

Instructor's Manual and Test Bank

for

Wilcox, Cameron, Reber, Shin

THINK Public Relations

Second Edition

prepared by

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Pearson

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PREFACE

Welcome to ***Think Public Relations!*** Here, you will find an engaging, comprehensive presentation of principles and practices in public relations. This text also explores the emerging concept of managing competition and conflict. On its own, the text provides an outstanding basis for teaching a variety of courses, ranging from introductory or principles courses to advanced or theory courses in public relations. This book offers students the latest in public relations theory and practice, complemented by highly readable text, ample visuals, and many current real-world examples to engage interest.

The purpose of this Instructor's Manual for the first edition of ***Think Public Relations*** is to enhance the heart and power of the textbook as an educational resource. Although it focuses on components that will be particularly helpful to instructors teaching the principles of public relations course for the first time, experienced teachers will find useful and innovative resources. The ideas and supplemental information offered here for discussion sessions, class projects and activities, case analyses, chapter review and examinations will help create a relevant, dynamic teaching and learning experience for you and your students. The student-centered approach taken here should make your job as an instructor much easier and more satisfying, as well. We hope that you find this Instructor's Manual makes teaching public relations both interesting and enjoyable for you.

CHAPTER PEDAGOGY

The first part of this manual parallels the sequence of the chapters in your book using the following organization:

Chapter Summary

To give you a quick preview of main chapter points, and some idea of what you and your students can expect ahead, each chapter begins with a summary. These summaries also provide useful "teaching perspectives" as you begin new lessons on each unit.

Chapter Objectives

Each chapter of the textbook has been designed to accomplish specific educational objectives that will stimulate and enhance student interest and knowledge of public relations principles, concepts, theory and practice. Reflecting these educational objectives, the first section of each chapter in the manual summarizes what the student should know and understand by the end of the chapter.

Lecture Outline

An outline is provided for each chapter of the textbook. The outline covers all of the main points in the text, providing a useful starting point for lecturing on content in the text, or for structuring supplementary lecture materials provided by the individual professor. Depending upon the teaching philosophy and style of the professor, the outlines can also be provided to students as a means of organizing lecture notes and a study guide. If you wish for your students to have the outline, you can simply photocopy the printed version found in this manual.

Suggested Projects and Discussion

This section covers various topics and projects that an instructor may use in the classroom to facilitate discussion and deeper understanding of the concepts in the chapter. Some of these topics may be discussed easily in a normal classroom session, while others might be used for outside assignments. In all cases, the purpose of the projects and discussion points is to stimulate students' interest, engage students in active learning about public relations, and connect their learning to real practice.

APPLY YOUR KNOWLEDGE: What Would You do?

The case problems included in the textbook give students the opportunity to apply public relations concepts and theories to a real-life situation, and to begin to understand the creative challenges they will encounter in the public relations profession. The case activity projects pose practical problems for students to discuss and solve, developing students' critical thinking and problem-solving abilities. The manual also includes a brief discussion of concepts and approaches pertinent to each case problem. No single "correct" solution is given, even for cases with favorable outcomes. That part is up to the students.

End-of-Chapter Review and Discussion Questions

Brief answers and guidelines are given for the Review and Discussion Questions at the end of every chapter in the text. Review and Discussion Questions at the end for every chapter reinforce chapter principles, following key points. In addition, page references are given so that you can easily reference the key parts of the chapter.

TEST BANK

The second part of the instructor's resources for *Think Public Relations* is the Test Bank. Organized by chapter, the Test Bank contains a variety of fully reviewed, multiple choice, true/false and short essay questions. Answers, page references, and difficulty level is provided, as well.

These questions are also available on Pearson's MyTest computerized testing system, available at www.pearsonmytest.com (access code required). This program allows the instructor to construct tests easily by building them right in the program and then printing out tests and answer keys. The software lets you choose test questions randomly, by selecting a chapter, question type, estimated question difficulty, and number of questions desired. Manual selection of questions can be done by choosing specific item numbers based on review of the questions in the printout. Tests can be printed in several different versions by either randomizing or changing the order of questions in different versions.

POWERPOINT™ Presentation Package

Though not in the instructor's manual, a PowerPoint™ presentation package is available with slides for each chapter of your book. The presentations can be downloaded from Pearson's online Instructor's Resource Center at www.pearsonhighered.com/irc.

ADDITIONAL RESOURCES

Course Syllabus and Schedule

The Instructor's Manual begins with a sample syllabus and schedules for semester and quarter courses. The schedules underscore the flexibility of using a comprehensive book. The schedules set out realistic, well-paced courses for 10 or 15 weeks of both undergraduate and graduate instruction. The first nine chapters provide a comprehensive overview of the public relations field that many instructors use to structure a semester or quarter introductory course. Chapters 10–13 focus on reaching diverse audiences through the use of mass media, social media, events and promotions. Chapters 14–18 deal with specialized areas of the field including global and corporate public relations; entertainment, sports, and tourism; government and politics; and nonprofit, health and education. These three blocks of chapters serve as modules to complete a full-featured course offering.

Print Resources

Several print resources are available to instructors teaching principles, case studies, management and theory courses in public relations. The "Suggested Readings" at the end of every chapter in the textbook have been selected to provide instructors and students an opportunity to delve further into topics discussed in the text. As such, they provide excellent references for student term papers and projects. Readings have been selected from periodicals that ordinarily would be found in most college and university libraries. These include *PR Week*, *Public Relations Quarterly*, *Public Relations Tactics*, *Public Relations Review*, *Journal of Public Relations Research*, *Communication World*, *The New York Times* and *The Wall Street Journal*. In addition, you will find a bibliography of current books listed at the end of the text.

Additional Resources

Instructors may wish to order the *Guide to Professional Resources* from the Public Relations Society of America, 33 Irving Place, New York, NY 10003-2376. This catalog contains pamphlets, books, audio recordings, and videos that can be purchased and effectively used in the classroom.

The International Association of Business Communicators (IABC) also maintains a list of publications and other resource materials available for purchase. You can contact them at: One Hallidie Plaza, Suite 600, San Francisco, CA 94102.

Modern Talking Picture Service offers a number of public relations videos for purchase, including "Communications That Count: The Impact of Public Relations," which provides a useful introduction to the field for beginning students. The address is: 4705 Bakers Ferry Rd SW, Suite F, Atlanta, GA 30336. Ask for a copy of their Educational/Instructional Video catalog.

The PBS Video Series serves as another excellent source of materials related to public relations. Bill Moyers hosts a four-part series on the Public Mind, which explores persuasion in our society. Of particular interest is "Consuming Images" about the impact of public relations and advertising. In another series, "A Walk Through the 20th Century," Moyers interviews public relations pioneer Edward L. Bernays. PBS Video is at 1320 Braddock Place, Alexandria, VA 22314-1698. Films for the Humanities & Sciences also carries the Moyers series as well as a number of good videotapes about mass communication practices and issues. Request their catalog by writing to P.O. Box 2053, Princeton, NJ 08543-2053 or by calling (800) 257-5126.

For a behind-the-scenes, critical look at government and corporate communication practices, consider the offerings of The Cinema Guild, Inc. 1697 Broadway, Suite 506, NY, NY 10019-5904; (800) 723-5522.

Thomson Business and Economics Publishing offers a video on crisis management, "Crisis Management When Disaster Strikes." For information, call (800) 543-0174.

An array of videos related to public relations concepts and techniques is available from Insight Media, 2162 Broadway, NY, NY 10024; (212) 721-6316. Recordings cover public speaking, presentations, group dynamics, persuasion theory, gender issues and mass communication ethics. "Television and the Presidency" is a three-part videotape on various aspects of presidential politics and the media. Interestingly, one part of the series brings together presidential press secretaries for a retrospective on presidential media relations. To order a complimentary copy, contact The Freedom Forum, First Amendment Center, 1207 18th Avenue South, Nashville, TN 37212; (615) 321-9588.

The fifteen-part video series devoted to news writing holds several especially relevant programs (What is News? Dealing with Sources; Public Relations Writing; The Ethics of Journalism). The entire series, entitled "News Writing," might be useful at various times in the public relations curriculum. This PBS Telecourse is available from Annenberg/CPB Collection, P.O. Box 2345, South Burlington, VT 05407-2345; (800) - LEARNER.

Other resources will be listed, as appropriate, under various chapters.

Websites

A number of trade websites are useful for additional sources of class content. Students can be also guided to access or search those websites for their career building in and out of the class.

Public Relations Society of America (<http://www.prsa.org>)
Public Relations Student Society of America (<http://www.prssa.org>)
International Public Relations Association (<http://www.ipranet.org>)
Arthur W. Page Society (<http://www.awpagesociety.com>)
Council of Public Relations Firms (<http://www.prfirms.org>)
The Museum of Public Relations (<http://www.prmuseum.com>)

You can locate additional websites on local, national and international levels. Start by looking up your local PRSA chapter.

SAMPLE COURSE SYLLABUS AND OUTLINE

Course Objectives

The primary objective of this course is to familiarize students with the basic concepts, principles, practice and profession of public relations. It is the foundation course for other courses in public relations and a supplemental course for students majoring in other fields. At the end of the course students should have attained knowledge and understanding of the following central concepts:

- The role and functions of public relations in a contemporary society.
- The contingency views of public relations practice in the worlds of managing competition and conflict
- The historical evolution of public relations, career opportunities in the field, and professional/ethical/legal responsibilities.
- The basic process of public relations—research, planning, communication, evaluation—and the use of communications strategies and tactics to achieve organizational goals and objectives.
- The persuasion of public opinion and audience analyses and how to reach diverse audiences.
- Practical guidelines for utilizing written, spoken, and visual techniques to reach selected audience.
- An understanding of how public relations is a global phenomenon.
- How the Internet and social media are changing the way public relations professionals build and sustain relationships between an organization and its constituents.
- An understanding of public relations activities in business, sports, tourism and entertainment.
- An understanding of public relations activities in nonprofit, education and government organizations.

Course Prerequisites

There are no prerequisites for this course, but a student should be a sophomore or a junior. It is an introductory course that not only attracts public relations majors but a number of majors in public relations, advertising, journalism, communication, marketing, and business.

Required Text



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Recommended Periodicals

Students, particularly public relations majors, should take advantage of special student discounts for the following publications: *Public Relations Tactics* (available through PRSSA membership); *PR Week* (a weekly tabloid); *Communication World* (available through IABC membership); *The Wall Street Journal* and *The New York Times*.

Method of Instruction

The primary method of instruction is the class lecture. The instructor can lead class discussion and elaborate on material from the required text through use of contemporary cases or examples out of the text, sample public relations materials from local organizations, occasional guest lectures by public relations specialists and class activities.

Assignments

- Class assignments should enhance the student's skill in writing, interview techniques, library research, speaking, organization and planning, time management, and problem solving. The following assignments will be given:
- Assigned Readings. Chapters from the text.
- Major group paper. A term project of 10–15 typewritten double-spaced pages on some aspect of public relations, such as a situational analysis of public relations cases. The paper should include a minimum of one personal interview and use of pertinent library materials. Each paper should include annotated bibliography and footnotes. (Students are also expected to present the group paper at the end of the semester or the quarter if the class schedule allows. Peer evaluation is necessary in this group project.)
- Mini individual case studies. To help students understand the ideas expressed in a specific chapter and gain more writing experience, three or four problem-solving questions are assigned during the course. Papers should be 3–4 pages, typed, double-spaced, and utilize key concepts in a specific chapter to solve a public relations problem or question. At the end of every chapter is a suggested "case problem" that can be utilized for such a writing assignment.
- Short talk. During the course, each student should be asked to talk for about 5-6 minutes on some current topic in public relations. The subjects may be a recent news story or current event that involves or affects public relations, or it could simply be a summary of his or her major paper research findings. (Such talks should be spaced during the semester or the quarter to avoid spending the last three or four weeks of class time on student presentations.)
- Examinations. A mid-term and a final exam should be given. Questions may be multiple choice, true/false or short essays. (Material from class lectures and handouts, as well as from the text, will be utilized.)
- Class participation. Active class discussion is encouraged since it is an element in determining the course grade.

Grading Criteria

Student assignments are evaluated on the basis of: (1) comprehension of content, (2) analysis of material, (3) extent of research, (4) clarity of expression, (5) quality of writing, and (6) professional appearance. All written assignments should be typed, double-spaced, and meet the requirements. Assignments are due at the scheduled date. Assignments carry the following percentage weight in determining the course grade:

- Major group paper _____ 30 percent
- Mini individual case studies _____ 20 percent
- Short talk/class participation _____ 10 percent
- Mid-term examination _____ 20 percent
- Final examination _____ 20 percent

SUGGESTED SCHEDULE OF READING FOR SEMESTER COURSE

Week One

Chapter 1: What is Public Relations?

Week Two

Chapter 2: Careers in Public Relations

Chapter 3: The Growth of a Profession

Week Three

Chapter 4: Today's Practice: Departments and Firms

Chapter 5: Research and Campaign Planning

Week Four

Chapter 6: Communication and Measurement

Chapter 7: Public Opinion and Persuasion

Week Five

Chapter 8: Managing Competition and Conflict

Week Six

Chapter 9: Ethics and the Law

Week Seven

Chapter 10: Reaching Diverse Audiences

Week Eight

Mid-term Examination

Week Nine

Chapter 11: The Mass Media

Chapter 12: The Internet and Social Media

Week Ten

Chapter 13: Events and Promotions

Week Eleven

Chapter 14: Global Public Relations

Chapter 15: Corporate Public Relations

Week Twelve

Chapter 16: Entertainment, Sports and Tourism

Week Thirteen

Chapter 17: Government and Politics

Week Fourteen

Chapter 18: Nonprofit, Health, and Education

Week Fifteen

Final Examination

Notes:

For a quarter or semester system, it is recommended that all the chapters be taught. To do that, two chapters will need to be taught five of the 15 weeks. While the instructor may choose how to combine chapters for pedagogical or logistical reasons, we have suggested where it might be best to combine chapters for those weeks where two chapters are taught.

SUGGESTED SCHEDULE OF READING FOR A QUARTER COURSE

Week One

Chapter 1: What is Public Relations?

Chapter 2: Careers in Public Relations

Week Two

Chapter 3: The Growth of a Profession

Chapter 4: Today's Practice: Departments and Firms

Week Three

Chapter 5: Research and Campaign Planning

Chapter 6: Communication and Measurement

Week Four

Chapter 6: Communication and Measurement

Chapter 7: Public Opinion and Persuasion

Week Five

Chapter 7: Public Opinion and Persuasion

Chapter 8: Managing Competition and Conflict

Week Six

Chapter 9: Ethics and the Law

Chapter 10: Reaching Diverse Audiences

Week Seven

Chapter 11: The Mass Media

Chapter 12: The Internet and Social Media

Week Eight

Chapter 13: Events and Promotions

Chapter 14: Global Public Relations

Week Nine

Chapter 15: Corporate Public Relations

Chapter 16: Entertainment, Sports and Tourism

Week Ten

Chapter 17: Government and Politics

Chapter 18: Nonprofit, Health, and Education

Chapter 1: What Is Public Relations?

SUMMARY

It is assumed that this course is the student's first formal introduction to the field of public relations. Therefore, this chapter introduces students to the general concepts of public relations and stresses that it is a multifaceted field with a higher degree of complexity than appears to the casual observer. This chapter touches on a number of topics, which are explored in greater detail in subsequent chapters.

OBJECTIVES

After reading this chapter students should:

1. Be able to define public relations and understand the challenges faced by practitioners in a global context.
2. Understand that public relations is a multifaceted process that extends far beyond communication, with its roots in research and planning.
3. Be able to describe the major differences, and interrelationships, between public relations, and related communication disciplines such as journalism, marketing, and advertising in terms of scope, audience, objectives and channels.
4. Understand and discuss integrated communication strategies.
5. Be able to identify areas of specialization and gain a sense of career trends in public relations.
6. Be able to identify the major areas of public relations work.
7. Be able to identify the various ways public relations contributes to an organization's bottom line.

CHAPTER OUTLINE

- A. The Challenge of Public Relations
- B. Global Scope
- C. A Variety of Definitions
 1. Key Elements
 - a) Deliberate
 - b) Planned
 - c) Performance
 - d) Public Interest
 - e) Two-Way Communication
 - f) Strategic Management of Competition and Conflict
- D. Public Relations as Process (RACE)
 1. Research
 2. Action and Planning
 3. Communication
 4. Evaluation
- E. Public Relations as Cyclical Process: Frito-Lay Case Study
- F. The Components of Public Relations
 1. Counseling
 2. Research
 3. Media Relations
 4. Publicity
 5. Employee/Member Relations
 6. Community Relations
 7. Public Affairs
 8. Government Affairs

9. Issue Management
10. Financial Relations
11. Industry Relations
12. Development/Fund Raising
13. Multicultural Relations/Workplace Diversity
14. Special Events
15. Marketing Communications
- G. Public Relations Differs from Journalism
 1. Broader Scope
 2. Different Objectives: Objective Observers vs. Advocates
 3. Mass Audiences vs. Targeted Audiences
 4. Channels Beyond Mass Media
- H. Public Relations Differs from Advertising
 1. Paid/Controlled vs. Unpaid/Uncontrolled
 2. Mass Media vs. Range of Channels
 3. Selling vs. Public Understanding
 4. External Audience vs. Range of External and Internal Audiences
 5. Specialized vs. General
 6. Mutually Supportive
 7. Advertising More Costly
 8. Advertising Often Less Credible
- I. Public Relations Differs from Marketing
 1. Build Markets vs. Build Relationships
 2. External vs. External/Internal Audiences
 3. Customer-Based vs. Broader Base
 4. Often Limits Public Relations to Product Publicity vs. Many
 5. Management/Communication Functions
 6. Public Relations Supports Marketing
 - a) Marketing Public Relations Is Only One Facet of Public Relations
 - b) Contributions of Marketing Public Relations
 - (1) Developing New Prospects
 - (2) Providing Third-Party Endorsements
 - (3) Generating Sales Leads
 - (4) Paving Way for Sales Calls
 - (5) Stretching Communication Dollars
 - (6) Providing Inexpensive Sales Literature
 - (7) Establishing Corporation as Authoritative Source
 - (8) Helping to Sell Minor Products
- J. Toward an Integration Perspective: Strategic Communication
 1. Downsizing
 2. Tighter Budgets
 3. Increased Clutter of Advertising
 4. Recognition of Public and Social Policy Issues
- K. Nin Ways Public Relations Contributes to the Bottom Line
 1. Awareness and information
 2. Organizational motivation
 3. Issue anticipation
 4. Opportunity identification
 5. Crisis management
 6. Overcoming executive isolation
 7. Change agent

INSTRUCTOR'S MANUAL

8. Social responsibility
9. Influencing public policy

SUGGESTED PROJECTS AND DISCUSSION

1. Ask students what PR people are like, in their minds. Are there any stereotypes or associations that go with the term "public relations"? Analyze some public relations professionals in news, talk shows, movies, soap opera, etc.
2. Ask class members to go online and locate news articles that mention public relations. In what context was the term "public relations" used in the article? What are some other terms describing public relations profession or work?
3. Did students come across any reference to sub-specialties such as "corporate communications," "public affairs," or "strategic communications"?
4. In small groups or as individuals, ask students to think of a favorite product, service, or organization. Then, have students locate media examples of that product, service, or organization being promoted through: a.) public relations; b.) advertising; or c.) marketing. Taken together, how do these combinations illustrate the principles of strategic communication? In this case, what does strategic communication accomplish that a single discipline could not for the product, service, or organization?
5. Direct students to go online to local or regional news websites and locate articles containing publicity for an organization. Discussion should center on whether the news story originated from a news release or a contact by a public relations person in the organization. Discuss the differences between news stories and publicity. It is likely that some students will bring a paid advertisement (e.g. image advertising) to class as an example of publicity. You will need to point out the difference between the two disciplines. You can also use these to further discuss the differences (and possible convergence) between publicity and advertising.

APPLY YOUR KNOWLEDGE: WHAT WOULD YOU DO?

Students should do secondary research in Tempe and Phoenix-area media surrounding the Yogurtini launch. How did the company win over the publics in that geographical area? Have students research/record key psychographic tendencies of the target group (women 24-35), and try to relate those to yogurt attitudes, purchase intentions, prevalence in family outings, etc. Because the company espouses an integrated approach, you should cite areas where there is a natural crossover (image advertising, cause-related marketing, etc.), as well as potential areas of friction to understand and consider. Which initiatives appear to be specifically public relations-driven?

ANSWERS TO QUESTIONS FOR REVIEW AND DISCUSSION

- 1. There are many definitions of public relations. Of those found in this chapter, which do you think best reflects reality? Why?**

Common denominators used when describing effective public relations usually include management skills, conflict resolution, facilitation of mutual understanding between groups, and techniques of effective communication. The notion of feedback is critical with regard to communication. Feedback comes from publics, which are various audiences that have a specific stake in your organization. Marketers and advertisers, conversely, refer to audiences more as customers, where the end behavior of buying and selling is measured more than the relationship-building process in public relations. (Pages 6-7)