Instructor Manual

Public Relations Cases (9th edition.)

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INTRODUCTION

Public relations courses have adopted the model used by many business schools – case studies – to teach both theory and solid problem solving skills. My students understand the importance of learning about theory, but they delight in real-world public relations examples. You can see them lean forward in their chairs when I or a guest speaker starts to recount personal stories about interesting and challenging cases we've experienced. The theory behind solid communication campaigns builds a good foundation, but it is through these case examples that they obtain a repertoire of practical material for their future work. It is through the challenge of solving communication problems that they develop the skills so necessary in a business known for creative ideas and innovative people.

Public Relations Cases, 9thedition, offers a conceptual framework upon which to hang real public relations campaigns. Through the ROPE mode developed by Jerry Hendrix – research, objectives, programming and evaluation – the book outlines a strategic approach to solving communication problems. The model shows how to define audiences, develop messages, set goals that can be measured, and chose the right communication strategies and vehicles to make a difference. Students are able to learn how organizations have solved community relations issues, international public relations problems, and conducted integrated consumer marketing campaigns.

To assist in this process, this *Instructor's Manual* provides:

- Draft syllabi for a public relations cases course
- The ROPE model template to use in developing student problem solving skills
- Desired student learning outcomes for each chapter
- Teaching tips for content that will cover key chapter issues
- Suggested activities and discussion points for each case covered in *Public Relations Cases*
- Test/Quiz questions for the chapters
- Case problem exercises, discussion questions and for some cases there are draft solutions to encourage strategic communication campaign thinking. The hypothetical scenarios give students practice in applying the principles gleaned from the course. Some instructors may wish to add additional flesh to these skeleton cases by using information from real organizations. This will allow the students to do Internet research on the organization's mission prior to working a campaign. If this approach is taken, the students should be cautioned that the cases are fictitious and do not represent real people or events. The solutions are strictly conceptual to trigger further discussion about "possibilities" for campaigns.

This is a fun class to teach. Enjoy, and please let us know if other material would be helpful.

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COURSE MATERIALS

SAMPLE SYLLABUS

Building the right syllabus for your class will give a clear roadmap for the students and clarify the overall goals for the course. Students like to know the objectives for a course and what knowledge and skills will be covered. It is also better if they understand not only the assignments but also how each assignment fits into the overall goals for the course. Finally, the syllabus should articulate any special policies relevant to the class, such as attendance requirements, academic integrity/plagiarism and standards for grading.

Following are but a few of many possible approaches to teaching a course in public relations cases. The syllabus starts with the premise that students should finish the course with an understanding of 1) communication campaign problem solving and 2) the process and structure of public relations campaigns. After building a framework using the "Research Objectives, Programming and Evaluation" (ROPE) model outlined in *Public Relations Cases*, the students are immersed in case after case to help them see patterns and build a repertoire of ideas and techniques that work in public communication campaigns.

With that in mind, this draft includes not only cases from the book but also assignments for students to analyze current PRSA Silver Anvil Award winners. PRSA allows nonmembers to search through the current year's list of winners and print out the case. Another way to keep the material current is get students in the habit of scanning newspapers for examples of contemporary campaigns. The draft syllabus is structured around sixteen weeks (semester) but can easily be broken down into increments that best match the schedule of two meetings per week or a summer session.

We assume each instructor will set a classroom climate that encourages students to be active participants, and helps them understand the long-term value of cases study material. In that light, when the draft syllabus includes student presentations, it is intended the presentation will help trigger and guide discussions, as a part of the "discovery process." However, a word of caution is appropriate. I do not recommend letting the students make long presentations on a case as it can turn into a rather 'boring lecture" for others and may dampen the exchange of ideas. It seems to work best when short background presentations are quickly followed by an analysis of the strengths and weaknesses of a campaign.

Other approaches may work. One instructor assigned the class members to groups, and each week the group was responsible for a specific portion of the ROPE analysis. For example, one week a team would do the "research" portion, and for the next week, they would cover the analysis of the "programming." Finally, the class should likely end the discussion with suggestions on how to make the campaign even better to help students think critically about a campaign.

Conceptual Syllabus

Public Relations Cases

Syllabus

Introduction

Having taken a number of communications courses thus far, you may still wonder when witnessing a story unfold in the media– was this generated through a PR campaign? Or how exactly did a particular company generate so much media coverage for a product launch? How did that nonprofit manage to bring so much awareness to their campaign? What exactly do PR firms expect a news release to do for their client? You may even wonder how big a budget do you need for a successful PR campaign. Or even though a particular event generated maximum significant viral buzz, did it really meet its original objective?

This class will hopefully address all of these questions. Throughout the semester, you will have the opportunity to review, discuss and evaluate multiple PR campaigns in a variety of disciplines. Throughout this process, you will use the basic model that will be discussed in the beginning of this semester and then apply it to each case study that you evaluate. Ultimately, you will gain an understanding of what constitutes a PR campaign and how to evaluate the strengths and weaknesses of individual campaigns.

Course Objectives

1. Understand the basic model that is used to develop, implement and evaluate public relations campaigns.
2. Apply that model in order to evaluate various PR campaigns in a multitude of PR disciplines.
3. Create a knowledge base of various PR tactics across multiple disciplines that can be used when planning a PR campaign.
4. Determine what constitutes success for a PR campaign.

Textbook

Hayes, Hendrix and Kumar, *Public Relations Cases* 9th ed.

Please bring your book to EVERY class!

The textbooks will be supplemented by articles and case examples provided by the professor Class members are also expected to read at least one daily newspaper a day (i.e., *The Washington Post*, *The New York Times*, *The Wall Street Journal* and your local papr) as well as keep informed of news events from other media sources such as the Internet, weekly news magazines, local/national TV etc.

Course Breakdown	
Midterm Exam	10%
PR In Action Analysis	20%
PR In Action Implementation	10%
Case Review	20%
Strategic Plan/Presentation	20%
Final Exam	10%
Class Participation/Attendance	10%

Class Attendance/Participation

Students are expected to attend all classes in their entirety. Your active participation in class discussions and exercises is an important component of this class as well as your grade.

Professionalism/Grading
Students are expected to be professional in all dealings associated with this class. This includes treating the guest speakers with respect and providing them with your full attention as well as conducting yourself in a professional manner in any field trips outside the class.

In addition, all written assignments should be typed, proofread and grammatically correct. Good writing is critical to success in public relations, therefore, punctuation and grammatical errors will affect your grade. Students must keep copies of all assignments turned into the professor. All assignments submitted should be in 12-point type. Students will receive specific instructions for each assignment – your ability to follow these instructions carefully and precisely will benefit your grade. If at any time you have concerns about your grade in this class, please see me. I want all students that take this class to have a feeling of success and accomplishment. Please feel free to see me if you have additional questions about my grading policy.

Deadlines
Students are expected to meet all deadlines – written assignments should be submitted on time and exams should be taken on the designated dates unless prior arrangements are made. Grades will be lowered by one full letter grade for every week that written assignments are late.

Other policy issues

- Emergency Preparedness for Disruption of Classes
- Academic Integrity Code

PROJECTS/EXAMS

<u>Midterm Exam</u>
There will be a midterm exam for this class. A review sheet will be given out prior to the exam. The exam will consist of short answer, word identification and essay questions, and it will test your knowledge and understanding of how to analyze public relations cases.

<u>Public Relations Case Review</u>
Each student will have the opportunity to select one case from the book. You will be asked to prepare an outline summarizing the strengths and weaknesses of the case, any updates on the campaign since the program ended as well as several discussion questions. You will then be asked to lead the review and discussion of the case with the class. This will be our primary method of reviewing the case studies in class so it is important that you are well prepared for this assignment and that all class members read the case in advance.

<u>PR In Action</u>
Since so much of this course focuses on evaluating past public relations programs, this assignment will give you the opportunity to experience a public relations campaign as it is happening. [select a local communication initiative that is unfolding and let the students track the progress] For your paper, you will conduct an analysis of current perceptions of key influencers, a review of the effectiveness of the organization's messaging and outreach as well as provide a review of best/worst practices based on how a similar organization conducted their own campaign. Finally, you will provide some recommendations on how the organization can improve upon their current efforts. The final paper will consist of a five-page analysis based on your findings including any supplemental materials you gathered during your attendance (i.e., news

releases, brochures etc.) and an analysis of the effectiveness of those materials. The second part of this assignment will involve actual implementation – more details on this phase will be finalized once the analysis is completed.

Strategic Plan/Presentation

In this class, you will develop a strategic communications campaign for an actual client [select a local group/organization. Recently, a class did a campaign for the local Convention and Visitors Bureau. From there, you will begin by studying best practices from past PR campaigns in that topic area. Using the PR Model that was discussed in class, you will develop with your team a proposal for your campaign. You will then present to the class and client your campaign. All class members will have the opportunity to review and provide analysis of each plan. You will also turn in a written executive summary of the PR plan.

Final Exam

There will be a take-home final exam for this class. It will consist of analyzing a specific case. You will have until 5 pm on the final exam day to turn in the exam but you may hand it in earlier.

COURSE SCHEDULE

(For classes meeting twice per week)

Date	Objectives	Assignments
Session 1	Welcome to PR Case Studies Introductions Course Overview – Syllabus and Class Assignments Review basic expectations/goals/grading for the course	Public Relations in Action/ Chapter 1
Session 2	Public Relations Process/Model Discussion: The role of case studies in public relations Why analyze case studies? The Case Method	A Public Relations Process/Chapter 2
Session 3	Public Relations Models Review different models How to assess PR cases using a SWOT analysis The importance of research in public relations	Other supplemental readings as appropriate
Session 4	Media Relations Case Review	Media Relations/Chapter 3 Read cases Research: www.americaspromise.org
Session 5	Media Relations Case Review *Guest Speaker: Local PR expert on media relations*	Assigned reading on “PR Client Plan”
Session 6	Social Media *Guest Speaker: Local PR expert on social media*	Social Media / Chapter 4
Session 7	Internal Communications *Guest Speaker: Local University Director of Community and Local Government Relations*	
Session 8	Employee Relations and Member Relations Case Review	Internal Communications/ Chapter 5 Read cases -- Employee Relations Cases
Session 9	Community Relations Case Review Community Relations Case Exercise	Community Relations/Chapter 6 Research local organization
Session 10	Public Affairs and Government Relations Case Review	Public Affairs and Government Relations/ Chapter 7
Session 11	Public Affairs and Government Relations Case Review	Public Affairs and Government Relations/Chapter 8 Read cases
Session 12	Consumer Relations Case Review	Consumer Relations/ Chapter 9 Research local organization involved in consumer relations
Session 13	Investor Relations Case Review	Investor and Financial Relations/Chapter 8 Read cases
Session 14	Midterm Exam	*Plan Paper due next class*
Session 15	Review Midterm Exam Visit by sponsoring organization for PR in Action project	*Prepare for midterm exam*

Session 16	Organization of PR In Action Implementation Prepare for Field Trip-Client Research	Research Project Organization
Session 17	Project Organization Field Trip	Prepare proposals for PR In Action implementation
Session 18	Relations with Special Publics Case Review *Guest speaker: local expert on reaching a special public*	Relations with Special Publics/Chapter 11 Research State Farm
Session 19	International Public Relations Case Review Two	International Public Relations/Chapter 10
Session 20		
Session 21	Crisis Communication	Crisis Communications/Chapter 12 *PR in Action Implementation Plan should be completed by next class*
Session 22	Crisis Communications Case Review	Read crisis cases
Session 23	Crisis Simulation Exercise	
Session 24	Integrated Marketing Communications Cases Case Review	Integrated Marketing Communications/Chapter 13
Session 25	Work with groups on final presentations	*Work on final project/presentation*
Session 26	Final Presentations	*Work on final project/presentation*
Session 27	Final Presentations	*Follow up on final presentations*
Session 28	Final Presentation Review Closing Thoughts Course Review/Evaluations Review for final exam	*Prepare for final exam*
Session 29	FINAL EXAM DUE BY 5 PM	

**The instructor reserves the right to amend this syllabus.

EXAM QUESTIONS

The case studies course lends itself to short-answer and essay questions. The following questions are meant to show the types of questions you may wish to use in the course. Also, each chapter in the *Instructor Manual* has a section with additional exam or quiz questions geared toward that specific chapter.

1. Design a research program to identify target publics for a campaign to reduce teen pregnancy in the District of Columbia.

2. For the campaign to reduce teen pregnancy, design a communication campaign using the ROPE process that doesn't use any media relations programming.

3. A client wants to get more publicity for her nonprofit organization. What questions would you ask to "clarify the communication problem" and why would you ask these questions?

4. What role do opinion leaders have in making a campaign a success or failure?

5. Explain the value of using "output objectives" when conducting a campaign that has a "behavioral objective" that is trying to reduce SUV rollover accidents by 25 percent.

6. How can "attitudinal objectives" be measured?

7. For a campaign to promote a new musical group, how does the focus on clear "evaluative metrics" change the initial planning and objectives for the campaign?

8. What makes a message most effective with young people between the age of 16 and 22?

9. Assume you were the director of sports information for this university and the women's basketball team is failing to attract crowds. Design a campaign to double the attendance.

10. When are controlled media much more effective than uncontrolled media?

11. What is a "grassroots" campaign and when would you include one in a plan?

12. What are the first steps that you would go through if a client calls with a crisis?

VIDEO SUPPLEMENT

Instructor Note: The DVD is available through Cengage and has most of these video clips. We have also added links to video only available on-line. The videos show the type of messaging and visuals used in campaigns and help provide context for class discussions. Please let us know if you find other on-line video material useful for the cases.

Chapter 3 Media Relations

Case 3-1 EARTH HOUR 2009—THE FIRST GLOBAL VOTE FOR THE PLANET
http://www.youtube.com/watch?v=BjWD8pbK5t8

Case 3-3 NORAD Tracks Santa
NORAD Tracks Santa 2009 (1:19)

Chapter 4 Social Media

Case 4-2 Doritos Crashes the Super Bowl
Doritos Crashes the Super Bowl / Ketchum Video
http://newsroom.ketchum.com/multimedia-center/videos/doritos-crashes-super-bowl

Case 4-3 Miller High Life One Second Ad
Super Bowl 2009- 1-Second Commercials: Miller High Life (1:12)

Case 4-4 Volkswagen GTI Becomes the World's First Car Launched Exclusively on a Mobile Device
http://www.youtube.com/watch?v=w4LtdTp0zOs

Chapter 5 Internal Communication

Case 5-2 Best Adoption Friendly Workplace and Foster Care Adoption
National Adoption Day PSA (:30)

Chapter 6 Community Relations

Case 6-3 Rebrand the Charleston Animal Society
Vote for Spike (:15) (also at http://www.youtube.com/user/ChASVoteforSpike)

Chapter 8 Investor Relations

Case 8-3 CareFirst Debt Diva Campaign
The Debt Diva's Grocery Savings Tips: Part 1
http://www.youtube.com/watch?v=Uu4W5ZybgfM

Chapter 9 Consumer Relations

Case 9-1 Haagen-Dazs Loves Honey Bees
Häagen-Dazs - Help the Honey Bees (2:18)

Chapter 11 Special Audiences

Case 11-1 Air New Zealand Pink Flight
Pink Flight Promo (4:20) http://www.youtube.com/watch?v=OFFTvU7JB70

Case 11-3 United Way of Greater Milwaukee
Truth be Told-Teen Pregnancy (16:14)

Chapter 13 Integrated Marketing Communications

Case 13-1 The Nashville Symphony Loves Nashville, Starring Our New Maestro
New Maestro PSA 1 (:15)
New Maestro PSA 2 (:15)

Case 13-3 Creating More Birthdays / American Cancer Society
More Birthdays Video -- http://morebirthdays.com/

SILVER ANVIL AWARD CASES

The Public Relations Society of America (www.prsa.org) has established an award program to showcase some of the best practices in public relations. These cases provide valuable new examples for classroom discussions.

You may wish to consider assigning current year award winners as part of the student experience for the public relations cases course.

Silver Anvil Program

"The Silver Anvil, symbolizing the forging of public opinion, is annually awarded to public relations practitioners who, in the judgment of their peers, have successfully addressed a contemporary issue with exemplary professional skill, creativity and resourcefulness. In the over 50 years that these citations have been made, more than 1,000 organizations have been awarded Silver Anvils for excellence in public relations."

"Silver Anvil Awards recognize complete programs incorporating sound research, planning, execution and evaluation. They must meet the highest standards of performance in the profession."

The Silver Anvil is awarded in the following categories:

1. Community Relations

Programs that seek to win the support or cooperation of, or that aim to improve relations with, people or organizations in communities in which the sponsoring organization has an interest, need or opportunity. "Community" in this category refers to a specific geographic location or locations. (Campaigns designed to promote products should be entered in Marketing Consumer Products or Services.)

2. Institutional Programs for Reputation and Brand Managemtn

Programs affecting an organization's stature, reputation or relations with its publics or key elements of its publics.

3. Special Events and Observances (seven or fewer days)

Programs or events scheduled for one to seven consecutive days (not including planning and preparation). Events may be commemorations, observances, openings, celebrations or other special activities and must occur within a time span of one week.

4. Special Events and Observances (more than seven days)

Programs or events that take place for longer than a one week period, such as a year-long anniversary, or activities (commemorations, observances, celebrations, etc.).

5. Public Service

Programs that advance public understanding of a societal issue, problem or concern. (Similar programs conducted principally to enhance an organization's standing or to otherwise serve its interests directly will ordinarily fall in Category 2: Institutional Programs.)

6. Public Affairs

Programs specifically designed to influence public policy and/or affect legislation, regulations, political activities or candidacies - at the local, state or federal government levels - so that the entity funding the program benefits.

7. Marketing Consumer Products

Programs designed to introduce new or promote existing products to a consumer audience.

8. Marketing Consumer Services

Programs designed to introduce new or promote existing services to a consumer audience.

9. Marketing Business to Business

Programs designed to introduce new or promote existing products or services to a business audience.

10. Global Communications

Any type of program (i.e., institutional, marketing, special events) sponsored by a U.S. company or a company with a U.S. presence, which demonstrates effective communications implemented in two or more countries.

11. Crisis Communications

Programs undertaken to deal with an event that has had or may have an extraordinary impact.

12. Issue Management

Programs undertaken to deal with issues that could extraordinarily affect ongoing business strategy.

13. Internal Communications

Programs targeted specifically to special publics directly allied with an organization (for example, employees, members, affiliated dealers or franchisees).

14. Investor Relations

Programs directed to shareowners, other investors and the investment community.

15. Multicultural Public Relations

Any type of program such as institutional, marketing, or community relations, specifically targeted to a cultural group.

16.Integrated Communications

A program that demonstrates leadership of public relations strategies and tactics in a creative and effective integrated campaign, along with other marketing or communications.

Source: http://www.prsa.org/_Awards/silver/

OTHER CASE STUDY RESOURCES

There are many other sources of excellent case studies for use in the course.

The Council of Public Relations Firms has cases on crisis communication, integrated marketing, investor relations and social responsibility at: http://prfirms.org/resource/case-studies

A number of public relations firms also have case studies on their websites as a way to promote their business, yet the cases are still useful for discussions as long as they clearly articulate a problem solving approach, campaign strategy, and an evaluation of results.

Finally, a search of the Internet and library databases will likely reveal many write-ups of classic cases such as the EXXON Valdez oil spill or the Johnson and Johnson Tylenol tampering case.

CHAPTER ONE – Public Relations in Action

Desired Student Learning Outcomes

1. Define public relations.
2. Describe how research into audience values and attitudes will better allow an organization to achieve its overall goals and objectives.
3. Discuss the knowledge areas required for a PR professional to be an effective practitioner.
4. Comprehend the way technology has affected the conduct of PR campaigns during the past ten years.
5. Describe the typical activity of a "spin doctor" and explain how these activities differ from a PR practitioner.
6. Classify and explain the types of distortion that are found in the practice of PR.
7. Explain how the PRSA Code of Ethics deals with "Disclosure" issues.
8. Apply the PRSA Ethical Principle dealing with "Conflict of Interest" to specific cases.

Chapter One – Teaching Points

Starting with a Definition

One approach to kicking off the course in public relations cases is to start with student perceptions about the functions and responsibilities of a public relations practitioner. It is often revealing to hear how few ideas come to mind. Many students only know about media relations activities and assume those approaches are the only way audiences may be reached. Here are a couple of ideas to open the discussion:

- In a given week, what are the typical things an account executive at a public relations firm may do?
- If a practitioner works in the communications office for an organization, what are the typical things they do in a week.
- What do you think are the most important three things that a public relations person does each week?

A review of this list opens the door to the next issue, a discussion of definitions of public relations. A starting point would be the Public Relations Society of America statement that said "public relations helps our complex, pluralistic society to reach decisions and function more effectively by contributing to mutual understanding among groups and institutions."

Problem Solving Process

Discuss the scope of current public relations practices to set the stage for a discussion about the "process" as a method for solving problems.

- Anticipating, analyzing and interpreting public opinion.
- Counseling management on courses of action and communication.
- Researching, conducting and evaluating programs of action.
- Planning and implementing efforts to influence public policy.

- Managing the resources around setting objectives, planning, budgeting, recruiting and training staff.

Scope of Public Relations

Finally, by outlining the types of cases that will be discussed throughout the course, you can provide a sense of the scope of public relations. It may also lead to career exploration as students investigate which elements are most attractive and why they would wish to work in that area.

- Media Relations
- Digital / Social media communications
- Internal Communications (Employee and Member Relations)
- Community Relations
- Public Affairs and Government Relations
- Investor and Financial Relations
- Consumer Relations
- International Public Relations
- Relations with Special Publics
- Emergency Public Relations
- Integrated Marketing Communications

New Technology in Public Relations Campaigns

New and emerging technologies will always have an impact on the conduct of public relations campaigns, and the short section in the book can be used for a discussion on this balance between traditional best practices and major shifts in ways to interact with publics. Many current campaigns assume there must be a digital social media component, yet seasoned practitioners know the campaign purpose and the audience will largely dictate the most appropriate approach. I recommend drawing a line on the board with **traditional approaches** on the left and **social media approaches** on the right and having students make a list of the ways a PR campaign is conducted in each category. This list can be followed by underlining the items on the list that are legacy/foundational to both campaigns.

For the case studies in the book, a useful exercise would be for students to design a digital media element that could have been used to supplement and older, pre 2001 case study. It gets students into the problem-solving process and clarifies the differences between digital interaction and conversations with audiences and traditional ways of interacting with publics. Students may assume posting a comment on a "wall" in Facebook or sending a Twitter feed will best reach their friends, but it may not do much to change the attitudes and behavior of many audiences.

There are many excellent resources to use in studying first generation digital campaigns. Agencies with strong digital functions frequently share their case studies, and there are many excellent discussions about the digital successes of the 2008 and later political campaigns. Also, the Institute for Public Relations offers a number of excellent research papers on the impact of new technology. You may view the papers at http://www.instituteforpr.org/research/internet/.

Ethical Foundations in Public Relations

A discussion of ethics can set the tone for much of the latter analysis when considering options in a communication campaign. The core professional values in the PRSA Member Code of Ethics include:

- Advocacy
- Honesty
- Expertise
- Independence
- Loyalty to clients
- Fairness in dealing with clients, employers, competitors, the media and the general public.

The grounding ethical principles of conduct involve:

- Protecting and advancing the free flow of accurate and truthful information.
- Promoting healthy and fair competition.
- Protecting the privacy of clients.
- Avoiding real and potential conflicts of interest.
- Working to strengthen the public's trust in the profession.

The ethical case studies at the PRSA website are most useful for small groups of students to sort through the key principles that will apply to each ethical dilemma.

Finally, ethical discussions usually involve an exploration of ethical persuasion and "propaganda" to include the common types of distortion found in public relations campaigns:

- Hype
- Minimizing
- Overgeneralization
- Categorization
- Labeling
- Image transfer

Chapter One Test/Quiz Questions

1. What is a simple definition of public relations? (p. 3)
2. The public relations office is part of which organizational function? (p. 3)
   a. Management function*
   b. Line function
   c. Administrative Function
   d. Financial function
3. What area of knowledge is usually required for a PR professional to be an effective communicator? (p. 3)
   a. Psychology
   b. Political Science
   c. Business management
   d. All of the above*
4. How are digital social media evolving to facilitate campaign communication? (pp. 5-7)
5. What is a "spin doctor?" (p. 8)
6. Identify a typical type of "distortion" that can occur in the public relations process and give an example. (pp. 8-9)
7. Explain whether the PRSA Ethical Principle of "disclosure" is appropriate when a firm is faced with requests to represent various sides in a public policy dispute. (pp. 416-417)
8. What are some of the ways a public relations agency may avoid a "conflict of interest?" (p. 418)

CHAPTER TWO – A Public Relations Process

Desired Learning Outcomes

1. Understand the components of the ROPE model of communication problem solving.
2. Comprehend the categories and types of research used to support a communication campaign.
3. Explain the role and procedures for quantitative research.
4. Explain the role and procedures for qualitative research.
5. Provide definitions and examples for output and impact objectives.
6. Differentiate among the various types of impact objectives in a campaign.

Chapter Two – Teaching Points

Problem Solving

Some students assume the creative process is a free-form endeavor much like creating a post-modern painting. They want to toss globs of paint on the canvas until it "looks pretty" and call it a campaign. They don't see, nor understand, the underlying discipline that produces the great works of art, or great communication campaigns. A disciplined process generates the foundation for good campaigns and creative problem solving turns them into sparkling efforts with great impact.

Most strategic managers start with a basic process:

- Identifying and selecting the problems (suggest starting with a discussion about the difficulty in genuinely identifying "the communication problem. Far too many organizations assume all they need is "more publicity" or "more buzz" instead of really looking at what issue can have the greatest impact).
- Analyzing problems through good questions, research and audits to pull apart the issues. (Suggest exploring the five levels "why" to probe deeper and deeper into the issue.)
- Generating potential solutions (this is where creativity counts.)
- Selecting and planning solutions (discuss the importance of experience and good judgment during this process).
- Implementing solutions (planning for all of the myriad details and resources to make it happen.)
- Evaluating the solution for possible further action.

In public relations, it is also the process that counts. The approach first proposed by Jerry Hendrix in his first edition of *Public Relations Cases* is the ROPE process. Even though other communication writers use different terms, the underlying process for each is quite similar. They each engender a foundation process upon which to build a campaign. It is in the understanding of a disciplined template that makes for a "profession" as first articulated by Edward Bernays in the 1920s.

Therefore, you may wish to not only provide a definition and example for each component of the ROPE process, but also stress the value of looking at each and every element for each and every case during the year to instill a "template" in students. The course can be seen as an "apprenticeship" in learning practical skills that will lead to "journeyman" and "craftsman" status in the profession.

ROPE Model

Research

Client/Organization – Understand the organization and its goals and culture.
Opportunity – Decide why the organization should conduct a communication campaign.
Audiences – Define the target audiences or publics. Select the segments most appropriate based upon their relative importance to the campaign.

Objectives

Should be stated in the form of infinitive phrases that are also verifiable. Also, there are both "output" and "impact" objectives.
Informational – to inform. Entails message exposure and comprehension.
Attitudinal – to convince/influence. Build new attitude or reinforce or change existing attitude.
Behavioral – to modify actions. Create new behaviors or enhance existing actions or reverse negative behavior.

Programming

Theme/Messages – Frame the issue in a short phrase that has meaning with the audience.
Action/Special Events – Create an action-oriented program that engages the public.
Controlled Media – Provide messages in venues that you can design and control.
Uncontrolled Media – Generate buzz in the news media.
Communication Principles – Define the source, message, channel, receivers and feedback system that will be useful in the campaign. These principles should be based upon proven theories behind effective communication such as:

1. Source credibility
2. Salient information (message)
3. Effective nonverbal cues (message)
4. Effective verbal cues (message)
5. Two-way communication (channel and feedback)
6. Opinion leaders (receivers)
7. Group influence (receivers)
8. Selective exposure (receivers)
9. Audience participation (feedback)

Evaluation

Assess each objective and the overall process for the campaign.
Output objectives can be measured by elements such as the number of news releases distributed and number of speeches given.
The **Impact objectives** include:

> **Informational objectives** can be measured in terms of message exposure, message comprehension and message retention.
> **Attitudinal objectives** can be measured in terms of values changed.
> **Behavioral objectives** can be evaluated in terms of public self-reports or observations.

ROPE Model Integrated with other Campaign Elements

		Definition
Research	Situation Analysis	**Client Research** – An in-depth look into the organization you are representing. Familiarity with products and services; competitive environment ▪ Precise mission of organization; goals, objectives and challenges ▪ Structure; management model, how is PR viewed? PR successes and failures ▪ Financial status
	Research	**Opportunity or Problem Research** – Determining why a company should conduct a particular PR program at a particular time ▪ Unique opportunity to favorably influence public opinion or behavior ▪ Response to the development of unfavorable opinion or behavior of the problem ▪ Maintain a favorable public opinion **Nonquantitative Research** ▪ Organization or client records (business plans, past PR programs etc.) ▪ Published materials (news articles, surveys or polls, government data) ▪ Interviews with key members of targeted publics ▪ Customer feedback ▪ Trade group, association or advisory panel research ▪ Focus group research **Quantitative Research** ▪ Sample surveys: determining audience information levels, attitudes, behaviors and media habits via mail, telephone or in person. ▪ Experiments: determining which forms of communication or messages may be most effective with select audiences ▪ Content analysis: analyzing themes or trends in the message content of selected media
	Target Audience	**Audience Research** – Investigating the target audiences or “publics”; segmenting into different categories **Targeting** – Targeting the most important publics on a priority basis ▪ Who is this public (demographics, psychographics etc.)? ▪ Why is it important to us? ▪ How active or involved is this public, relative to our interests? ▪ Which public are most important to us, in priority rank order
Objectives	Objectives	**Output objectives** – the distribution or execution of program materials **Impact objectives** – specific intended effects of public relations programs on their audiences ▪ **Informational objectives**: message exposure to, message comprehension by and/or message retention ▪ **Attitudinal objectives**: forming attitudes where none exist, reinforcing existing attitudes or changing existing attitudes ▪ **Behavioral objectives**: consists of the creation or stimulation of new behavior or the reversal of negative behavior on the part of an audience toward the practitioner’s client or organization
	Strategies	A strategy statement describes, in concept, how an objective is to be met; they are broad statements and don’t refer to specific activities ▪ Are intangible; they are ideas, choices or decisions ▪ Strategies reveal the situation; tactics do not ▪ Buzz words: leverage, showcase, employ, highlight, underscore, focus, avoid, initiate

Programming	Key Messages/ Theme	**Key messages**: ▪ What needs to be communicated in order to change behavior ▪ Must be compelling and resonate with the target audience **Theme**: ▪ Catchy, memorable and concise; ties the campaign together
	Tactics	This is the "nuts and bolts" part of the plan that describes, in sequence, the specific activities that put the strategies into operation and help to achieve the stated objectives **Buzz words**: Develop/create, send, pitch, contact, book, broadcast
Evaluation	Evaluation	**Evaluation**: ongoing monitoring and final assessment of **Impact objectives**: ▪ Informational objectives: measured by attitude surveys ▪ Attitudinal objectives: measured by attitude surveys ▪ Behavioral objectives: measured by surveys and observation of behaviors **Output objectives:** ▪ Measured quantitatively by simply counting the actual output

Process Questions

Appendix I in *Public Relations Cases* offers a series of questions that can be used in class discussions. The questions provide a roadmap to explore the basic principles of public communication campaigns that exist in each of the cases. The questions are reprinted here.

<u>RESEARCH</u>

- Does the case give adequate background information about the organization itself?
- What was the major reason for conducting this program?
- Was the program proactive or reactive?
- Which audiences were targeted for communication?
- Should other audiences have also been targeted?
- How were research data about each audience obtained?
- Were the data as complete as necessary?
- Is there anything unusual about the research phase of this case?
- What are the research strengths and weaknesses of this case?

<u>OBJECTIVES</u>

- Categorize this case's objectives.
- Which are impact objectives?
- Identify additional informational, attitudinal, or behavioral objectives.
- Which are output objectives?
- Should they have been more quantitative?
- Should they have used time frames?
- Were output objectives used when the ultimate goal was really impact?
- What is your overall assessment of the objectives used in this case?

<u>PROGRAMMING</u>

- Evaluate the theme (if any) used in this case. Is it short, catchy, memorable, to the point? What major message or messages are communicated in this case? What research was used to evaluate the potential messages to make sure they have impact and are useful?
- Evaluate the central actions or special events in this case.
- Are they truly worthwhile and newsworthy?
- Are they "pseudo- events"? Will these events generate appropriate attention and awareness?
- Evaluate the types of uncontrolled and controlled media that were used.
- Were any forms of communication omitted that should have been used?
- Was adequate use made of interpersonal communication? Did the communication achieve a sense of "grassroots involvement" through interpersonal communication, or was there over reliance on mass media publicity placement or impersonal forms of controlled media?
- Discuss the use of such communication principles as source credibility, salient information, effective nonverbal and verbal cues, two-way communication, opinion leaders, group influence, selective exposure, and audience participation.
- How effectively were these principles used? Explain.

<u>EVALUATION</u>

- Was each of the case's objectives separately evaluated? Describe the evaluative methods used.
- How appropriate and effective were these methods?
- Did the program achieve its stated objectives?
- Was there a real *link* between the case's objectives and its evaluation?

OVERALL JUDGEMENTS

- As a whole, how effective was this public relations program?
- What are its major strengths? Major weaknesses? Explain.
- What are the major PR lessons or principles to be learned from this case?
- What, if anything, would you do differently if you were assigned a public relations problem like this one?

Chapter Two Test/Quiz Questions

1. To determine how the mission of the organization relates to the intended communication campaign, what type of research would you conduct? (pp. 12-13)
    a. Opportunity research
    b. Audience research
    c. Client research*
    d. Evaluation research
2. List the steps in defining and targeting an appropriate audience. (pp. 14-15)
3. Which of the following is an example of nonquantitative or qualitative research? (p. 22)
    a. Focus group*
    b. Questionnaire administered to potential audience
    c. Simple survey to determine change in attitudes
    d. Telephone interviews
4. If a campaign has an objective to make an oral presentation to a conference of experts, what type of PR objective is it? (p. 26)
    a. Behavioral objective
    b. Output objective*
    c. Attitude objective
    d. Informational objective
5. Define “attitudinal objective” and provide an example. (pp. 27-28)
6. How do campaign output objectives relate to the overall success of a campaign? (pp. 24-25)
7. List some of the attributes of an effective theme or message. (p. 30)
8. What is the difference between a controlled and an uncontrolled media channel/product? (pp. 32 & 35)
9. Which of the following makes a message strike a responsive chord with the audience? (p. 36)
    a. Insightfulness
    b. Salience*
    c. Controlled channel
    d. Effective nonverbal cues
10. Explain the role of opinion leaders in a two-step flow of information in a campaign. (p. 39)
11. How does the principle of “selective exposure” affect the selection of a specific audience? (pp. 39-40)
12. What type of measurement scales are used to evaluate attitudinal objectives? (p. 41)
    a. Semantic Differential*
    b. Minnesota Multi-phasic Personality Inventory
    c. Focus Group Review
    d. The Discrete Measure of Values
13. What is the value of measuring “output objectives?” (pp. 25-26)