



Public Relations

The Profession and the Practice

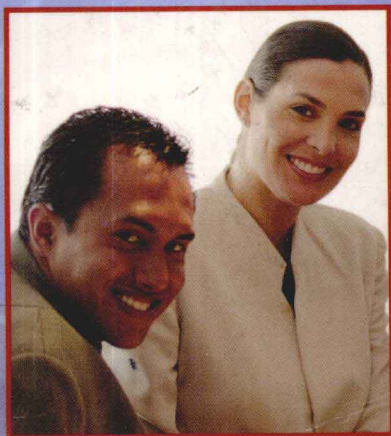
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PUBLIC RELATIONS: THE PROFESSION AND THE PRACTICE

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Preface

Public relations as a *profession* is changing rapidly. The *practice* of public relations has undergone almost revolutionary changes in the past few years thanks to Internet-driven technology. This major information source provides for the first time a way for organizations to communicate directly and instantly with a variety of its audiences, oftentimes without using traditional mass media. Globalization of worldwide markets and organizational restructuring are two more powerful influences on the practice of public relations.

These critical changes in globalization, technology, and organizational structure lend increasing importance to the management function of public relations. Practitioners are no longer mere technicians who shape and transmit messages from their organizations. They are professionals who shape the relationships an organization has with its various constituencies. Public relations practitioners must possess the communications expertise and social sensitivity necessary to enable organizations to adapt to the changing environment.

Public relations practitioners must bring not only all of the traditional communications skills to their broadened role, but must now bring the ability to research and understand problems, to plan the public relations programs, to create effective messages, and to evaluate the effectiveness of these programs. The goals of this edition are to present and explain the fundamental tools of the public relations practice and provide an understanding of the emerging trends within the field.

A multi-disciplinary approach has characterized the text from its inception and is continued in this edition. We believe that by drawing on the experience of professionals from journalism, business, psychology, and communication we can present a comprehensive and inclusive overview of public relations. The education, research, and teaching experience of the authors in each of these disciplines addresses the needs of the students who will be practicing in diverse environments.

We have tried to maintain the easy-to-read, personal style throughout the text. To that end, we have kept the jargon to a minimum, and have provided definitions for all terms that are particular to the profession. In addition, we have attempted to give public relations students and practitioners the tools and knowledge they need in ways that reflect the reality of public relations. For example, mini-cases provide insight into real-time activities conducted by organizations. They are interspersed throughout and provide applications for the basic concepts being introduced. Public relations spotlights provide various kinds of helpful information such as tips for getting good photographs and how to clear publicity releases.

APPROACH OF THE TEXT

ORGANIZATION AND CONTENT

This edition has retained the four part organization of earlier editions: the profession, the process, the publics, and the practice. Part One describes the current public relations situation, its historical roots, theories, and ethics and legal concerns. Part Two examines the core issues of the process that underlies public relations while Part Three focuses on the publics that are the object of these efforts. Finally, Part Four summarizes the practice of public relations and looks at the emerging trends of the profession. We believe that this structure truly reflects the growth and development of public relations as an emerging profession.

There are several structural changes to this edition. Chapter One is virtually a new chapter. Not only does it provide an overview of the field, it also incorporates coverage of organizational decision making. We have combined the chapters on law and ethics (now Chapter Four) because the two are inextricably intertwined. The chapters on public affairs and government relations have also been folded together into Chapter Fourteen. Finally, there is a brand new chapter (Chapter Seventeen) on emerging issues.

Every chapter has been completely updated, while retaining the classic material. The content truly reflects the direction of public relations on the 21st century.

PEDAGOGY

- Each chapter opens with a preview that provides an overview of the chapter content.
- Mini-cases in each chapter allow students to “see” public relations in action.
- Spotlights in each chapter add material to enhance students’ understanding of chapter concepts.
- Numerous figures and tables explain and clarify concepts under discussion.
- An integrating case study runs through each of the four chapters of Part Two to help pull together the process.
- Each chapter ends with a case study.
- Highlighted glossary terms appear throughout the text, in addition to a complete end of book glossary with definitions.

WHAT’S NEW IN EACH CHAPTER

Chapter One: The Nature of Public Relations

From the outset this completely revised chapter introduces the reader to the changing nature of public relations campaigns and the multiple demands constantly placed on the public relations practitioner. Management and leadership functions are distinguished. Discussion of Dilenschneider’s elements of public discontent and a discussion of the public relations education role of developing future leaders is included.

Chapter Two: The History of Public Relations

Unlike other public relations texts, this book’s history chapter gives more attention to public relations contributions from non-profits, social movements, and historical models of public relations. Included are Arthur Page’s six principles of public relations, a profile of Pat Jackson, and conceptual traditions in public relations.

Chapter Three: A Theoretical Basis for Public Relations

New dimensions are added to the models of public relations to explain how theories are evolving to better explain the practice of public relations. There is also a discussion of Pat Jackson's lasting contributions to public relations and coverage of the monitoring of relationships.

Chapter Four: Law and Ethics

This chapter gives new emphasis to the developing legal consideration of the Internet. The new Code of Ethics of the Public Relations Society of America (PRSA) is included along with the Code of the International Association of Business Communicators.

Chapter Five: Research: Understanding Public Opinion

The research chapter begins the process section with the initial part of the case study that runs throughout the four chapters in this section. The research terms are explained in lay language with a spotlight. Usability research for web-based material is included along with a new look at Internet, library, and data bank resources.

Chapter Six: Strategic Planning for Public Relations Effectiveness

New in this chapter are elements for a single-use campaign plan detailed including a sample plan and budget.

Chapter Seven: Action and Communication

Internet writing guidelines are included for this edition along with more emphasis in two controlled tools: advertising and the World Wide Web.

Chapter Eight: Evaluating Public Relations Effectiveness

New in this chapter is an examination of Ketchum's extranet efforts, additional measurement strategies, and new evaluation software.

Chapter Nine: Media Relations

This chapter has shifted to an e-mail and webpage-based process, especially when dealing with the trade press and national and regional media. A new section on a crisis response statement is included.

Chapter Ten: Employee Communication

This chapter considers the new labor force of the 21st century and its influence on employee communication. Public relations practitioners will have an integral role in creating communications that seek employee support for organizational change.

Chapter Eleven: Community Relations

This chapter provides new information about two areas of increasing importance in community relations: cause-related marketing and community activism. Case studies provide tangible examples of how community relations can have a significant impact on a corporation's branding and reputation. In addition, there is a section on employee volunteerism.

Chapter Twelve: Consumer Relations and Marketing

This chapter provides guidelines that communicators can use when selecting appropriate marketing communications activities. New sections include guerilla tactics, branded news strategy, and trends in brand naming.

Chapter Thirteen: Financial Relations

New to this chapter is an examination of corporations that have been faced with financial reporting scandals with a spotlight on Enron and the public relations lessons learned from that situation.

Chapter Fourteen: Public Affairs: Relations with Government

This chapter combines discussions of the specialization of public relations focused on building relationships to influence and inform key groups about political activities. The chapter introduces information on the use of websites as a political tool and how public affairs is carried out in non-profit settings.

Chapter Fifteen: Public Relations in Nonprofit Organizations

This chapter provides a global perspective on non-profit work, going far beyond small, well-intentioned community-based programs and including a discussion of the challenges faced by nonprofits. The Lutheran Services of America case study discusses how this \$7 billion network provides a full range of health and human services in more than three thousand communities.

Chapter Sixteen: Corporate Public Relations

A corporation's most important concern is its ability to maintain an environment conducive to doing business. This chapter discusses the crucial role that public relations plays in creating and developing a corporation's image and reputation with its key publics, particularly life after corporate scandals. Included are the ten characteristics of effective corporate communication and the role of the CEO in public relations. The BP case study introduces some of the issues and challenges faced by corporations when merging with other entities.

Chapter Seventeen: Emerging Trends in Public Relations

This brand new chapter prepares future practitioners for the most pressing globalization, technology, and corporate social responsibility changes in the field. The Napster case study shows how the Internet can be used as a public relations tool.

SUPPLEMENTS FOR STUDENTS AND INSTRUCTORS

Student CD-ROM

The CD-ROM that accompanies the text offers students a variety of resources and activities. They are integrated with the text through the use of CD icons in the text margins that notify students which CD

tool to use. They include:

- **Video**—The video includes clips of 15 interviews with public relations practitioners from public relations firms such as Ketchum and Burson Marsteller.

- *Self-Quizzes*—Students can assess their comprehension of the chapter concepts by taking practice tests that provide feedback for each answer.
- *Audio Flash Cards*—Students can use these digital flash cards to hear how key terms are pronounced and to study for exams.

Instructor's Resource CD-ROM

This CD-ROM includes the following resources:

- *Test Bank*—available as a computerized test bank or as a basic Word document.
- *Instructor's Resource Manual*—provides chapter summaries and objectives, media resources, activities, and test questions.
- *PowerPoint Slides*—This set of slides, developed by Dan Lattimore, includes chapter outlines and video clips.

Video: Interviews with Public Relations Professionals

Fifteen original video interviews conducted by the book's authors are part of the student CD-ROM and are also available in VHS format. Instructors can use the clips as lecture launchers or discussion starters. A printed video manual provides a summary and discussion questions for each segment.

Online Learning Center

This website, at www.mhhe.com/lattimore, provides instructors with professional resources, PowerPoint slides, and downloadable supplements and provides students with additional interactive test questions and glossary crossword puzzles to help them master course concepts. Icons in the text direct students to relevant resources on this website.

PowerWeb

PowerWeb is a component of the *Online Learning Center* that brings the information on the Internet to a course. It features current articles, informative and timely world news, curriculum-based materials, research tools, and additional resources. This content, which is password protected, is offered free with new copies of the text.

PageOut: The Course Website Development Center

All online content for this text is supported by WebCT, eCollege.com, Blackboard, and other course management systems. McGraw-Hill's PageOut service is available to get you and your course up and running online in a matter of hours, at no cost. PageOut was designed for instructors just beginning to explore Web options. Even the novice computer user can create a course website with a template provided by McGraw-Hill (no programming knowledge necessary). To learn more about PageOut, ask your McGraw-Hill representative for details, or fill out the form at www.mhhe.com/pageout.

Our thanks go to many people: colleagues with whom we have worked in public relations education, our public relations mentors, leading practitioners who have been willing for us to interview them, and public relations firms and organizations that have provided many of the materials and examples. They are too numerous to name, but they all have our gratitude.

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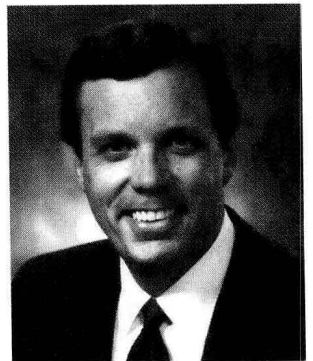
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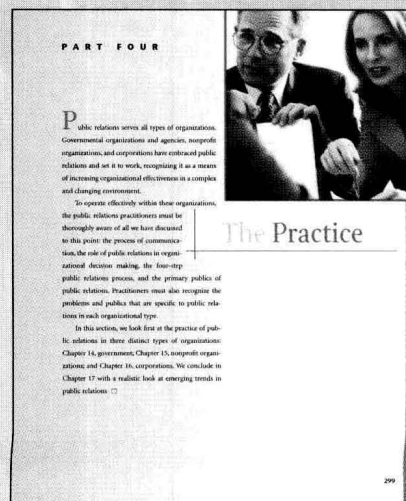
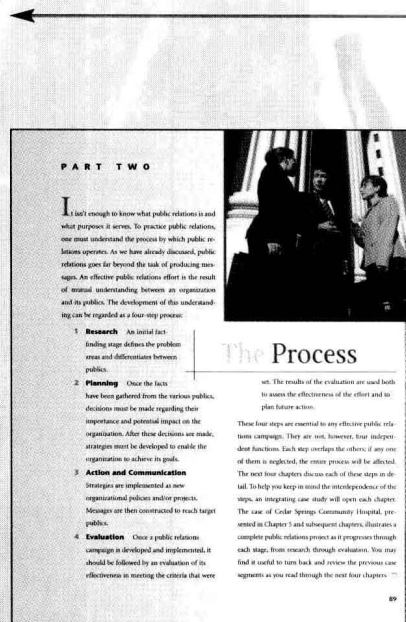
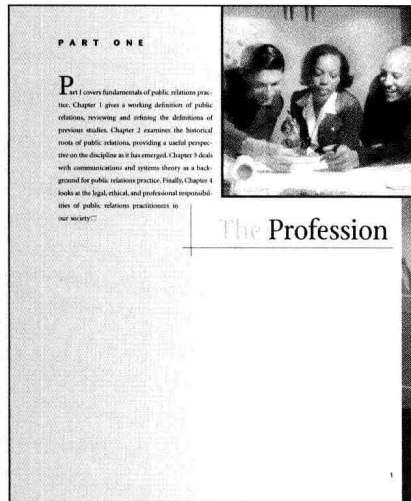


Jim Van Leuven holds the endowed chair in public relations at the University of Oregon. As chair of journalism at Colorado State University he developed a communications management master's program for working public relations professionals in Denver. He coordinated PRSA's original body of knowledge study and has taught on business faculties at the National University of Singapore and Kuring-gai College, Sydney, Australia, as well as on journalism communications faculties at the University of Idaho, Washington State University, and Oregon State University.

Visual Preview

The Profession and the Practice: A Structure that Reflects the Growth and Development of Public Relations

Unique 4-part organization ensures that students will leave your course with a thorough understanding of public relations and a basis for successful practice today and in the future.



Part One describes the current public relations climate, its history, theories, ethics and legal concerns.


Part Two examines the core issues of the process that underlies public relations.

Part Three focuses on the publics that are the object of the public relations efforts.

Part Four summarizes the practice of public relations and looks at the emerging trends of the profession.

The Profession and the Practice: Tools and Knowledge that Reflect the Reality of Public Relations

Mini-cases—Appear throughout each chapter to allow students to “see” public relations in action. Some mini-cases are also on the CD-ROM and VHS videocassette.



7.1 Mini Case

The Pepsi Hoax

It began in Seattle when a TV station informed the local Pepsi franchise bottle that an 82-year-old Tacoma man had found a hypodermic needle in a can of Diet Pepsi. The report was broadcast that evening on the local news. It would be the nation's top story for the next 96 hours. Within hours another syringe turned up in a can in another locality. Soon news broadcasts from around the country had reports of people finding needles in Pepsi cans. Eventually, more than 50 allegations were made in 23 states.

Pepsi Cola set up a crisis management team at its corporate headquarters in Seattle, New York. The team was led by Craig Weatherup, Pepsi president. Rebecca Madala, Pepsi vice president for public affairs, directed the team's actions and coordinated the communications as the company could speak with one voice.

First, the Pepsi crisis team had to determine if the Pepsi bottles were the problem. The crisis response plan had these key points:

- Put public safety first. Assess the problem through the public's eyes. Be clear that their needs and concerns come first.
- Find it. Fix it. Work around the clock with regulatory officials to investigate every aspect of the plant operation to identify and, if possible, correct the problem.

Communicate quickly and frequently, using tools and timeliest reporters see.

- Take responsibility for solving the crisis. Don't point fingers, assign blame, or pass the buck. Make your team accountable for a swift and sound resolution to the problem.

Once Pepsi had gathered its facts and felt secure that this was not a problem caused by its bottles, Pepsi took the offensive. President Weatherup said repeatedly through the media, “A can is the most tamper-proof packaging in food supply. We are 99.99 percent certain that this didn't happen in Pepsi plants.”

The crisis team decided to use VHS to show consumers that Pepsi's canning process could not be tampered with. High-tech, high-speed equipment was shown filling Pepsi cans. Each can was turned upside down, cleaned with a powerful jet of air or water, inverted, filled and closed—all in less than one second! Video footage of the canning process was beamed by satellite to TV stations across the country. Within 48 hours the first video news release was seen by 256 million viewers, three times the number that usually watches the Super Bowl.

The company used the video to combat the visual images of the syringes that had been shown on network television constantly since the first

Instance in Seattle. Pepsi created three more VHS within three days. By the end of the week, the executives had appeared on a dozen network TV news shows and talk shows, and Pepsi spokespersons had conducted more than 2,000 interviews with newspapers, magazines, and TV and radio reporters. The strategy was to show the public that what was happening was really a hoax rather than a problem with Pepsi bottles. The real turning point came with the third VHS. It showed a tape from an in-store surveillance camera that had filmed a shopper slipping a syringe into an open Diet Pepsi can while the cashier's back was turned. Pepsi could not release the tape though, until the next day when an airport was made. After the first VHS can, viewers were overwhelmingly supportive of Pepsi. The evaluation alone indicated that Pepsi's response worked. Sales for the key July 4 period were not affected adversely, which was quite important.

Questions

1. What the communication tools used by Pepsi to solve the problem, the ones you would use today?
2. Evaluate the role of the VHS.
3. Are they always effective?

required a change in organizational policy that could have been politically explosive. A policy change of this type could have alienated both the personnel manager and the department managers if not handled carefully. The public relations manager needed a good understanding of both communication and organizational dynamics to accomplish this objective. Such letters normally had been routed to the personnel department and then to the manager of the department involved. This meant that for a department to get any recognition, it would have to appear to “show its own horns.” Therefore, most letters of appreciation had been handled internally, without informing the rest of the organization. The private nature of this process worked against the new objective of improving employee perceptions by sharing patient feedback. Thus, the policy was changed so that the original letter was routed first to public relations where copies were made for the appropriate department manager and for human resources. Some were featured on the hospital website.

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Spotlights—Provide various kinds of helpful information such as tips for getting good photographs and how to clear publicity releases.



7.2 Spot

Internet Writing Guidelines

1. Don't build a site for your executives; they aren't the target audience. Know the characteristics of your target audience and write for them.
2. Establish and present a logical progression of the ideas.
3. Put blocks of no more than 75 words each on initial site pages. Longer text fattens into the site is low.
4. Don't use clever headlines, but structure your articles with several levels of headlines so a reader can complete a section and continue reading, or choose to move on.
5. Write 50 percent less at the beginning of an article. Most internet users scan copy before deciding to spend time in depth to read an article.
6. Highlight key words through hyperlinks, typface variations, or color.
7. Use bulleted lists when the copy makes this possible. The computer screen is small, and people tend to glance at key elements quickly.
8. Use inverted pyramid style for most copy with the most important information first. Don't bury your key points.
9. Use one main idea per paragraph.
10. Keep your sentences short, but on the other hand, remember that the key to a good website is that you have provided the answers to the questions that the reader has, so you need to be thorough.

Source: Stephen Denhaene, “Web Writer Pro: In Search of a Functional Model for Effective Text on the World Wide Web,” unpublished master's thesis, University of Memphis, May 2000.

The preparation of a news release is different from the preparation of an advertising message, because news depends on a third party to select and deliver the message. This is the basic difference between controlled and uncontrolled media. Controlled media, including internal publications, direct mail, posters and advertising, allow the public relations practitioner to dictate what is published and how it is delivered to the primary audience. Uncontrolled media, for which someone else makes decisions about content, include newspapers, television, and radio.

Two controlled media have become especially important to public relations campaigns in the last few years: advertising and the World Wide Web.

The World Wide Web can be considered the first public relations mass medium because it allows managed communication to flow directly between organizations and mass audiences without the gate-keeping functions present in other mass media. Writing for the Internet includes some special rules just for this particular medium. See spotlight 7.2.

The advent of this new medium as a communication tool for public relations has spurred increased interest in relationship building through the Internet. Although the potential is great, little is known about the impact of public relations principles as applied to website design. Preliminary studies suggest five guidelines for building relationships with publics using Internet technology:

1. Create a dialogic loop to allow and encourage publics to query the organization sponsoring the site. This includes the availability of an adequate and well-trained staff to handle responses.
2. Make the information useful to all publics who may use the site. Even a specialized website should have some general use information. Make information easy to get.
3. Focus on the generation of return visits through the use of interactive strategies. Forums, question-and-answer formats, and chats with experts or corporate officials tend to build visit frequency.
4. Develop an intimate ease to the interface. The focus of websites should be on the organization, product, or information located there and not on the “bells and whistles” that make it possible. Websites with graphics that take too long to load may turn off some visitors.

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Toxic Shock Syndrome

Case Study

At Denver's Children's Hospital, a new public relations director made a plea to doctors and staff members to let her know if anything happened that might be considered news. She briefly explained to them what "news" was. A few days later, a doctor sheepishly came to her with an item he thought might be newsworthy. "I think I've discovered a new disease; do you think that's newsworthy?" he asked the public relations director. After she told him it was newsworthy, he continued by saying, "I think I'm going to call it toxic shock syndrome." He wanted to announce it. She readily agreed but wanted to plan how to release the information so the hospital could get the maximum benefit from the exposure.

Children's Hospital in Denver is a major regional referral and research hospital for states in the west. It depends a great deal on its support from fundraising efforts. If you were the public relations director, what would you do?

Source: Kyla Thompson, *Non Profit Public Relations*, interview by Dan Lattimore, videocassette, Colorado State University, 1986.

Questions

1. How would you announce the new disease?
2. How would you use the Internet to announce the new disease? Would you create a website? Assuming you did create a website, what would you include?
3. How would you handle the requests from more than 500 media calls you would receive in the few days after the announcement?
4. If you had just been named public relations director for the hospital when this occurred, how would you proceed to develop your media contacts to help the hospital?
5. How could you use the discovery of toxic shock syndrome in the years to come in your public relations efforts?

Key Terms

agenda
B-roll
crisis
crisis plan
extranet
Internet
intranet
media kit
media relations

news conferences
news release
planned publicity
press conference
press kit
publicity
spontaneous publicity
third-party endorsement

Use the CD-ROM and
Online Learning Center at
www.mhhe.com/lattimore
to further your understanding
of the following terms

Public relations strategic planning provides organization to the public relations process. "Strategic planning is a process of assessing what you have and where you want to go." The caliber and thoroughness of thinking preceding the execution of public relations activities will determine the value of the public relations operation. Understanding how to develop a public relations plan, then, is one of the main criteria that separates entry-level positions from top management in public relations.

Planning moves public relations from a reactive activity to a proactive process. Public relations practitioners, like most other managers, tend to be action oriented. The constant changes that take place both inside and outside any organization produce an endless procession of public relations problems. Too often, because of the number of pressing problems, managers find themselves responding only to exceptional situations. Such situations are usually negative in that they require the practitioner to intervene after a problem has already gotten out of control.

Although putting out fires is certainly part of the public relations function, it cannot be allowed to dominate all actions. If it does, the practitioner becomes a victim of circumstances, only able to react to the situation at hand. Perhaps the most frequent complaint of public relations practitioners is that other managers ask for their services only after the problem has become unmanageable. When damage to the organization's image has already been done, the public relations manager is often directed to "fix it." This may prove to be a no-win situation both for the organization and for the practitioner who must engage in usually fruitless remedial public relations.

For a long time, public relations practitioners have been advocating preventive public relations to avoid such problems. Part of this approach involves the type of fact-finding research we have already discussed in chapter 5. If practitioners detect potential problems before they erupt into damaging situations, they can give management early warning and advice. Sometimes even early detection cannot forestall some negative impact. When advanced warning is coupled with adequate planning, however, negative effects can be minimized and public relations management can provide well-designed, positive actions rather than hastily conceived reactions. As we continue our integrating case study begun in chapter 5, notice how the pitfalls of hasty reaction were avoided.

Integrating Case Study

Cedar Springs Community Hospital
Segment 2

You may remember that the physicians at Cedar Springs Hospital (chapter 5) were calling for immediate action to correct what they saw as a potentially life-threatening situation in patient care. Reaction to the problem as it appeared at the time would have generated a campaign to make employees more aware of the need for quality patient care and emphasize their responsibility for providing the best care possible. However, before taking action, the public relations director conducted some research to help him better understand the problem. The results were surprising and showed that the first action contemplated would have only made things worse. Employees already believed that the quality of patient care in the hospital was subpar and were frustrated because they felt they personally were doing a good job. In addition, research revealed that recently released patients rated the quality of care significantly better than the employees did.

Case Study—Each chapter ends with a case study that invites students to apply that chapter's principles in a mock campaign. Each case provides a series of questions that encourage students to use what they've learned in designing the campaign.

Integrating Case Study—A continuous case study that runs throughout the four chapters in Part Two to help pull together and illustrate the process of public relations.

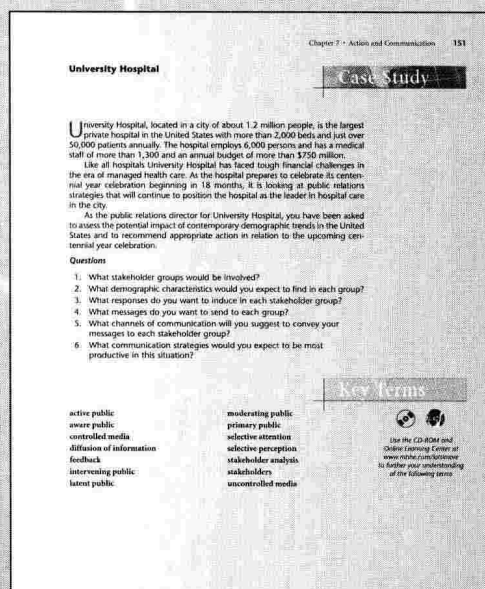
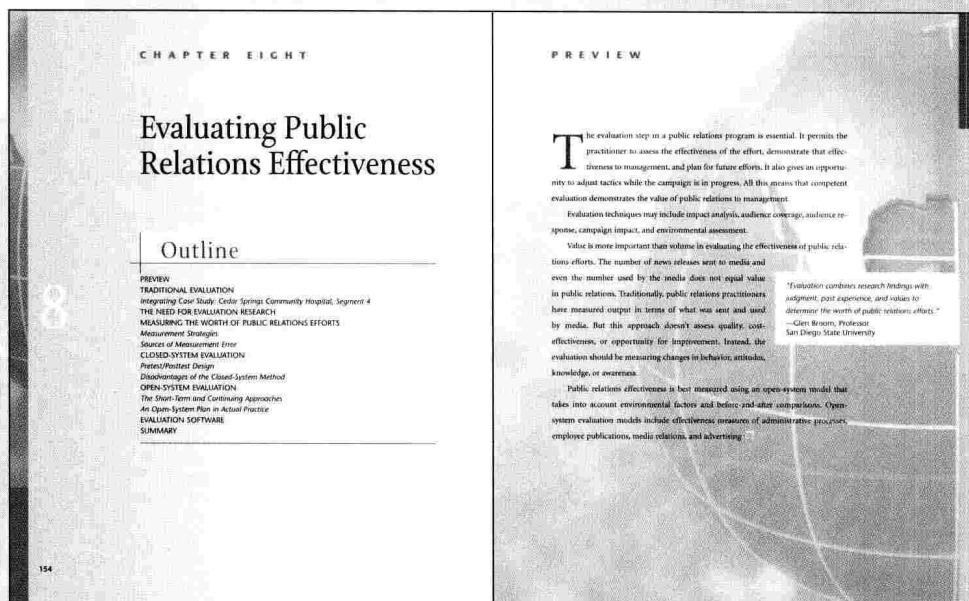
Chapter Opener—Each chapter opens with a preview that provides an overview of the chapter content.

Key Terms—Highlighted glossary terms appear at the end of each chapter with a link to send students to the Flash Cards on the CD-ROM and Online Learning Center for further review. In addition, they are listed in the end of book glossary with definitions.

End of Chapter References—Include additional readings from PR books, professional journals (Public Relations Strategist, Public Relations Review, Public Relations Quarterly), magazines (Business Week, Fortune magazine), and Internet sources.

CD-Video Icons—Appear at the end of each chapter to direct students to watch the appropriate video clip on the CD-ROM or visit the Online Learning Center.

The Profession and the Practice: Pedagogy that Reflects a Solid Public Relations Text



For self-testing and additional chapter resources, go to the student CD and the Online Learning Center at www.mhhe.com/lattimore



Greg Wagner
D'Arcy Public Relations

◀ **The Profession and the Practice: Outstanding Tools that Reflect Technology Today** Student CD-ROM—Packaged for FREE with every new copy of the textbook, this CD-ROM provides several learning tools that help reinforce course concepts.



Cheryl Procter-Rogers
HBO Regional Affairs Mgr.

Video Clips—Includes 4 case study interviews including Missing Children Case Study with Greg Wagner at D'Arcy Public Relations and 11 Public Relations practitioner interviews including Future Trends in Public Relations and advice to students by Cheryl Procter-Rogers at Home Box Office.

Quizzes—Practice quizzes with feedback help students reinforce their learning and comprehension.

Flashcards—Interactive flashcards of key terms in each chapter allow students to practice vocabulary.

PowerPoint Tutorial—Presents the basic steps to creating and using PowerPoint effectively in presentations.

Chapter 6 Quiz

1. Public relations plans use

- ☐ A strategic plans.
- ☐ B tactical plans.
- ☐ C forecasting techniques.
- ☒ D all of the above.

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CHECK ANSWER

NEXT QUESTION

Correct. Strategic plans involve long-range plans that are set to accomplish the major goals of an organization. Tactical plans offer specific actions to reach the goals set forth in the strategic plans. Forecasting through the use of various techniques such as public opinion surveys is necessary to develop strategic plans.

INTERACTIVE FLASHCARDS

total cards : 36

Term	Definition	4 of 36			
				Next	
				Previous	
				Remove	
				Shuffle	
				Reset	

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4 a Use keywords for bullets.

- Slides are visual notecards.
 - main ideas
 - not complete thoughts
 - full sentences only when quoting
- For every bullet try to eliminate:
 - articles (*a, an, the*)
 - pronouns that could be implied (*you, we*)
 - verbs that could be implied

*If your PowerPoint presentation is meant to function **by itself** (for example, as a tutorial like this one, or a display at a trade show) then it would be necessary to use full sentences to ensure audience comprehension.*

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