title

HM263.M36 1990 659.2'07—dc20 90-14056

ISBN 0-927516-20-9

Foreword

This booklet is for instructors of public-relations courses. In it, I express a communication perspective on teaching public relations. I view public relations as both a communication activity (anticipation, preparation, and assessment of messages to inform/persuade) and as an opportunity to explore applied communication theory (internal/external organizational settings and mass communication).

After an introduction touching upon the relationship between the fields of public relations and communication, the first section (PR Principles and Concepts) is my explication of the communication perspective for teaching public relations. The next section (Communication Activities) is a series of examples of typical communication problems facing contemporary public-relations practitioners. The coursework pages embrace a composite course outline and sample student assignments, and the Instructor's Guide replicates these assignments, adding my best teacher-to-teacher advice for presenting your course. The Sources and Resources section is a list of textbooks and other materials on a variety of communication and PR-related topics.

James S. Measell
Wayne State University
Detroit, Michigan
July, 1990

Contents

Introduction

> "Please, what are public relations?" said Khashdrahr. "That profession," said Halyard, quoting by memory from the Manual, "that profession specializing in the cultivation, by applied psychology in mass communication media, of favorable public opinion with regard to controversial issues and institutions, without being offensive to anyone of importance, and with the continued stability of the economy and society its primary goal."
>
> —Kurt Vonnegut, Jr., *Player Piano*[1]

The issue under discussion in *Player Piano* was a novice writer's occupational dilemma: become a fiction journeyman or go into public relations! Vonnegut admits to having been in public relations for General Electric, and he wrote in the "Preface" to his *Welcome to the Monkey House* that "... public relations men and slick writers were equally vile, in that they both buggered truth for money."[2] Although this sardonic, cynical view of public relations remains prevalent in some quarters, few professions have witnessed equally rapid growth in their numbers over the past three decades.

Public relations, as a field of study and scholarship, is relatively new to American higher education. Public-relations education has been most closely allied with journalism and, to a lesser

1 Kurt Vonnegut, Jr., *Player Piano* (New York: Delacorte Press, 1952), p. 209

2 Kurt Vonnegut, Jr., *Welcome to the Monkey House* (New York: Dell, 1970).

degree, with mass communication and business. Within the past decade, however, many academic departments of communication have added public-relations classes to their curricula, with mutual benefits *for all*, according to Judith and Jimmie Trent: "Public relations practitioners and speech communication students and faculty can benefit mutually from association. The practitioners can use the knowledge and skills our students possess because their trade is communication. Speech communication students can benefit by preparing for a specific career. Both students and faculty can benefit from having a specific field which regularly applies principles we study and teach."[3]

Trent and Trent were on target. A casual glance at *Spectra*, the newsletter of the Speech Communication Association (SCA), or at the *Chronicle of Higher Education* reveals academic posts in which communication and public relations are combined. SCA now embraces a Commission on Public Relations, and the International Communication Association includes a Public Relations Interest Group. Convention programs and short courses devoted to communication and public relations have been presented under SCA's national auspices as well as at the regional associations—ECA, CSSA, SSCA, and WSCA. A special issue of *Central States Speech Journal* (Winter, 1989), devoted to the theme "Public Relations and Speech Communication," featured articles on theoretical constructs for public relations, public-relations education and issues management, and case studies of

3 Judith S. Trent and Jimmie D. Trent, "Public Relations Education: An Opportunity for Speech Communication," *Communication Education*, 25 (November, 1976), p. 298.

public-relations campaigns. Communication scholars are well-represented in publications like Hazleton and Botan's *Public Relations Theory*[4] and the forthcoming *Rhetorical and Critical Approaches to Public Relations*.[5]

Although public-relations courses, "sequences," and full majors have proliferated, the growing affinity between communication and public relations has not been without pain. In 1982, *Spectra* readers witnessed a spirited debate about the intellectual attributes and moral qualities of public-relations students. The opening salvo, "The Shame of Speech Communication," was fired in March by Donald G. Ellis, who compared professionals in organizational communication, public relations, and advertising to "quack doctors, drive-in preachers, pop psychologists, and fraudulent public servants." Ellis decried the lack of theory and research, concluding with a call for communication education in the liberal tradition rather than "that of narrow professional preparation."[6]

Subsequent issues of *Spectra* (May, June, and August, 1982) contained letters in response to Ellis as well as an editorial by Lawrence W. Hugenberg and David J. Robinson. They defended the growing relationship between communication and public relations with these words: "The strength of speech communication is the ability of its scholars to transcend disciplines and to investigate those communication phenomena of interest, relevance and/or importance."[7]

4 Vincent Hazleton and Carl Botan, eds., *Public Relations Theory* (Hillsdale, NJ: Erlbaum, 1989).

5 Edited by Robert L. Heath and Elizabeth Lance Toth, this volume is to be published by Erlbaum in 1991.

6 *Spectra*, March, 1982, pp. 1-2.

7 *Spectra*, June, 1982, p. 2.

In 1987, the Association for Education in Journalism and Mass Communication (AEJMC) and the Public Relations Society of America (PRSA) co-sponsored a major study of public relations education, the results of which were published as *The Design for Undergraduate Public Relations Education: Report of the 1987 Commission on Undergraduate Public Relations Education.* Members of the Commission included representatives of SCA and ICA, as well as the International Association of Business Communicators (IABC), the American Marketing Association, and the American Management Association. Authors of the *Design* noted that public-relations courses are taught within different academic departments, but the commission's focus was to determine the optimal content of public-relations courses within a well-rounded undergraduate program.

Four key areas of theory identified in the report are as follows: decision making and management theory, interorganizational relationships, communication theory, and conflict resolution. The skills/theory dichotomy was neatly addressed with these words: "Students must learn not only how to communicate but also what should be communicated and why it should be communicated."[8]

One may legitimately ask: What is the nature of the relationship between communication (especially speech communication) and public relations? The response is twofold: (1) Public relations is a communication vocation. (2) Communication, as both a theoretical and an applied discipline, has begun to supply a much needed research base to public-relations education and practice. These connections will continue to be investigated and debated by scholars, educators, and professionals, but there is little doubt that the die has been cast for an ongoing mutual relationship; that relationship is the theoretical grounding of this study.

8 *Design* (New York: Public Relations Society of America, 1987), p. 17.

PR Principles and Concepts

Public relations as an organized discipline has a relatively short history. Evolving from the press agentry and "publicity stunts" of the late 1800s, public relations gained stature as a profession during the early years of the twentieth century through the efforts of such pioneers as Ivy Lee, George Creel, and Edward L. Bernays. All were involved with public policy and controversy: Lee, with Rockefeller and the Ludlow Massacre; Creel, with World War I and the Liberty Loan campaign; and Bernays, with a boycott of Procter and Gamble products. In an overview of PR's history, Newsom, Scott, and Turk in their *This Is PR*,[1] touch upon these and other persons and events. The present stage in PR's history, significant in their view, is characterized by a quest for professionalism and a struggle for status.

Training for public-relations professionals in years past was rooted in print journalism. Because of the growth of the mass media (especially television and related technology) and the recent emphasis on effective communication in business management, the PR professional of the 1990s will probably bear at least some resemblance to Vonnegut's prophetic profile: mindful of the forces of scientific, economic, and social change; aware of the theoretical underpinnings of human motivation and behavior; skilled in initiating and in interpreting research; and adept in both speaking and writing. In short, the PR professional of the not-so-distant future will be a well-educated communication theorist/practitioner.

1 Doug Newsom, Alan Scott and Judy Van Slyke Turk, *This Is PR: The Realities of Public Relations*, 4th ed. (Belmont, CA: Wadsworth, 1989).

One cannot point to any specific body of literature and say, with confidence, "Here is the theory of public relations." Even the recently published *Public Relations Body of Knowledge* contains little about theory, although several sections explore such provocative areas as "Communication Process and Effects" and "Changing Attitudes, Beliefs, Values and Behavior."[2] As a field, public relations has only recently been understood to include its own theoretical basis. For many years, instead of working from theories, PR practitioners simply performed certain traditional activities: they wrote press releases, drafted speeches, designed brochures, managed special events, produced internal manuals and newsletters, interacted with trade associations, etc. Textbook approaches to these activities were generally prescriptive. Standard formats and rigid do's and don't's prevailed.

Public Relations History

Although some writers insist upon tracing public-relations practices to ancient times, it is more tenable to view the field as a comparatively recent (indeed, almost contemporary) phenomenon. For the most part, modern public-relations practice developed concomitantly with the expansion of American business interests during the last quarter of the nineteenth century and the first quarter of the twentieth century. Among the first public-relations practitioners were the publicists and press agents of the nineteenth century. Many were associated with the railroad industry, which was in a period of rapid expansion. PR agents sought in the newspapers of their times both favorable publicity for their concerns and the squelching of information adverse to their interests. Because they sought to suppress unfavorable information, PR agents have come to be regarded negatively by those who have studied this phase of public-rela-

2 Albert Walker, ed., *The Public Relations Body of Knowledge* (New York: Institute for Public Relations Research and Education, 1989).

tions practice. Stereotypes drawn from the rhetorical bombast of the showman P. T. Barnum, and from William Vanderbilt's infamous epithet "The public be damned!" characterize this early period in PR history.

Ivy Ledbetter Lee (1877-1934), who considered himself a publicist, helped financiers J. P. Morgan and John D. Rockefeller modify their distinctly negative public images. In contrast to his client's earlier silence, Lee encouraged Rockefeller to welcome journalists' inquiries. This modification ultimately won favorable print and newsreel accounts of Rockefeller's philanthropy. At the heart of Lee's philosophy of public relations is his "Declaration of Principles,"[3] a pledge issued in 1906 in which Lee affirmed that his client would provide complete, accurate information to the press. It worked. Lee's "handouts" secured favorable press coverage.

During World War I, President Woodrow Wilson appointed journalist George Creel as chair of the Committee on Public Information. The charge was straightforward: coalesce feelings of loyalty; mount support for the war effort; sell Liberty Loan bonds. Wilson had previously sought to maintain American neutrality, so the task before Creel's committee was formidable. Its successes are reported in Creel's book, impressively titled *How We Advertised America: The First Telling of the Amazing Story of the Committee on Public Information that Carried the Gospel of Americanism to Every Corner of the Globe.*[4] Creel's employment was a government irony: a few years prior to Creel's efforts, the so-called Gilette Amendment forbade government appropriation of funds "to pay a publicity expert unless...[the

3 Newsom, Scott, and Turk, p. 32.

4 (New York: Harper & Brothers, 1920).

funds had been] appropriated for that purpose."[5] Like Lee before him, Creel was successful in meeting his communication objectives.

Nonagenarian Edward L. Bernays, who in 1990 remains active as an editorial board member of *Public Relations Quarterly* and a contributor to journals on public relations, and who coined the phrase "public relations counsel," also wrote the seminal volume *Crystallizing Public Opinion* (1923), and taught, at New York University, the first public-relations course. Bernays views the field of public relations as an "applied social science," and he has long advocated basic research on public opinion and the forces which impinge upon it.

Unlike most of his predecessors, Bernays seems consciously to view public relations as persuasion rather than as information. In an interview with Bill Moyers, Bernays responded to a question about the manipulative aspects of public relations by differentiating between propaganda and "im-propaganda."[6] Affirming the former, Bernays deemed the latter irresponsible and, therefore, reprehensible. Public relations, as a species of propaganda without attendant negative connotations, is persuasion for the public good, a form of communication within the democratic ideal.

During the past five decades, public relations has flourished as a discipline and as a professi . World War II saw numerous government programs under the aegis of the Office of War Information, which was similar to Creel's earlier Committee on Public Information. A national PR publication founded by Glenn and Denny Griswold in 1944, *Public Relations News*, continues

5 Newsom, Scott, and Turk, p. 42.

6 "The Image Makers," *A Walk through the Twentieth Century with Bill Moyers* (Alexandria: PBS Video, 1988).

today. The Public Relations Society of America (PRSA) was formed in 1947 with the merger of two organizations, the American Council on Public Relations and the National Association of Public Relations Counsel.

Contemporary public-relations practice is marked by several key concerns: (1) a sense of professionalism (2) an awareness of increasingly stringent standards of managerial accountability and ethics (3) the emergence of new technology—computers, video production, and broadcast technologies. The quest for professionalism has been aided by PRSA, which conducts professional development seminars at its regional and national meetings. PRSA has also established examination procedures that lead to awarding individuals the right to use the initials "APR" ("Accredited Public Relations") after their names.

Computers/word processors and new video capabilities are having major impacts upon public-relations education and practice. Just as journalists at even the smallest newspapers use computers/word processors for writing, editing, and layout, so also do PR practitioners use them as electronic typewriters for composition and as sophisticated aids in graphic design. In similar fashion, lightweight "mini-cams" and improved video broadcast technology (especially satellite transmission) have made teleconferencing, simultaneous broadcasting to multiple points, and other electronic wizardry integral to, and ordinary in, modern PR practice. The current generation of public-relations students must, as part of their undergraduate preparation for a career, become proficient at using computers/word processors and the other new tools of the trade. Five years ago, interviewees were asked "Have you used a computer?" Now the question is "Which word-processing software can you use?"

Approaches to PR Education and Definitions

Over the past century, public relations, as an academic discipline, has evolved from the relatively narrow focus of journalism-based publicity to a broader, interdisciplinary focus on communication strategies and effects. Nevertheless, the locus of

PR-education programs in colleges and universities often dictates particular constraints.

For many years, PR professionals often were effective writers who had moved into public relations from print journalism; consequently, entry-level PR people were hired from the ranks of print journalism. In the 1940s and '50s, management professionals became increasingly interested in marketing and advertising practice and research; they tended to hire the graduates of business schools for their PR departments. In the 1960s and '70s, journalism-education programs were often broadened to include both broadcast and print journalism; many such programs were based in comprehensive colleges of communication.

In several studies, PR educators have noted the trend toward interdisciplinary public-relations education. A number of communication specializations are now considered essential to contemporary public-relations practice: organizational communication, business and professional communication, speech writing, nonverbal communication, gender communication, public speaking, and persuasion.

Baskin and Aronoff isolated these four key elements of public relations—research, planning, action and communication, and evaluation. They offer this comprehensive definition of the field:

> Public relations is a management function that helps to define organizational objectives and philosophy and facilitate organizational change. Public relations practitioners communicate with all relevant internal and external publics in the effort to create consistency between organizational goals and societal expectations.

> Public relations practitioners develop, execute, and evaluate organizational programs that promote the exchange of influence and understanding among organizations' constituent parts and publics.[7]

Experts in the field of study are moving towards consensus: the approach to, and function of, public relations is remarkably similar to that of communication in their common agendas—audience analysis, subject-matter fact finding, message construction and channel selection, and assessment of effect. Moreover, the concern with the process of imparting information and effecting persuasion is central both to public relations and to communication.

The PR Pro: Communication Concerns

Public relations, despite its relatively short history, is an integral part of the American scene. In many respects, the history of public relations is related to the development of business practices, especially marketing and advertising, as well as to advances in communications technology. A number of communication concerns impinge on today's PR professional practitioner and need to be addressed by public-relations educators.

Public-relations professionals often adopt job titles that imply that they are in the business of providing information: Public Information Officer, Customer Information Coordinator, and Product Information Representative. This perspective regards information as readily accessible "fact," devoid of emotional impact. In contrast, speech-communication scholars and educators, although they frequently differentiate between informa-

7 Otis W. Baskin and Craig Aronoff, *Public Relations: The Profession and the Practice*, 2nd ed. (Dubuque, IA: William C. Brown, 1988), p. 4.

tive and persuasive discourse, concede the artificial nature of the dichotomy. All communication, they argue, may influence, alter, or stimulate change in the receiver, regardless of the stated intentions of the source.

Students of public relations need to explore the information/persuasion question by reading articles in PR periodicals and by interviewing PR professionals. PR people in government, non-profits, and the service sector seem more wedded to the "information only" view than do those employed by mass-market product manufacturers and sales-oriented enterprises.

Few topics are so familiar to public-relations professionals as the concept of "publics." Publics can be internal and external, committed or uncommitted, and everywhere the term "public" is synonymous with "audience." Detailed study of publics by communication experts and PR practitioners alike is a common research task, and "audience analysis" in speech communication is clearly a parallel endeavor. Many assignments for students in basic public-relations classes can be cast around this common understanding: the need for detailed demographic and psychographic data about potential auditors/readers as an aid in preparing the message itself.

Just as public-relations and communication educators are concerned with "who says what to whom with what effect?" so also do they share an interest in the pros and cons of selecting among potential channels for the dissemination of a message. The relationship of channel and feedback is well-known in communication studies, and most PR textbooks assign stronger import to communication in face-to-face situations rather than in settings in which feedback is delayed. Consequently, research on channel effects dealing with learning, retention, and persuasiveness can be most useful to public-relations practitioners and to others interested in organizational communication.

Of related interest in the area of channels is the sharp differentiation made by PR practitioners between controlled and uncon-

trolled media. Controlled media (internal newsletters, brochures, letters to employees, annual reports, billboards, etc.) are written and produced entirely to the specifications of the PR person or organization; the uncontrolled media (newspaper, radio, and television coverage) are subject to the judgments of an editor or editors who are not in the pay of the PR person or organization. When a news release is sent to uncontrolled media, editors there decide whether or not the material in the release will or will not be used and, if used, in what form. Few news releases are used verbatim, but many newspaper and broadcast stories and features begin with news releases written by PR professionals.

Case studies in public relations, such as those reported in *Public Relations Journal*, often reveal the behind-the-scenes decisions of experienced practitioners. How do "good news" (a state centennial, a major award) and "bad news" (an oil spill, plant closings) differ as public-relations problems in terms of responses from uncontrolled media? How are credibility and image affected by openness and by channel selection? These and similar questions confront PR professionals daily.

Audience analysis and channel selection alike play considerable roles in predicting the possible effects of a given message as well as of an entire campaign. Researchers in communication studies have been interested in message effects for many years, and they have developed an impressive array of measuring devices and experimental techniques. Likewise, public-relations practitioners have turned to psychologists and market research specialists to develop similar measures. Students in public-relations classes are at the right stage in their education to read these research studies and to learn to use these instruments.

Message-construction variables (order effects, organizational patterns, etc.) are becoming of great interest to public-relations practitioners. The heritage of public relations in journalism has, until recent years, constrained this interest somewhat, al-

though the capabilities of graphic designers have been enhanced through computer technology and other mechanical innovations.

Language is the tool of verbal communication, and those who prepare messages must be aware (and, perhaps, wary) of the voluminous and often conflicting studies involving language and culture. Historically, PR professionals used measures of readability (and similar devices) to determine the efficacy of a given message. More recently, they have used communication-based research in language intensity and social class to formulate message strategies.

How does one assess the impact of a message, ranging from an individual speech to a finite audience to an international, multilingual public-relations campaign? Some look to a subjective analysis of the quality/quantity of output, while others insist upon "results," concrete demonstrations of influence in the desired direction. Public-relations scholars, many of whom have backgrounds in communication studies, are currently focusing on the life cycles of issues and attendant phenomena to understand the relationships among message, issue, time, and audience.

A final communication concern is ethics. In 1986, PRSA president Anthony M. Franco resigned his position (and later his membership in the organization) when he was accused of "insider trading" by the Securities and Exchange Commission. PRSA suffered from internal friction over Franco's resignation and from the discovery that its codes of conduct and standards of professional behavior lacked enforcement mechanisms.

In mid-April, 1988, former Presidential aide Larry Speakes became the center of criticism when his book *Speaking Out* was published. During his tenure at the White House, Speakes manufactured quotations attributed to President Ronald Reagan in statements released to the press. Another former press secretary, George Reedy, denounced this practice, as did scores of

journalists and political figures. Although Speakes wrote that the activity was "clearly wrong," he justified it by saying that he had "been able to spruce up the President's image by taking a bit of liberty with my PR man's license." The furor over Speakes' revelations quickly led to his resignation as Vice President of Communication for the brokerage firm Merrill Lynch and Co. Within a short time, however, many journalists and editors acknowledged that the practice had been going on for years in various levels of politics and business.

National magazines have prophetically dubbed the decade of the 1990s as "the ethics era." Whether they shall prove to be true prophets remains to be seen. Some corporations have employed philosophers and futurists to anticipate ethical dilemmas in an age fraught with issues ranging from computer crime to AIDS testing. PR professionals, constantly concerned with who chooses to say what to whom, will be in the forefront of debates on the ethical implications of communication, and their professional activities will be in the harsh spotlight of journalistic scrutiny.

Communication Activities

Today's public relations professionals engage in a wide variety of communication activities. Entry-level employees in a large organization may toil on a single facet of some regular communication effort, such as the following: a single page, column, or department in a weekly internal newsletter; a speech/slide presentation to be used for training new employees; a small, informative brochure to be inserted in customers' monthly statements; updating employee biographies or other sorts of fact sheets (often termed "backgrounders") for local media channels; or developing ideas for product/service promotions at trade shows and public exhibitions.

Management-level PR employees, on the other hand, may be concerned with activities as varied as the pressing concerns of everyday media relations or the intricacies of long-range public-relations planning. At a management cabinet meeting, they might ponder the development of plans related to crisis communication, or they might approve plans and allocate funds for an upcoming special event, such as a centennial celebration or other significant anniversary. The daily schedules of virtually all PR persons, from entry-level to top-management, are subject to momentary change because PR crises and PR opportunities arise without warning.

The most prevalent daily activities of PR professionals are in the area of media relations. These tasks consist of communicating information for the print (from local daily and weekly newspapers to national trade publications) and the broadcast media. The information may range from relatively simple, fact-filled "backgrounders" and "bios," to lengthy news releases with accompanying b/w photos and color transparencies, to elaborate and expensive "video news releases," replete with special effects

and other production values. Public-relations practitioners may spend hours on the telephone, fielding media inquiries and following up these conversations by providing information through fact sheets or extensive, feature-length reports.

On-going internal or external publications—such as bulletin boards, regular newsletters, and quarterly or annual reports—often fill a substantial portion of the PR workday. Preparations for press conferences or trade shows, speeches, presentations, and media interviews all demand time, too. In a small enterprise, the PR person may act as spokesperson for the organization, but it is typical for the PR person to prepare statements and drafts for someone else's delivery.

Long-range public-relations planning offers an interesting challenge to practitioners with traditional backgrounds in communication studies. For the most part, communication scholars and educators have focused on short-range goals, such as preparing speeches for immediate impact, although studies of campaigns and movements (and biographical studies of speakers) may have much to contribute to this end. Public-relations campaigns are frequently planned and budgeted far in advance, just as marketing and advertising campaigns are conceived and executed.

The indispensable tool of any long-range planner is the calendar, and the walls of many PR offices are covered with calendars as large as chalkboards. The bases of long-range planning, however, are program development and goal setting, the laying out of organizational objectives, and the detailing of the means by which these ends can be attained. This is a management function, but it is surely bound up with communication and public relations; in practical terms, these functions are impossible to separate.

In spite of careful planning, circumstances sometimes arise that demand a quick response from PR persons. When these are essentially positive, such as an offer of collaborative action or

financial support, the unexpected is an "opportunity." A PR staffer with a non-profit agency might have searched in vain for a corporate sponsor for some aspect of a fund-raising drive; then, just before the drive is to begin, a sponsor appears. Once the decision is made to accept the late offer, many communication efforts must be modified. News releases need to be re-written and arrangements for special events recast.

If the situation is negative, perhaps involving property damage or official inquiry, the unpleasant surprise is a "crisis" in every sense of the term. Opportunities and crises share two characteristics: they are both sudden and generally unexpected. One can plan only in general for either crises or opportunities; many references in PR textbooks and articles in journals deal with crisis planning and crisis communication.

One misunderstood aspect of public relations practice involves crises. The stereotype of the smooth-talking PR pro placating the press and reassuring the public, is dramatic but unrealistic. Corporate disasters, product recalls, and other newsworthy events of a negative nature usually bring forth the executives of an organization as spokespersons. The PR staff and legal counsel are intimately involved in drafting statements, releasing information and photos, conducting tours, etc.

PR and Applied Communication Theory

PR pioneer Edward L. Bernays conceives of public relations as an "applied social science." His view underlies much of contemporary public-relations activity, but Bernays' focus was clearly on the nature of public opinion and, in today's terms, on the nature of attitude/behavior changes effected by communication strategies and tactics. The contemporary public-relations practitioner, however, is also acutely aware of the nature of organizations and of the communication dynamics and processes therein. Public relations is, by definition and by nature, an organizational rather than an individual activity. Accordingly, some discussion of the types of organizations associated with public relations is in order.

Non-profit organizations ar : groups employ many public-relations persons, typically on relatively small staffs (fewer than 10). The term "non-profit" embraces a wide spectrum, ranging from churches, schools, and hospitals to the fine arts and other organized charities and to trade associations and unions. Some non-profits, especially charities, hospitals, and educational institutions, are also tax-exempt organizations; they do not pay federal taxes, and they are generally free from state sales and income taxes. These organizations are often dubbed "501 (c) (3)" groups after the lege provision that legitimizes them. Contributions to these organizations are usually tax deductible, and, therefore, of some financial advantage to the contributor.

The usual task of the public-relations office of a non-profit organization is to tell the group's story through frequent publicity attempts directed toward uncontrolled media and through low-cost, controlled media, such as direct mail. Much public-relations effort in the non-profit sector is directed through membership drives and fund-raising activities, often using special events. These groups depend heavily on corporate gifts, foundation grants, and individual donations for their financial livelihood. Many non-profits rely on volunteers, too, and PR persons often conduct training for them in fund-raising and other activities, such as telethons and celebrity benefit auctions.

Low budgets and low staff salaries are facts of life in most non-profits, so the PR person who has an eye for trimming costs and an innovative flair for publicizing special events may find ready niche. Non-profit organizations frequently depend on collaborative ventures, such as the association of a local television station's personalities and promotions department with a hospital or Red Cross blood drive.

Public relations activities are usually associated with the behemoths of corporate culture, but numerous small businesses and independent professional practices frequently engage in public-relations efforts, often without fully realizing it. A local bank may provide brochures containing information on IRAs and

other investments as "statement stuffers" to its customers each month. The county bar association schedules a lawyer to appear on a seminar program at a senior citizens' center to discuss estate planning, and answer questions on routine legal matters. Many school systems provide parents with directories of staff members and available services to facilitate inquiries and resolve problems. All these activities affect the perceptions of those members of the public who take part in them.

Employees in the areas mentioned above rarely use the term "public relations" in conjunction with their work, and some have, in fact, gravitated to these jobs within the organization by virtue of a "knack" for effective communication, good writing, and capable administration that has been recognized by their superiors. These PR practitioners may use various titles (Customer Service Representative, Public Information Officer, Events Coordinator, etc.), but their tasks are essentially those of public relations as defined here, namely, the management of communication between an organization and its various publics.

The most visible PR activities in contemporary America, and indeed the world, are those of large, corporate structures. The largest corporate organizations may maintain a multitude of specialized public-relations divisions such as these: employee relations, investor/stockholder relations, education relations, dealer relations, media relations (print and broadcast), community relations, special events, government relations (city, county, state, and federal), and international relations (perhaps subdivided into various countries). Some of these may be subsumed within the marketing or advertising divisions, and it is sometimes difficult indeed to pinpoint all of a given organization's public-relations efforts.

In contrast to the traditional reticence once typical of corporate America, today's multinational corporations are eager to engage in PR programs, whether designed by their own employees or by public-relations counseling firms. The relationship between a public-relations agency and its client is essentially the same as

that between an advertising agency and its client. To some extent, the corporate willingness to communicate is predicated on a growing awareness of consumer and government interests and a desire to work closely with uncontrolled media on a regular basis rather than only when crises affect the organization.

Furthermore, some major corporations consciously and openly associate themselves with social concerns as part of their marketing programs. This may be manifest in traditional advertising campaigns (paid space/time for the promotion of a product/service) or it may take the form of "issues advertising," a topic addressed in virtually all major public-relations textbooks. When one sees or hears the phrase "in the public interest," a corporate-sponsored message on some timely topic will soon follow: the importance of voting, AIDS education, crime prevention, the plight of the homeless, ecology. Both controlled and uncontrolled media are used in these cause-related campaign efforts.

Corporations choose their associated causes with care. Some prefer the non-controversial: McDonald's underwrites a number of teen activities (all-star basketball, all-American band), as well as lodging facilities for the parents of seriously-ill children who require special treatment (Ronald McDonald House). Other corporations wade into controversial waters: acid rain (Standard Oil of Ohio), and toxic waste (Hooker Chemical). Typically, vested interest is at work, such as the food company that publicizes "good nutrition" or the financial bloc that provides informative messages devoted to "responsible money management."

Public-relations work in all kinds of organizations—from nonprofits to international cartels—has become increasingly complex within recent years. Practitioners have had to learn to use new technologies, and they have had to adapt to a rapidly-changing, and often intimidating, climate of litigation, consumer advocacy, and government regulations. Furthermore, practitioners have had to respond to internal management pres-

sures for accountability, as well as to society's demands for responsibility and ethical conduct.

Theory and Research in PR Education and Practice

Since its inception and growth in the early twentieth century, public relations has been essentially practical rather than theoretical. Public-relations practitioners have always been decidedly task oriented. Their goals for many years were reached by the production of a printed piece (press release, brochure, newsletter, annual report). Research consisted primarily of library-based fact-finding of information relevant to the client's best interests. Opinion surveys and other sorts of questionnaires were sometimes used to determine attitudes prior to the implementation of programs and to evaluate the effects of the programs themselves.

On several occasions, PR educators and others have noted the paucity of theory and basic research in public relations. In 1976, Grunig and Hickson concluded that only about 2 percent of the books and articles on PR (of over 4,000 surveyed) had a systematic research focus: the rest were descriptive and anecdotal in nature.[1] Pavlik documented a trend toward increased research in public-relations education and practice, but suggested that most of the research "is designed to help improve the practice of public relations."[2] Nonetheless, there is some recent emphasis, albeit tentative, on areas which scholars in communication studies would call "basic research."

1 J. E. Grunig and R. H. Hickson, "An Evaluation of Academic Research in Public Relations," *Public Relations Review*, 2 (1976), pp. 31-43).

2 John Pavlik, *Public Relations: What Research Tells Us* (Newbury Park, CA: SAGE Commtext Series, 1987).

Among the theoretical concerns of those who study public relations is a need to understand how publics (or audiences) respond to messages. Pavlik reported considerable interest in the standard speech-communication model (source-message/channel-receiver-feedback).[3] William McGuire has been a leading advocate of this perspective, and his most interesting work is in an edited collection of useful monographs.[4]

Some public-relations textbooks, such as Grunig and Hunt's,[5] Nager and Allen's,[6] and Baskin and Aronoff's,[7] are especially well-grounded in theory and research drawn from communication studies.

In their text, Grunig and Hunt posited four models of public relations practice: (1) press agentry/publicity (2) public information (3) two-way asymmetric (4) two-way symmetric. Each type is a reflection of the familiar "communication model" consisting of source, message, channel, receiver, and feedback. The press agentry/publicity model and the public-information model are essentially unidirectional: sources send informative messages to receivers with few theoretical precepts to guide activities. In the two-way asymmetric model, persuasive messages are carefully formulated with a view to theoretical understanding of attitude

3 *Ibid.*, p. 8.

4 William J. McGuire, "Theoretical Foundations of Campaigns," in *Public Communication Campaigns*, ed. by R. E. Rice and W. J. Paisley (Newbury Park, CA: SAGE, 1981), pp. 41-70.

5 James E. Grunig and Todd T. Hunt, *Managing Public Relations* (Hinsdale, IL: Dryden Press, 1984).

6 Norman R. Nager and T. Harrell Allen, *Public Relations: Management by Objectives* (New York: Longman, 1984).

7 Otis W. Baskin and Craig Aronoff, *Public Relations: The Profession and the Practice*, 2nd ed. (Dubuque, IA: William C. Brown, 1988).

formation and change. The label "asymmetric" is used to indicate that the source (in Grunig and Hunt's view, the "organization") remains unaffected by the process of communication: whereas the organization seeks to change various audiences ("publics"), the organization itself remains unchanged.

Grunig and Hunt's two-way symmetric model suggests that organizations and publics alike change as a result of communication and public-relations programs. Thus, public relations in such an organization serves an intra-organizational function as well as an external function. The intra-organizational function is that of social conscience. The external functions are generally those of traditional public relations: media relations, investor relations, etc. Grunig and Hunt represent this model, based on the most laudable of contemporary public-relations practices, as the most healthful for both the organization and its publics.[8]

Nager and Allen suggested that public-relations management-by-objectives (PR-MBO) differs sharply from traditional public relations because of its future orientation and insistence on clearly established priorities and long-term objectives that reflect the entire organization. Most importantly, they argued that PR-MBO depends on effective communication within the organization. Their view of external communication is essentially the same as Grunig and Hunt's two-way asymmetric model: organizations design public-relations programs to effect change in some public(s), and success is measured in terms of desired results. An unsuccessful program tends to generate another program with a different set of tactics for change rather than any introspection on the part of the enterprise itself.[9]

8 Grunig and Hunt, p. 22.

9 Nager and Allen, pp. 25-30.

Baskin and Aronoff wrote one of the few textbooks that contains a clear-cut chapter on theory, "A Theoretical Basis for Public Relations."[10] These authors employ systems theory (as also do Grunig and Hunt) to analyze and manage the communication functions inherent in public-relations practice. Baskin and Aronoff also posit four communication roles adopted by public-relations professionals—gatekeeper, liaison, opinion leader, and boundary spanner—all of which are easily compatible with modern views of organizational communication developed by researchers in communication.

Research in communication has recently begun to impact upon the field of public relations, and studies in mass communication and some aspects of organizational communication are mentioned from time to time in PR textbooks, professional journals, and convention papers. Public-relations textbooks may contain discussions of communication in a separate chapter, but most seem to fold communication principles into discussions of writing, speaking, planning, or other public-relations activities. Newsom, Scott, and Turk's text is an exception.[11] It contains two lengthy chapters on "Persuasion and Communication Theories" and "Communication Channels." The authors' perspective throughout reflects an understanding of contemporary theories of persuasion and, to a lesser extent, interpersonal communication. This textbook is particularly suitable for an introductory-level class in public relations with a strong emphasis on communication.

Three scholars affiliated with departments of communication—Richard Crable, Steve Vibbert, and Robert Heath—have advanced the interest of public-relations practitioners in the field

10 Baskin and Aronoff, pp. 49-68.

11 Newsom, Scott, and Turk, pp. 153-183, 185-216.

of "issues management." Their perspectives, reflected in several books and articles, stem from a theoretical view of the life cycle of issues. Stated briefly, their theory is that issues become salient when events and news coverage of events occur whose impact causes the issues to acquire increased levels of prominence. The media's agenda often becomes the public's agenda and, in turn, the focus of concerted issues-management efforts by public-relations practitioners.

Crable and Vibbert employ a wide variety of communication research perspectives—psychological, rhetorical, interpersonal, and organizational—in a well-balanced look at public relations.[12] The titles of two major sections reveal Crable and Vibbert's roots in communication studies: "Communication Skills in Public Relations" (includes written and oral communication in typical settings as well as managerial action and preparation or proposals) and "Communication Campaigns in Public Relations" (includes audience as publics, campaign strategies, organizational audits, polling, and evaluation).

In Pavlik's account of the state of research in public relations (which does not include speech-communication journals published by SCA or the regional associations), he isolated several areas of study familiar to students of communication: agenda-setting, the knowledge-gap hypothesis, and what Pavlik terms "a cognitive complexity gap."[13] Pavlik went on to suggest that much of this research is rooted in basic communication and persuasion theory, and that extensions of this research will push forward the development of public relations as—to borrow Bernays' terms—an "applied social science."

12 Richard E. Crable and Steven L. Vibbert, *Public Relations as Communication Management* (Minneapolis, MN: Burgess, 1986).

13 Pavlik, p. 103.

Coursework

This section comprises three parts:

(1) a Composite Course Outline, which lists lecture/discussion topics for major units of study as well as suggested readings and appropriate assignments

(2) a series of Student Assignments, arranged so that each can be easily photocopied for classroom use

(3) an Instructor's Guide in which the Student Assignments are repeated (in smaller type) and specific suggestions for implementation and evaluation are given

Composite Course Outline

Possible Course Titles

Introduction to Public Relations
Fundamentals of Public Relations

Credit Hours

4 quarter hours; 3-4 semester hours

Course Level

sophomore/junior

Course Objectives

1. To understand the historical antecedents and the contemporary practice of public relations in America
2. To understand the nature of the day-to-day tasks and the communication responsibilities of public-relations practitioners in a variety of professional settings
3. To understand the issues facing the modern professional in the field of public relations

Recommended Textbook

This Is PR: The Realities of Public Relations, fourth edition by Newsom, Scott, and Turk (Belmont, CA: Wadsworth, 1989).

Other Useful Textbooks:

Effective Public Relations, 6th edition by Cutlip, Center, and Broom (Englewood Cliffs: Prentice-Hall, NJ, 1985).

Public Relations: The Profession and the Practice, second edition by Baskin and Aronoff (Dubuque, IA: Wm. C. Brown, 1989).

Public Relations: Strategies and Tactics, second edition by Wilcox, Ault, and Agee (New York: Harper & Row, 1989).

Other References

See the Sources and Resources section for a comprehensive listing of textbooks, periodicals, and professional associations.

Unit One: PR—Definitions and History

Lecture/discussion topics

- History of PR—ancient to contemporary
- Significant events and persons in the history of PR
- Stages of development in American PR since the mid-19th century
- Emergence of professional associations in PR
- Models of public relations; definitions of public relations
- Relationships among public relations, journalism, and communication, including mass communication
- Differences between public relations and advertising

Readings

Newsom, Scott, and Turk, chapters 1 and 2

Cutlip, Center, and Broom, chapters 1 and 2

Baskin and Aronoff, chapters 1 and 2

Wilcox, Ault, and Agee, chapters 1, 2, 3, and 4

Assignments

- PR Definitions
- PR: Media Monitor
- PR: History Lessons

Unit Two: Public Relations Research

Lecture/discussion topics

- Reference sources in PR
- Research and planning
- Qualitative and quantitative research techniques
- Formal and informal research procedures
- Issues management
- Public relations and communication audits

Readings

Newsom, Scott, and Turk, chapters 3 and 4

Cutlip, Center, and Broom, chapters 3, 8, and 9

Baskin and Aronoff, chapters 6 and 7

Wilcox, Ault, and Agee, chapters 7, 11, and 12

Assignments

- PR and the Press
- PR Reference Sources
- Personal Publics
- "You're Hired!" assignment begins
- "PR: Product Campaign" assignment begins

Unit Three: Public Relations and Communication

Lecture/discussion topics

- Communication concepts and theories
- Perspectives on attitude change and persuasion
- Systems theory and public relations
- Choosing communication channels
- External and internal communication
- Public-relations aspects of organizational communication

Readings

Newsom, Scott, and Turk, chapters 5 and 6

Cutlip, Center, and Broom, chapters 7, 10, 11, 14, and 15

Baskin and Aronoff, chapters 3, 8, and 9

Wilcox, Ault, and Agee, chapters 9, 11, and 12

Assignments

- "You're Hired!" and/or "PR: Product Campaign" assignments continue
- PR: Campaign Analysis
- "PR Clients" to be used in an advanced class setting

Unit Four: Public Relations and Media Relations

Lecture/discussion topics

- Preparing news releases (content and form) and other publicity messages
- Corporate advertising
- Using technology
- Understanding media needs
- Radio/television interviews
- Press conferences and other special events

Readings

Newsom, Scott, and Turk, chapters 6, 10, and 11

Cutlip, Center, and Broom, chapter 17

Baskin and Aronoff, chapter 10

Wilcox, Ault, and Agee, chapters 12, 22-24

Assignments

- "You're Hired!" "PR: Product Campaign," and/or "PR: Campaign Analysis" assignments continue
- PR: Issue Identification/Analysis
- "PR Clients" continues in advanced class

Unit Five: Developing Public-Relations Programs

Lecture/discussion topics

- Determining public-relations needs and planning for public relations
- Developing communication strategies and tactics
- Measuring program effects
- Evaluation of PR efforts
- PR campaigns and case analysis
- The day-to-day details of PR work
- Budgeting for public relations

Readings

Newsom, Scott, and Turk, chapters 6, 9, and 11

Cutlip, Center, and Broom, chapters 9-12, 16

Baskin and Aronoff, chapters 4, 11-15

Wilcox, Ault, and Agee, chapters 7-10

Assignments

- "You're Hired!" "PR: Product Campaign," and/or "PR: Campaign Analysis" assignments continue
- PR: Issue Identification/Analysis
- "PR Clients" continues in advanced class

Unit Six: PR Opportunities and Crises

Lecture/discussion topics

- Defining "crisis" and "opportunity"
- Development of crisis plans
- Rehearsal of PR crisis situations
- Rumor control
- Legal constraints during times of crisis

Readings

Newsom, Scott, and Turk, chapters 9 and 12

Cutlip, Center, and Broom, chapter 10

Baskin and Aronoff, chapter 18

Wilcox, Ault, and Agee, chapter 14

Assignments

- PR in Crisis: Campaign Analysis
- "PR Clients" (crisis section)

Unit Seven: Public Relations and Specific Fields

Lecture/discussion topics

Differences between internal and agency PR

Public relations roles in various sectors

Corporate

Government

Education

Non-profits

Trade associations and unions

Readings

Newsom, Scott, and Turk, chapter 9

Cutlip, Center, and Broom, chapters 19-24

Baskin and Aronoff, chapters 16 and 17

Wilcox, Ault, and Agee, chapters 14–20

Assignments

- Oral presentation from "You're Hired!" or "PR Clients" assignments

Unit Eight: Public-Relations Law and Ethics

Lecture/discussion topics

- Ordinary and specialized legal exposure in PR
- First Amendment rights and PR
- Regulatory agencies
- Contracts and responsibilities
- Libel and slander
- Trademarks and copyrights

Readings

Newsom, Scott, and Turk, chapters 7, 8, and Appendix A

Cutlip, Center, and Broom, chapters 5, 6, and 18

Baskin and Aronoff, chapter 19

Wilcox, Ault, and Agee, chapters 6 and 13

Assignments

- PR in Crisis: Campaign Analysis

Unit Nir ::: Public Relations and the Future

Lecture/discussion topics

- PR as a management function
- Impact of new and emerging technologies
- Corporate culture
- Dynamics of social change
- Licensing of public-relations professionals

Readings

Newsom, Scott, and Turk, chapter 1 and Appendix B

Cutlip, Center, and Broom, chapters 5 and 18

Baskin and Aronoff, chapter 20

Wilcox, Ault, and Agee, chapters 5, 21, and Afterword

Assignments

- PR: Media Monitor

Class Assignment

PR Definitions

Prepare your own one-paragraph definition of PR to be read aloud in class. Do this from your own experience and thought, without looking up "public relations" in any reference work.

Prepare a brief report based on the results that you obtain after asking 3-to-5 people (preferably non-students) these questions:

- What is public relations?
- What do public-relations people do?

Class Assignment

PR and the Press

Public relations is said to be a significant contributor to the news. We're going to test this statement.

Using the newspaper that you have been assigned, bring in two full pages. Use a highlighter to underscore PR elements within the stories so they can be seen at a distance.

- Look for identifications of spokespersons or PR people by job title. Be alert to the common synonyms.
- Watch for statements or quotations attributed to company/agency personnel.
- Spot information credited to persons and firms who seem to have cooperated with the reporter.
- Highlight information from trade associations or other industry-wide organizations.

Class Assignment

PR Reference Sources

A number of reference sources and other publications are indispensable to public-relations students and practitioners. Using the reference source you have been assigned, prepare a brief report to include the following information:

- Identify the source by title and frequency of publication.
- Note call number and location in the library.
- Summarize the type of information that can be gained by using this reference.
- Anticipate several typical situations in which a PR person would need to use this source.

Class Assignment

Personal Publics

By definition, "publics" are groups of people united, however loosely, by some common thread. Some of our personal publics are generally beyond our control (such as gender and age), while others are the result of choices we make (e.g., political and religious affiliations, career aspirations, media consumption, leisure activities).

- Prepare a representation of your significant publics (minimum of eight), using any format you choose.
- Your classmates should be able to ascertain the relative importance of your publics from your representation.
- Make your format an attention-getter.

Class Assignment

You're Hired!

To do the following major assignments, you'll need to assume that you have an entry-level PR job in some organization, hereafter called the "employer." You choose the general field of your fictitious employer. Inform your instructor of the identity of your fictitious employer. Begin to investigate your chosen field immediately, using the library card catalog, reference sources, PR periodicals, interviews, etc. Be sure to locate trade associations and periodicals in your employer's field.

(1) Prepare a mock-up of your business card to reflect your affiliation with your employer and other relevant information, such as title, address, logo.

(2) Prepare a 3-to-4 minute speech in which you introduce yourself and inform your classmates about your employer.

(3) Prepare three news releases (one for newspapers, one for broadcast, one for a trade publication) for your employer. You may manufacture the facts, within reasonable bounds, for any newsworthy situation you like.

(4) Prepare one issue of a quarterly internal newsletter for your employer (not the first issue of a new newsletter). The newsletter format is four 8 1/2" x 11" pages. Your work is to include flag and other typographical elements, layout sheets with headline/cutline placements, photo descriptions and captions, and all copy.

(5) Represent your employer in a media interview or speech presentation. Keep in mind that your classmates have seen you before in your self-introduction, and they know at least a little about your employer from your self-introduction and your business card.

Class Assignment

PR: Media Monitor

Over the course of the term, keep a scrapbook or other record of mentions of "public relations" in the mass media. These may occur on television or radio news/commentary, in daily newspapers (articles or editorials), and in magazines (especially weekly news magazines). In newspapers, look for PR jobs in the "Help Wanted" ads.

Class Assignment

PR: History Lessons

Prepare a 4-to-5 page paper (typed, double-spaced) on one of the PR pioneers listed below. In addition to biographical information, summarize the person's activities in, and contributions to, the field of public relations. Use primary sources from the library.

Ivy Lee	George Creel
Denny Griswold	Edward L. Bernays
E. H. Heinrichs	Doris Bernays
George Parker	Leone Baxter
Samuel Insull	L. L. L. Golden
Walter Lippmann	Arthur Page
Paul Garrett	Arthur Hill
Earl Newsom	Denny Griswold
Carl Byoir	Scott Cutlip
Doug Newsom	Anthony Franco

Class Assignment

PR: Product Campaign

"I don't know what this thing in the bag is, so don't ask me!"

As a team, develop a total PR package—plans for an awareness campaign and a subsequent marketing (advertising and public-relations) program. The campaign and program, if accepted, will run 12-to-15 months total.

Class Assignment

PR: Campaign Analysis

The purpose of this assignment is to analyze a public-relations campaign (preferably not a crisis campaign). You may select from among image campaigns, legislative campaigns, or consumer campaigns.

Begin by collecting artifacts of the campaign, primary sources such as the following: reports to stockholders, direct mail pieces, article clippings (including paid advertising) from newspapers and magazines, and media releases (these may be available directly from the office that managed the campaign). Look for secondary sources, such as articles about the campaign itself, perhaps in trade publications or the specialty sections of newspapers.

After gathering the materials and reading them carefully, do the following:

- Determine the objective(s) of the campaign.
- Provide an account of the communication channels used.
- Characterize the message strategies employed.
- Evaluate the relative success of the campaign.

Class Assignment

PR: Issue Identification/Analysis

Refer to Crable and Vibbert's views on issues in order to structure this discussion of a public-relations campaign. Plan the final form that this assignment will take in consultation with your instructor.

- Search the major-news pages and the op-ed (editorial) pages of a local, state, or "national" newspaper (e.g., *The New York Times*; *Washington Post*) to identify examples of issues of fact, definition or category, or value and policy.

- Try to find advocates for different "sides" on a given issue.

- Decide upon the status (dormant, potential, imminent, current, or critical) of the issues you have identified.

  See if the publics and arguments match the characterizations according to Crable and Vibbert; e.g., for a "current" issue, publics may be moving apart and employing polarized arguments.

Class Assignment

PR in Crisis: Campaign Analysis

The purpose of this assignment is to describe and evaluate the role of public relations during a time of "crisis." The method used is that of a case study. Select a crisis situation that has received major, nationwide media coverage, such as the Tylenol tampering, recall of Firestone tires, Exxon *Valdez* oil spill, etc.

- Use your textbook and other public-relations sources to devise a list of do's and don't's for handling crisis situations.
- To develop a timeline of events, use newspapers and magazine accounts of the crisis situation that you choose.
- Using the same sources, add to your timeline instances of specific public-relations actions, whether taken by public-relations persons or other responsible organization members.
- Evaluate the public-relations measures in terms of the do's and don't's that you established earlier.

Class Assignment

PR Clients

The focus of this exercise is public-relations management rather than the day-to-day tasks of public-relations staff persons. As a prerequisite to success in this assignment, you need to be able to handle the following: library reference sources and publications in the field of public relations; writing media releases (using a word processor) for print, radio, and television; basic graphic design and layout principles; concept development and article writing for an internal, employee newsletter; understanding printers' terminology; writing short features for trade publications; preparing and delivering short speeches; being interviewed on radio/television.

You have been assigned a specific client. Your client description provides some constraints, but much of the client's public-relations procedures is up to you. Among your first tasks are to provide some identity for your client and to begin to understand the nature of the enterprise. You can accomplish these by investigating the client's field (the general history and practices of the enterprise) and by reading articles about concerns relevant to your client. Familiarize yourself with trade periodicals, scholarly journals, accrediting procedures, associations, unions, or any agency that can help you learn more about your client's PR objectives and problems.

Identity assignment: Every client needs an identity. You must decide, within the guidelines of your client description, where your client is located (city and state). Make up additional information—street address, telephone numbers, etc., as needed. Depending on the nature of your client, you may need to invent the names of individuals, too; be more inventive than "Smith" or "Jones," but do not use the names of public figures.

Manifest your client's identity in a logo and/or color scheme. The design, colors, and typography can be used for business cards, envelopes, letterhead stationery, and, depending on the client, dozens of other things: signs, uniforms, vehicles, etc. A

look through the Yellow Pages, the Sunday "Help Wanted" ads, and some trade publications will give you lots of logo ideas. Visits to an art supply store or a print shop will help, too.

In conjunction with this identity assignment, prepare the following:

1. Facsimile letterhead stationery for a letter of introduction to your classmates

2. Concept sketches for business cards, mailing labels, etc. These must include ink color, type style(s) and size, and other essential information.

3. (optional) A rendition of your logo to place on the front of the podium during a presentation later in the term

One-Year Plan Assignment: Prepare a public-relations plan covering your client for an appropriate one-year period. The plan is to embrace both already existing internal/external public-relations programs and new programs that you intend to initiate. Plans must be specific—objectives, dates, duties, budgets, samples, etc. Plans must be supported by a well-researched, well-argued rationale.

Crisis Assignment: Any time following the third week of class, you may be given a crisis situation. The crisis may require you to prepare written materials within 48 hours, or to give an immediate media interview, or take a hostile telephone call.

Outline/Paper Assignment: Prepare a 2-to-3 page outline/paper about your client's enterprise (and the resources you find helpful) to be distributed to your classmates. Also prepare a fully-developed paper (5-to-7 pages, footnotes, and bibliography) covering this same material for your instructor.

Presentation: Prepare a 10-to-12 minute oral presentation for your classmates based on your One-Year Plan. The class will have read your letter of introduction, your outline/paper, and heard you report on one or more crises.

Instructor's Guide

PR Definitions

Prepare your own one-paragraph definition of PR to be read aloud in class. Do this from your own experience and thought, without looking up "public relations" in any reference work.

This segment of the assignment will generate a variety of student responses, ranging from comparisons of PR with advertising to differentiations between on-going, positive public-relations programs ("active") and the stereotyped public-relations cover-up of negative situations ("reactive") public relations. Be alert to references to communication strategies and the information/persuasion dichotomy as students read their definitions. At the conclusion of this interchange, formulate generalizations, and refine a group-definition of public relations.

Prepare a brief report based on the results that you obtain after asking 3-to-5 people (preferably non-students) these questions:

- What is public relations?
- What do public-relations people do?

This activity might be titled "Public Perceptions of Public Relations." Many respondents will offer negative stereotypes of public relations and public-relations practitioners; some will note the "information" role of public relations. A good discussion of public perceptions of PR as an occupation can be developed around the responses obtained.

PR and the Press

Public relations is said to be a significant contributor to the news. We're going to test this statement.

Using the newspaper that you have been assigned, bring in two full pages. Use a highlighter to underscore PR elements within the stories so they can be seen at a distance.

- Look for identifications of spokespersons or PR people by job title. Be alert to the common synonyms.
- Watch for statements or quotations attributed to company/agency personnel.
- Spot information credited to persons and firms who seem to have cooperated with the reporter.
- Highlight information from trade associations or other industry-wide organizations.

For this assignment to be fruitful, students must have ready access to daily newspapers from a reasonably large metropolitan area as well as local weeklies or semi-weeklies. To avoid overlap, assign each student to read sections from the newspapers on different days, e.g., Student A is responsible for the first section on Monday, Student B the same section on Tuesday, and so on. The business pages are most likely to contain the phrase "public relations," but careful student readers will find other job titles and other references, both obvious and concealed, to PR persons. Studies by journalists have suggested that as much as 60% of newspaper copy can be linked to PR activities. Taping the pages to the walls or chalkboards will make the pages easy to see, especially if the students use yellow or red highlight markers.

PR Reference Sources

A number of reference sources and other tools are indispensable to public-relations students and practitioners. Using the reference source you have been assigned, prepare a brief report to include the following information:

- Identify the source by title and frequency of publication.
- Note call number and location in the library.
- Summarize the type of information that can be gained by using this reference.

  Anticipate several typical situations in which a PR person would need to use this source.

The following sources are recommended for this assignment:

Advertising Age

Facts on File

New York Times Index

PR Newswire

Wall Street Journal Index

Consumers Index

Editor and Publisher

Bacon's Publicity Checker

Working Press of the Nation

Public Relations Quarterly

Book of Days

Broadcasting Yearbook

Poor's Register of Corporations

Encyclopedia of Associations

Public Relations Journal

BusinessWeek

IPRA Review

Public Opinion Quarterly

Business Periodicals Index

Gale's Directory of Publications and Broadcast Media (formerly *Ayer's*)

PR Reference Sources (continued)

You need to be thoroughly familiar with each source so that the ..tness of the information called for can be evaluated. Have ..eady list of two or three situations for which the use of each reference would be appropriate, and then test the students orally in class to get them thinking on their feet. Examples:

> "Help! Save my PR life! I need the names of the city editors of newspapers serving Davenport, Iowa!" (The lifesavers are *Working Press of the Nation* and *Gale's Directory of Publications and Broadcast Media*.)

> "Help! Save my PR life! I need to find out about the recent hostile takeover of one of my company's competitors." (The lifesavers are *Facts on File*, *The New York Times Index*, and the *Wall Street Journal Index*.)

Personal Publics

By definition, "publics" are groups of people united, however loosely, by some common thread. Some of our personal publics are generally beyond our control (such as gender and age), while others are the result of choices we make (e.g., political and religious affiliations, career aspirations, media consumption, leisure activities).

- Prepare a representation of your significant publics (minimum of eight), using any format you choose.
- Your classmates should be able to ascertain the relative importance of your publics from your representation.
- Make your format an attention-getter.

Most PR textbooks discuss "publics" (for example, Newsom, Scott, and Turk, *This Is PR*, pp. 72-74). This assignment can be used to emphasize the importance of sharply delineated demographics and as a stimulus for ingenuity in securing attention and conveying information. Many students will produce rather pedestrian lists, but the best charts and the most imaginative graphs will use color and shape for maximum impact. Especially inventive students will come up with novel ideas like these: photo collages, jigsaw puzzles for classmates to assemble, three-dimensional representations (ranging from sculpture in human form to mobiles and balloons), and audio or video tapes. One of my students arranged for an authentically-costumed "Town Crier" (a theater major and friend) to arrive mid-class, arresting everyone's attention for a half-minute introduction.

You're Hired!

To do the following major assignments, you'll need to assume that you have an entry-level PR job in some organization, hereafter called the "employer." You choose the general field of your fictitious employer. Inform your instructor of the identity of your fictitious employer. Begin to investigate your chosen field immediately, using the library card catalog, reference sources, PR periodicals, interviews, etc. Be sure to locate trade associations and periodicals in your employer's field.

Students need to make their organizational affiliations known to you in writing (or in individual conference) early in the term. Insist upon fictitious employers so that the students must invent typical scenarios for their respective affiliations rather than copy an existing entity. You may wish to limit their geographic choices by requiring that all fictitious employers be located in a nearby city. Students can proceed immediately to investigate the real history of their fictitious employer's actual field and its contemporary status as reflected in trade publications and associations.

(1) Prepare a mock-up of your business card to reflect your affiliation with your employer and other relevant information, such as title, address, logo.

Printers have booklets on business-card design and print specifications readily available for prospective customers. Students need not have cards printed, of course, but preparation of a concept sketch or mock-up is a good idea. If it is inconvenient to require students to visit a printer because the campus is isolated from an urban center, information can be placed on library reserve or made part of a photocopied "coursepack" prepared by a commercial copy shop.

(2) Prepare a 3-to-4 minute speech in which you introduce yourself and inform your classmates about your employer.

You're Hired! (continued)

The oral presentation can be approached as an uncomplicated informative speech in which students attempt to interest their classmates by presenting background information and explaining the nature of public-relations activities typical of their respective enterprises.

(3) Prepare three news releases (one for newspapers, one for broadcast, one for a trade publication) for your employer. You may manufacture the facts, within reasonable bounds, for any newsworthy situation you like.

These assignments should follow classroom instruction and examination of sample press releases (obtained from textbooks or, preferably, from real organizations that will permit their use in your class). It's often useful to set strict minimum/maximum limits: newspaper release (225-250 words); broadcast release (:30 or :60 seconds), trade publication (450-500 words).

(4) Prepare one issue of a quarterly internal newsletter for your employer (not the first issue of a new newsletter). The newsletter format is four 8 1/2" x 11" pages. Your work is to include flag and other typographical elements, layout sheets with headline/cutline placements, photo descriptions and captions, and all copy.

This is a formidable, time-consuming assignment. Considerable class time is needed to explain the principles of newsletter publication, ranging from organizational objectives to writing, layout, and design. Word processors make the mechanics of copy preparation easier, and some desktop-publishing programs greatly enhance design and layout possibilities. Looking at a wide variety of sample newsletters is useful; also see the references on newsletters mentioned in the "Sources and Resources" section of this booklet.

(5) Represent your employer in a media interview or speech presentation. Keep in mind that your classmates have seen you before in your self-introduction, and they know at least a little about your employer from your self-introduction and your business card.

You're Hired! (continued)

In speeches, students may wish to assume that they are facing a particular audience: stockholders, employees, reporters, etc. The speeches and interviews should be performed in appropriate dress. It may be helpful for another student or for you to set the scene by introducing the student with references to job title, the time of year (if applicable), and any other situational constraints. Allow for a question-and-answer period. Interviews can be premised on the assumption that the student is a guest on a local television news or discussion show. The program may range from "Noontime Focus" (an upbeat, lightweight feature) to "The Hot Spot" (a hard-hitting interview show hosted by an investigative reporter). Students need to be ready to answer all sorts of basic questions about their fictitious employer. You may wish to videotape these events; if so, devote some time to giving guidelines for television appearances.

PR: Media Monitor

Over the course of the term, keep a scrapbook or other record of mentions of "public relations" in the mass media. These may occur on television or radio news/commentary, in daily newspapers (articles or editorials), and in magazines (especially weekly news magazines). In newspapers, look for PR jobs in the "Help Wanted" ads.

From September 15 to December 15, 1989, a class of 45 students found over 300 separate mentions of public relations in the mass media. Most were in the business or feature sections of major newspapers, but many were part of the so-called "hard" news on pp. 1-5, the editorial pages, or in television/radio commentary or news broadcasts (including six on the ABC network program "Evening News"). Some were found in gossip columns, on the sports pages, and even in the comics. The "Help Wanted" ads should be examined thoroughly because PR jobs may be listed under a variety of headings.

PR: History Lessons

Prepare a 4-to-5 page paper (typed, double-spaced) on one of the PR pioneers listed below. In addition to biographical information, summarize the person's activities in, and contributions to, the field of public relations. Use primary sources from the library.

Ivy Lee	George Creel
Denny Griswold	Edward L. Bernays
E. H. Heinrichs	Doris Bernays
George Parker	Leone Baxter
Samuel Insull	L. L. L. Golden
Walter Lippmann	Arthur Page
Paul Garrett	Arthur Hill
Earl Newsom	Denny Griswold
Carl Byoir	Scott Cutlip
Doug Newsom	Anthony Franco

You may add to this list of persons, of course. Famous PR events (the Ludlow massacre, the Muckraking Era, the founding of PRSA, etc.) can be used as the focus for papers, too. Panel discussions of significant figures, such as Lee and Bernays, can be planned, or you may wish to assign individual speeches in lieu of papers. This assignment depends greatly on the library resources available.

PR: Product Campaign

"I don't know what this thing in the bag is, so don't ask me!"

As a team, develop a total PR package—plans for an awareness campaign and a subsequent marketing (advertising and public-relations) program. The campaign and program, if accepted, will run 12-to-15 months total.

This is an excellent assignment for teams of 3-to-5 advanced PR students. Give each team the above instructions along with a paper bag containing an unusual fruit or vegetable (suggestions: persimmon, kiwi, kohlrabi, leeks, rutabaga, jack fruit, or guava.) It is best to avoid fruits or vegetables that are well-known and have growers' associations, such as walnuts, raisins, apples or Idaho potatoes. Lessen competition, if you wish, by giving each group a different fruit or vegetable.

Library research is necessary to develop background information on the fruit or vegetable, its growth season (or importation statistics), and the markets who presently consume it. Much inventiveness can be exercised in developing awareness programs for the fruit or vegetable, and students who are already well-versed in marketing/advertising can benefit considerably from exploring the PR possibilities. Have the student teams prepare written proposals (in the form of a one-year plan) and oral presentations. You may choose to give each group a fixed budget, or you may let them propose and justify a budget.

PR: Campaign Analysis

The purpose of this assignment is to analyze a public-relations campaign (preferably not a crisis campaign). You may select from among image campaigns, legislative campaigns, or consumer campaigns.

Begin by collecting artifacts of the campaign, primary sources such as the following: reports to stockholders, direct mail pieces, article clippings (including paid advertising) from newspapers and magazines, and media releases (these may be available directly from the office that managed the campaign). Look for secondary sources, such as articles about the campaign itself, perhaps in trade publications or the specialty sections of newspapers.

After gathering the materials and reading them carefully, do the following:

- Determine the objective(s) of the campaign.
- Provide an account of the communication channels used.
- Characterize the message strategies employed.
- Evaluate the relative success of the campaign.

This assignment can be based on any number of well-publicized campaigns, and the PRSA list of Silver Anvil nominees and winners affords plenty of possibilities. Have a ready file of campaign artifacts ready as a launch pad for ideas. The introduction of a new product (Ford's Probe), a fund-raising project (the Statue of Liberty restoration), or a public information campaign (U.S. Surgeon General Koop's AIDS information mailer) yields file drawers full of material. Steps 1 and 2 push the students to describe; steps 3 and 4 call on students to interpret and evaluate. This assignment can be completed as a short paper, a research paper, or a team research/group presentation project.

PR: Issue Identification/Analysis

Refer to Crable and Vibbert's views on issues in order to structure this discussion of a public-relations campaign. Plan the final form that this assignment will take in consultation with your instructor.

- Search the major-news pages and the op-ed (editorial) pages of a local, state, or "national" newspaper (e.g., *The New York Times*; *Washington Post*) to identify examples of issues of fact, definition or category, value and policy.
- Try to find advocates for different "sides" on a given issue.
- Decide upon the status (dormant, potential, imminent, current, or critical) of the issues you have identified.
- See if the publics and arguments match the characterizations according to Crable and Vibbert; e.g., for a "current" issue, publics may be moving apart and employing polarized arguments.

This assignment can be related to virtually any dispute involving reasoned discourse, from a campus controversy to international affairs. It is best to be sure that professional spokespersons and planned public-relations efforts are involved. Students are better able to do this assignment on issues with which they have little ego-involvement. Some instructors assign 4-to-6 students to a common task (e.g., last week's newspapers on a proposed state law), and then have them convene as a group to finalize a report or class presentation.

PR in Crisis: Campaign Analysis

The purpose of this assignment is to describe and evaluate the role of public relations during a time of "crisis." The method used is that of a case study. Select a crisis situation that has received major, nationwide media coverage, such as the Tylenol tampering, recall of Firestone tires, Exxon *Valdez* oil spill, etc.

- Use your textbook and other public-relations sources to devise a list of do's and don't's for handling crisis situations.
- To develop a timeline of events, use newspapers and magazine accounts of the crisis situation that you choose.
- Using the same sources, add to your timeline instances of specific public-relations actions, whether taken by public-relations persons or other responsible organization members.
- Evaluate the public-relations measures in terms of the do's and don't's that you established earlier.

Few subjects excite students more than the romance of handling a PR crisis masterfully. Virtually every PR textbook covers crisis handling, but a comparison/contrast of two or more texts produces better lists of "do's and don't's" than does a single source. The event timeline enables students to see the unfolding of facts gathered by investigative reporters and their interaction with public-relations personnel and other organization representatives. When students use the "do's and don't's" as a critical yardstick, they need to be especially sensitive on the one hand to errors of omission—such as lack of timely information and failure to provide background—and on the other hand to clearcut positives—such as designated spokespersons, regular press briefings, and use of experts as resources.

PR Clients

The focus of this exercise is public-relations management rather than the day-to-day tasks of public-relations staff persons. As a prerequisite to success in this assignment, you need to be able to handle the following: library reference sources and publications in the field of public relations; writing media releases (using a word processor) for print, radio, and television; basic graphic design and layout principles; concepts development and article writing for an internal, employee newsletter; understanding printers' terminology; writing short features for trade publications; preparing and delivering short speeches; being interviewed on radio/television.

You have been assigned a specific client. Your client description provides some constraints, but much of the client's public-relations procedures is up to you. Among your first tasks are to provide some identity for your client and to begin to understand the nature of the enterprise. You can accomplish these by investigating the client's field (the general history and practices of the enterprise) and by reading articles about concerns relevant to your client. Familiarize yourself with trade periodicals, scholarly journals, accrediting procedures, associations, unions, or any agency that can help you learn more about your client's PR objectives and problems.

This term-long, individual assignment works best with advanced students who are well-versed in day-to-day public-relations activities. You will need to prepare separate client descriptions. After a few terms, you'll have a file of several dozen different clients. It is best to give each student a different client rather than to assign two or more students to the same client. Expect the students to work individually. The best client description narrows the client's identity to a well-defined geographical area and provides basic information about the client's enterprise. Here are two samples:

> Client A is a community hospital (240 beds) in the southwestern U.S. In addition to 24-hour emergency care, the hospital has the usual facilities, including obstetrics and pediatrics. The hospital's volunteer program has fallen on hard times due to the retirement of its coordinator.

PR Clients (continued)

The nursing staff has gone on strike three times in the past five years. Your job, as head of the hospital's three-person PR staff, is to strengthen employee relations, revive the volunteer program, and develop community programs.

Client B is a Midwestern printer/publisher with locations in three cities within a 150-mile range. For a number of years, the company has had a reputation for high-quality color printing (catalogs, calendars, and posters). Recently, the firm has added a line of greeting cards and a few book-publishing efforts, mostly in the area of non-denominational religious books of an inspirational nature. Your job is to handle media relations for the company and to develop programs for the greeting-card and publishing ventures.

Identity assignment: Every client needs an identity. You must decide, within the guidelines of your client description, where your client is located (city and state). Make up additional information—street address, telephone numbers, etc., as needed. Depending on the nature of your client, you may need to invent the names of individuals, too; be more inventive than "Smith" or "Jones," but do not use the names of public figures.

Manifest your client's identity in a logo and/or color scheme. The design, colors, and typography can be used for business cards, envelopes, letterhead stationery, and, depending on the client, dozens of other things: signs, uniforms, vehicles, etc. A look through the Yellow Pages, the Sunday "Help Wanted" ads, and some trade publications will give you lots of logo ideas. Visits to an art supply store or a print shop will help, too.

In conjunction with this identity assignment, prepare the following:

1. Facsimile letterhead stationery for a letter of introductionto your classmates

2. Concept sketches for business cards, mailing labels, etc. These must include ink color, type style(s) and size, and other essential information.

PR Clients (continued)

3. (optional) A rendition of your logo to place on the front of the podium during a presentation later in the term

The letter of introduction should reiterate the client's description, and students should add the other information that they have invented about their client. If students have ready access to a good copying service, it may be feasible to require each student to have sufficient copies ready for all classmates. About 3-4 weeks in advance of the due date, be sure to make the deadline for these letters and the rest of this assignment unmistakably clear. This assignment generates great peer pressure, and those who don't have their letters ready will be embarrassed. Make your classroom policy on late work equally clear, remembering that in the business world, to be late means that someone else may win the account.

One-Year Plan Assignment: Prepare a public-relations plan covering your client for an appropriate one-year period. The plan is to embrace both already existing internal/external public-relations programs and new programs that you intend to initiate. Plans must be specific—objectives, dates, duties, budgets, samples, etc. Plans must be supported by a well-researched, well-argued rationale.

In general, an effective one-year plan deals with the maintenance or curtailment of existing programs as well as the bases for new public-relations programs. The students' research is to discover the traditional approaches within the enterprise; then the students are to address all significant publics, internal and external, in the proposed plan and elaborate a fully articulated rationale for the plan. Concepts and writing samples are to be included when appropriate. Students need to learn to adhere to reasonable budget guidelines.

Crisis assignments: Any time following the third week of class, you may be given a crisis situation. The crisis may require you to prepare written materials within 48 hours, or to give an immediate media interview, or take a hostile telephone call.

PR Clients (continued)

Without warning, each student is to receive two crisis assignments during the term. One can be a negative situation or crisis; the other can be a positive opportunity. Design each assignment to result in a specific product (news release, internal memo, etc.). Here are samples about clients A and B mentioned above:

> Your hospital's emergency-care facilities have been roundly criticized by a citizen in a letter to the local daily newspaper. Among other things, the writer complained of long waiting time, impersonal nurses, and a physician who "couldn't even speak English!" Needless to say, the hospital administration is both embarrassed and furious. Prepare a recommendation for tomorrow morning's administrative staff meeting.

> One of the plants owned by your firm has been designated a "Good Neighbor" building by the local Chamber of Commerce. The citation takes special note of the attractive landscaping. Except for an invitation to the firm's president to receive the award at lunch with the Chamber next month, no plans for publicity have been made. Prepare plans for a PR staff meeting the day after tomorrow.

Outline/Paper Assignment: Prepare a 2-to-3 page outline/paper about your client's enterprise (and the resources you find helpful) to be distributed to your classmates. Also prepare a fully-developed paper (5-to-7 pages, footnotes, and bibliography) covering the same material for your instructor.

This assignment is basically a research paper with an outline based on the paper. Students need to analyze their clients by way of investigating their client's field of enterprise through books, directories, indices, trade associations, interviews, etc.

PR Clients (continued)

Presentation: Prepare a 10-to-12 minute oral presentation for your classmates based upon your One-Year Plan. The class will have read your letter of introduction, your outline/paper, and heard you report on one or more crises.

The oral presentation should hit the highlights of the written plan. Encourage students to use visual aids, such as slides or an overhead projector. To assure student feedback, assign two "classmate critics" to each presentation.

Sources and Resources

PR Professional Associations

Professional associations are the lifeblood of public-relations education and, to some extent, of public-relations practice. Some are specialized groups, such as the National School Public Relations Association and the Academy of Hospital Public Relations. The public-relations associations in the following list are broad-based:

The Institute for Public Relations Research and Education is a non-profit, tax-exempt body that works closely with Public Relations Society of America (PRSA) in sponsoring research through grants and developing PR curricula in colleges and universities. The Institute publishes *Public Relations Review*, and it oversees several student contests, awards, and scholarships of the Public Relations Student Society of America. Address: 310 Madison Avenue, Suite 1710, New York, NY 10017.

The Public Relations Society of America is a national organization with over 15,000 members and more than 90 chapters. PRSA members may affiliate with any of 16 "Sections," including Educators (primarily college/university teachers), corporate, Financial Institutions, Public Affairs, etc. Chapter and regional meetings are held, as is an annual National Conference at which each Section sponsors a variety of programs. Address: 845 Third Ave., New York, NY 10022.

The Public Relations Student Society of America (PRSSA) is the collegiate counterpart of PRSA, and its membership is limited to undergraduate and graduate students. PRSSA members are active on many campuses. In conjunction with PRSA chapters, PRSSA arranges internships and other professional development activities. The PRSSA National Conference takes place in

the same city and at the same time as the PRSA National Conference, with some shared activities between the two groups. A group of PRSA members, dubbed "Friends of PRSSA," helps with these and other activities, publishes a directory, and loans excellent videotapes. Address: 33 Irving Place, New York, NY 10003.

The International Association of Business Communicators (IABC) publishes *Communication World* and the *Journal of Communication Management*, and it is active in the area of employee communication practices such as newsletters, meetings, and training.

The Association for Business Communication (ABC) publishes the *Journal of Business Communication* and is interested in business writing theory and practice.

Women in Communications, Inc. (WICI), open to women and to men, promotes professional development through conferences and seminars, and publishes *The Professional Communicator*. Some WICI chapters are located on college campuses, and professional chapters often become involved with colleges in their cities.

The Institute of Public Relations (IPR) and the International Public Relations Association (IPRA) are relatively small, largely British groups. The IPRA sponsors a triennial world congress on public relations that attracts professionals from many nations.

PR Textbooks

To keep abreast of new and forthcoming textbooks in public relations, PR educators may peruse *Public Relations Review*, *Public Relations Quarterly*, and *Public Relations Journal*, and they can maintain contact with major publishers who use direct-mail announcements. The number of PR educators is still relatively small, so convention displays of PR textbooks are

generally sparse. The field is growing, however, and most major publishers have added to their PR textbook lists.

The following is a list of many of the public-relations textbooks currently in print:

Otis Baskin and Craig Aronoff, *Public Relations: The Profession and the Practice*, 2nd. ed. (Dubuque, IA: William C. Brown, 1988).

Sam Black and Melvin L. Sharpe, *Practical Public Relations: Common Sense Guidelines for Business and Professional People* (Englewood Cliffs, NJ: Prentice-Hall, 1983).

E. W. Brody, *The Business of Public Relations* (New York: Praeger, 1987).

Bill Cantor and Chester Burger, *Experts in Action: Inside Public Relations* (New York: Longman, 1984).

Allen Center and Frank Walsh, *Public Relations Practices: Case Studies*, 3rd. ed. (Englewood Cliffs, NJ: Prentice-Hall, 1985).

Paula M. Cohen, *A Public Relations Primer: Thinking and Writing in Context* (Englewood Cliffs, NJ: Prentice-Hall, 1987).

Richard Crable and Steve Vibbert, *Public Relations as Communication Management* (Edina, MN: Bellwether, 1985).

H. Wayland Cummings, Larry Long, and Michael Lewis, *Managing Communication in Organizations*, 2nd ed. (Dubuque, IA: Gorsuch, Scarisbrick, 1988).

Scott Cutlip, Allen Center, and Glen Broom, *Effective Public Relations*, 6th ed. (Englewood Cliffs, NJ: Prentice-Hall, 1985).

S. Watson Dunn, *Public Relations: A Contemporary Approach* (Homewood, IL: Irwin, 1986).

Jordan Goldman, *Public Relations in the Marketing Mix* (Chicago: National Textbook, 1984).

James Grunig and Todd Hunt, *Managing Public Relations* (New York: Holt, Rinehart and Winston, 1984).

Ray Eldon Hiebert, ed., *Precision Public Relations* (New York: Longman, 1988).

Ronald Lovell, *Inside Public Relations* (Boston: Allyn and Bacon, 1982).

H. Frazier More and Fred B. Kalupa, *Public Relations: Principles, Cases and Problems*, 9th ed. (Homewood, IL: Irwin, 1985).

Norman Nager and T. Harrell Allen, *Public Relations: Management by Objectives* (New York: Longman, 1984).

Doug Newsom, Alan Scott, and Judy VanSlyke Turk, *This Is PR*, 4th ed. (Belmont, CA: Wadsworth, 1989).

Robert Reilly, *Public Relations in Action*, 2nd ed. (Englewood Cliffs, NJ: Prentice-Hall, 1987).

Fraser P. Seitel, *The Practice of Public Relations*, 4th. ed. (Columbus, OH: Charles Merrill, 1989).

Raymond Simon, *Public Relations: Concepts and Practices* (Columbus, OH: Grid, 1984).

Ibid., *Public Relations Management: A Casebook* (Columbus, OH: Publishing Horizons, 1986).

Dennis Wilcox, Phillip Ault, and Warren Agee, *Public Relations: Strategies and Tactics*, 2nd ed. (New York: Harper and Row, 1989).

Some textbooks especially address the problems and methods related to public-relations writing:

Thomas Bivins, *Handbook for Public Relations Writing* (Lincolnwood, IL: NTC, 1988).

Doug Newsom and Bob Carrell, *Public Relations Writing: Form and Style*, 2nd ed. (Belmont, CA: Wadsworth, 1986).

William L. Rivers and Alison R. Work, *Writing for the Media* (Mountain View, CA: Mayfield, 1988).

Frank Walsh, *Public Relations Writer in a Computer Age* (Englewood Cliffs, NJ: Prentice-Hall, 1985).

Public relations practitioners and educators alike need to be thoroughly familiar with the research techniques and writing objectives of journalists. Both Bivens and Rivers deal with this, and PR educators may want to consult further two especially realistic and well-written books—the first is an introduction to news reporting for journalism students: Lauren Kessler and Duncan McDonald, *Uncovering the News: A Journalist's Search for Information* (Belmont, CA: Wadsworth, 1987). The second, written from the perspective of the PR professional, is by Carole Howard and Wilma Mathews, *On Deadline: Managing Media Relations* (Prospect Heights, IL: Waveland Press, 1985).

Most public-relations textbooks contain sections or chapters devoted to newsletters, brochures, annual reports, etc. Grunig and Hunt's chapter is short, succinct, and a good place for apprentices to begin. Roy Paul Nelson, *Publication Design*, 4th ed. (Dubuque, IA: William C. Brown, 1987) is another good starting place. In addition, these sources focus specifically on newsletters:

Mark Beach, *Editing Your Newsletter* (Portland, OR: Coast to Coast, 1983).

Mark Beach, et al., *Getting It Printed* (Portland, OR: Coast to Coast, 1986).

Polly Pattison and Mark Beach, *Outstanding Newsletter Designs* (Portland, OR: Coast to Coast, 1988).

A good supplement to textbook material on annual reports is Sid Cato's *Newsletter on Annual Reports*. Cato, who formerly worked in PR for Greyhound, has a detailed rating scale that he applies yearly to the content, layout, typography, photos, and other aspects of hundreds of corporate annual reports. His comments on corporate writing are particularly pungent.

An important concern for all public-relations educators is the impact of technology: for background, see Betsy Ann Plank, "The Revolution in Communication Technology for Public Relations," *Public Relations Review*, 9 (1983), pp. 3-10. For a good

look at the practical applications of computers/word processors, see Maureen Rubin's article, "Desktop Publishing Comes to the Classroom," in the February, 1988, issue of *Academic Computing*. The 1988 *PRJ* index (in the January, 1989 issue) listed seven articles under "Computers/Technology Update."

For a general introduction to the graphic arts, see Arthur Turnbull and Russell Baird, *The Graphics of Communication*, 4th ed. (New York: Holt-Rinehart-Winston, 1980), and Roy Paul Nelson, *The Design of Advertising*, 6th ed. (Dubuque, IA: William C. Brown, 1989).

PR and PR-Related Periodicals

Advertising Age, a weekly tabloid, the bible of advertising/public relations.

Communication World, published by the International Association of Business Communicators.

Jack O'Dwyer's Newsletter, eight pages per week and on top of current events in PR. The O'Dwyer firm also produces a *Directory of Public Relations* [firms] and excellent 45-minute "Video Profile" interviews with PR executives.

Journal of Communication Management (formerly *Journal of Organizational Communication*) published by the International Association of Business Communicators.

Journal of Business Communication, published by the Association for Business Communication.

Managing the Human Climate, published bi-monthly by the Philip Lesly Co.

Public Relations Journal, published monthly by PRSA. Each issue contains two or three feature articles, usually written by PR practitioners, on timely topics and issues. "Workshop" and "Briefings" sections often contain useful, hands-on information or success stories. Other regular departments focus on new books and other literature, professional ethics, and law, in addi-

tion to questionnaire results from various surveys conducted by PRSA.

Public Relations News, a weekly published since 1944. Features numerous short reports and case studies of public-relations successes and failures; special group subscription rates for educators who wish to use it in their classrooms.

Public Relations Review, the major scholarly journal in public relations, published quarterly by the Foundation for Public Relations Research and Education, which also publishes bibliographies periodically.

Public Relations Quarterly, devoted to the view that PR is an "applied social science," carries 4-to-6 articles, book reviews, and some advertising for professional services. Edward Bernays, a member of the editorial board, uses *PRQ* to argue for the licensing of PR professionals and to write about other contemporary issues in the field.

PR Research and Education

The foremost scholarly source on the status of research in PR is John Pavlik, *Public Relations: What Research Tells Us* (Newbury Park, CA: Sage Commtext Series, 1987). The proceedings of a recent major conference on research and other issues in public relations have been published by Vincent Hazleton and Carl Botan, eds., *Public Relations Theory* (Hillsdale, NJ: Erlbaum, 1989).

Another significant work is Albert Walker's encyclopedic *The Public Relations Body of Knowledge* (New York: Institute for Public Relations Research and Education, 1989). The Institute also publishes annual bibliographies of works about public relations. A PR bibliography for 1987-88 is available, and one for 1989 is forthcoming, both of them copublications of the Institute and ERIC/RCS, both edited by Walker. Articles on various aspects of PR research appear regularly in *PR Review* and *PR Quarterly*.

The summer 1990 issue of *Public Relations Review* contains six articles devoted to the theme "Using Research to Plan and Evaluate Public Relations." See also Glen M. Broom and David M. Dozier, *Using Research in Public Relations: Applications to Program Management* (Englewood Cliffs, NJ: Prentice-Hall, 1990), and E. W. Brody and Gerald C. Stone, *Public Relations Research* (New York: Praeger, 1989).

Public-relations educators write frequently for both *PR Review* and *PR Quarterly*. See the following:

"A Model for Public Relations Education for Professional Practice," the International Public Relations Association's Gold Paper No. 4 (1982) [and Sam Black, "Widening the Educational Panorama in Europe," *Public Relations Quarterly*, 35 (Spring, 1990), pp. 15-16].

"Design for Undergraduate Public Relations Education" (New York: Public Relations Society of America, 1987).

James Grunig, *et al.*, the ICA Task Force, "Report on Accreditation of Public Relations Education" and "In Search of Excellence in Public Relations and Communication Management" (Commissioned by the IABC in 1985; an on-going report).

A number of individual course descriptions and other articles on PR education can be found in Penny Demo, "Public Relations: Selected, Annotated Bibliography," Annandale, Virginia: SCA, 1987.

PR History

In addition to chapters in the various textbooks and articles in PR periodicals, a key source for PR history is Alan R. Raucher, *Public Relations and Business: 1900-1929* (Baltimore, MD: Johns Hopkins, 1968). Ray E. Hiebert, *Courtier to the Crowd* (Ames, IA: Iowa State University Press, 1966) is an interesting study of Ivy Lee and of the growth of PR generally. Two books by Edward L. Bernays are useful—*Biography of an Idea: Public Relations Counsel* (New York: Simon and Schuster, 1965) and *The Later Years: Public Relations Insights, 1956-1986*

(Rhinebeck, NY: H and M, 1986). Many articles in *PR Review* and *PR Quarterly* cover the work of Ivy Lee, Edward L. Bernays, and other PR pioneers. Marvin N. Olasky, *Corporate Public Relations: A New Historical Perspective* (Hillsdale, NJ: Erlbaum, 1987) covers PR and the railroad industry during the 1800s and gives insightful analyses of the careers of Lee and Bernays.

Several PR practitioners have penned memoirs: see, for example, Herbert Cerwin, *In Search of Something* (Los Angeles, CA: Sherbourne Press, 1966); John W. Hill, *The Making of a Public Relations Man* (New York: McKay, 1963) and Henry C. Rogers, *Walking the Tightrope: The Private Confessions of a Public Relations Man* (New York: Morrow, 1980).

Critical perspectives on PR are abundant: see the following:

Irwin Ross, *The Image Merchants* (Garden City, NY: Doubleday, 1958).

Daniel Boorstin, *The Image: A Guide to Pseudo Events in America* (New York: Harper and Row, 1964).

For more contemporary analyses of PR, see the following:

Joseph Awad, *The Power of Public Relations* (Westport, CT: Praeger, 1985).

Jeff and Marie Blyskal, *PR: How the Public Relations Industry Writes the News* (New York: Morrow, 1985).

Paul H. Weaver, *The Suicidal Corporation* (New York: Simon and Schuster, 1988), takes the view that corporate departments of public affairs often refuse to deal with issues on their merits and, instead, use the public-policy process to gain a short-sighted competitive advantage. To some extent, Marvin Olasky adopts a similar perspective in the last three chapters of *Corporate Public Relations: A New Historical Perspective* (Hillsdale, NJ: Erlbaum, 1987), although much of his concern is focused on ethics within the profession. S. Prakash Sethi, *Advocacy Advertising and Large Corporations* (Lexington, MA: Lexington

Books, 1977) is strongly critical of the PR profession; for a counterpoint, see Herb Schmertz, *Good-bye to the Low Profile* (Boston, MA: Little, Brown, 1986).

Articles critical of public relations are readily available:

M. S. Baker, "The Image Maker's Image," *Public Relations Journal*, vol. 33 (1977) pp. 18-19.

Alexander Cockburn and Andrew Cockburn, "Flacks," *Playboy*, January, 1987.

"The Corporate Image: PR to the Rescue," BusinessWeek, January 22, 1979.

Joanmarie Kalter, "News That Isn't (Really)," *TV Guide*, September 22, 1984.

Michael Kernan, "Edward Bernays: Sire of the Big Sell," *Washington Post*, May 23, 1984.

Nicholas Pileggi, "That New Flack Magic," *Wall Street Journal*, September 3, 1979.

_____, *Wall Street Journal*, August 1, 1978, p. 1.

Public Relations Journal and *Public Relations Quarterly* are the best sources to read regularly to take the pulse of the field. Case studies, research reports, and op-ed pieces provide strong counterpoints to stereotypes and negative images.


ERIC
Full Text Provided by ERIC