

TEST BANK



Tenth Edition

Cutlip & Center's
Effective
PUBLIC RELATIONS



You can help

Glen M. Broom



INSTRUCTOR'S MANUAL

FOR

Cutlip & Center's
EFFECTIVE PUBLIC RELATIONS

10th edition

Glen M. Broom, Ph.D. and Bey-Ling Sha, Ph.D., APR
School of Journalism and Media Studies
San Diego State University

TABLE OF CONTENTS

PREFACE		3
MODEL COURSE SYLLABUS		4
PART I	CONCEPT, PRACTITIONERS, CONTEXT AND ORIGINS	
Chapter 1	Introduction to Contemporary Public Relations	6
2	Practitioners of Public Relations	12
3	Organizational Settings	20
4	Historical Origins	26
PART II	FOUNDATIONS	
5	Professionalism and Ethics	33
6	Legal Considerations	40
7	Theoretical Underpinnings: Adjustment and Adaptation	49
8	Communication and Public Opinion	55
9	Internal Relations and Employee Communication	63
10	External Media and Media Relations	70
PART III	MANAGEMENT PROCESS	
11	Step One: Defining Public Relations Problems	78
	Out-of-Class Assignment for Chapters 11–14	85
12	Step Two: Planning and Programming	86
13	Step Three: Taking Action and Communicating	92
14	Step Four: Evaluating the Program	98
PART IV	THE PRACTICE	
15	Business and Industry Public Relations	105
16	Government and Public Affairs	107
17	Nonprofits, Trade Associations, and Nongovernmental Organizations	108
	Public Relations Strategic Planning Process Handout	111

PREFACE

This manual provides suggestions for using *Cutlip and Center's Effective Public Relations*, 10 ed., by Glen M. Broom in your public relations course. The goal is to help you plan your course, prepare lectures, create class assignments, and develop tests to measure your students' mastery of course content. The content presented here is intended to help instructors, not to serve as a student supplement to the text. For the latter, please refer your students to the text's Companion Website at www.pearsonhighered.com/broom.

In the spirit of collegiality, we request—in the strongest terms—that you not share the content in this instructor's manual directly with your students. Please do not post the manual content on your course's electronic classroom or on any Internet websites. Doing so means that your students may share that information with students whose instructors use this manual strictly for exams. In short, disclosure of the manual's content undermines its purpose and nullifies its use by other instructors.

Each chapter section that follows includes: (1) a study guide—objectives that specify the knowledge and skill outcomes your students should be able to achieve after they study each chapter to help you plan lectures; (2) a summary of major concepts and elements most salient to the objectives to help you prepare lectures; (3) multiple-choice questions, applied scenario questions, and essay questions to help you create exams to measure students' achievement of the objectives; and (4) out-of-class assignments to help you engage students in exploration and discussion. You will find more here than you can use in a single semester, meaning that you will have new exam questions and exercises for later semesters.

We recommend that you collect exams after students have had a chance to review their answers. Many websites now collect exam questions for open access by students around the world. Therefore safeguarding the exam questions in this instructor's manual is paramount to their continued usefulness for your own and others' exams in future semesters.

Begin the first lecture for each chapter by reviewing the study guide objectives (also in the text) so students will know what is expected of them. In fact, you may want to tell your students that the exams are designed primarily to test mastery of the outcomes stated in the objectives, although they are responsible for all content in the text chapters.

The service-learning project for the strategic planning process chapters in Part III engages students in developing a public relations plan for a community client. This team project requires extraordinary effort from both you and your students, but it is the most effective method we have found for teaching the management process. This project gives students firsthand experience in dealing with the realities and complexities of public relations management, and it provides valuable assistance to a deserving community organization.

This instructor's manual begins with a suggested syllabus for a 15-week course. You surely will need to modify the syllabus to fit your own schedule and content preferences. In addition, you will need to regularly provide updated supplemental readings for each chapter.

We welcome your feedback on this manual and invite your suggestions. Best wishes to you and your students for a successful course.

Glen M. Broom, Ph.D. (gbroom@mail.sdsu.edu)
Bey-Ling Sha, Ph.D., APR (bsha@mail.sdsu.edu)
School of Journalism and Media Studies
San Diego State University
San Diego, CA 92182-4561

Model Course Syllabus

NOTE: YOU MAY WANT TO ADD ARTICLES FROM CURRENT PROFESSIONAL AND SCHOLARLY JOURNALS TO COMPLEMENT TEXT READING ASSIGNMENTS AND TO TAILOR THE COURSE TO YOUR OWN CURRICULUM AND SETTING.

PRINCIPLES OF PUBLIC RELATIONS

Instructor:	Classroom:
Office:	Class Meeting Time:
Office Hours:	E-mail address:
Office Phone:	Department Phone:

COURSE DESCRIPTION: In Principles of Public Relations you will learn about the theory and practice of public relations, how public relations operates in organizations, its impact on publics and its functions in society. You will study the professional development of the field; concepts, issues, and principles in the practice; and models and theories guiding the practice. You will apply course materials to public relations program planning and management by working in a group on a strategic planning project.

For those planning public relations careers, this course provides a foundation for the public relations major. The course also meets the needs of those planning other professional and managerial careers that require an understanding of public relations concepts and management practices.

TEXT: Glen M. Broom, Cutlip and Center's Effective Public Relations, 10th ed. (Upper Saddle River, NJ: Prentice-Hall, Inc., 2009)

<u>REQUIREMENTS AND GRADES:</u>	<u>Percent</u>
First exam	30
Second exam	30
Program Proposal	15
Final exam	25

TOPICS AND READINGS: Following are assigned readings from the text.

Week 1: Introduction to Contemporary Public Relations

Text: Chapter 1 and one other chapter chosen from Chapters 15–17 according to your interests.

Week 2: Practitioners of Public Relations

Text: Chapter 2.

Week 3: Organizational Context

Text: Chapter 3.

Week 4: Evolution of Public Relations

Text: Chapter 4.

FIRST EXAM

Week 5: Professionalism, Ethics, and Legal Considerations

Text: Chapters 5 and 6.

Week 6: Theoretical Underpinnings—Adjustment and Adaptation

Text: Chapter 7.

Week 7: Communication and Public Opinion

Text: Chapter 8.

Week 8: Internal Relations and Employee Communication

Text: Chapter 9.

Week 9: External Media and Media Relations

Text: Chapter 10.

SECOND EXAM

BEGIN PROGRAM PLANNING PROJECT

Week 10: Process Step 1—Defining Public Relations Problems

Text: Chapter 11.

Week 11: Process Step 2—Planning and Programming

Text: Chapter 12.

Week 12: Process Step 3—Taking Action and Communicating

Text: Chapters 13.

Week 13: Process Step 4: Evaluating the Program

Text: Chapter 14.

Week 14: Process Step 4 (continued)

FINAL PROGRAM PROPOSALS DUE

Week 15: Professionalism

Text: Review Chapter 5 and read the two other chapters from Chapters 15–17 that you did not read during the first week of the semester.

FINAL EXAM

Chapter 1

Introduction to Contemporary Public Relations

Study Guide Objectives

After studying Chapter 1, your students should be able to:

1. Define public relations as the management function that emphasizes builds and maintains relationships between organizations and their publics
2. Distinguish between the public relations and marketing functions of organizations, identifying the exchange between provider and customer as the distinguishing characteristic of marketing relationships.
3. Define and differentiate among related concepts, including internal relations, publicity, advertising, press agency, employee relations, public affairs, issues management, lobbying, investor relations, and development.
4. Outline how public relations helps improve organizations and society.

Major Concepts and Elements

Public relations is the management function that establishes and maintains mutually beneficial relationships between an organization and the publics on whom its success or failure depends (pp. 3 and 7).

Marketing is the management function that identifies human needs and wants, offers products and services to satisfy those demands, and causes transactions that deliver products and services in exchange for something of value to the provider (p. 9).

Internal relations is the specialized part of public relations that builds and maintains mutually beneficial relationships between managers and the employees on whom an organization's success depends (p. 10).

Publicity is information provided by an outside source that is used by the media because the information has news value. It is an uncontrolled method of placing messages in the media because the source does not pay the media for placement (p. 11).

Advertising is information placed in the media by an identified sponsor that pays for the time or space. It is a controlled method of placing messages in the media (p. 13).

Press agency is creating newsworthy stories and events to attract media attention and to gain public notice (p. 15).

Public affairs is a specialized part of public relations that builds and maintains relationships with governmental agencies and community stakeholder groups in order to influence public policy (p. 17).

Lobbying is a specialized part of public relations that builds and maintains relations with government primarily to influence legislation and regulation (p. 18).

Issues management is the proactive process of anticipating, identifying, evaluating, and responding to public policy issues that affect an organization's relationships with its publics (p. 20).

Investor relations is a specialized part of corporate public relations that builds and maintains mutually beneficial relationships with shareholders and others in the financial community to maximize market value (p. 21).

Development is a specialized part of public relations in nonprofit organizations that builds and maintains relationships with donors and members to secure financial and volunteer support (p. 23).

All effective organizations establish and maintain relationships identified as important to survival and growth (p. 23).

The social function (mission) of public relations is to facilitate adjustment and maintenance in the social systems that provide us with our physical and social needs (p. 26).

Multiple Choice Questions

1. *Effective Public Relations* (text) introduces the management function dealing with:
 - A. putting a positive "spin" on bad news.
 - B. altering perceptions and manufacturing consent.
 - C. professional subterfuge and deception.
 - D. relationships between organizations and stakeholders.
 - E. relationships within families, work teams, and groups. **D (p. 3)**

2. The contemporary concept of public relations is based on which of the following key words?
 - A. Inducing, engineering and creating
 - B. Asymmetric, one-way and propaganda
 - C. Reciprocal, mutual and between
 - D. International, global and diverse
 - E. Alter, reshape and manufacture **C (p. 4)**

3. When Harwood L. Childs wrote that the basic function of public relations "is to reconcile or adjust in the public interest," to what was he referring?
 - A. Uniting public opinion
 - B. Helping organizations change
 - C. Two-way communication
 - D. Inducing public support
 - E. Propaganda and persuasion **B (p. 5)**

4. Public relations typically does not have responsibility for which one of the following?
 - A. Monitoring awareness inside and outside the organization
 - B. Counseling management on policy
 - C. Improving product design and packaging
 - D. Analyzing the impact of policies on publics
 - E. Producing measurable changes in behavior **C (pp. 6–7)**

5. The management function most often confused with public relations is:

- A. Advertising
B. Lobbying
C. Personnel
- D. Marketing
E. Development
- D (pp. 8–9)**
6. Which of the following identifies needs and wants, provides products to meet them and deals with customers?
- A. Advertising
B. Lobbying
C. Personnel
- D. Marketing
E. Development
- D (p. 9)**
7. When a practitioner attempts to make a product newsworthy in order to get media and public attention, it is called:
- A. Product publicity
B. Consumer relations
C. Issues management
- D. Product advertising
E. Institutional advertising or advertorials
- A (pp. 8–9)**
8. Which specialized part of the practice deals with an organization’s “number one public” and its “most important asset”?
- A. Product publicity
B. Sales promotion
C. Internal relations
- D. Product advertising
E. Issues management
- C (p. 10)**
9. Information from external sources used by news media based on its news value is:
- A. Public relations
B. Publicity
C. Public affairs
- D. Press agency
E. Propaganda
- B (p. 11)**
10. According to the text, what is the major difference between publicity and advertising?
- A. Publicity identifies the source, thus the term “good publicity”
B. The practitioner controls advertising but not publicity
C. Publicity targets multiple publics while advertising targets only consumers
D. Advertising supports marketing while publicity supports public relations
E. The effects of advertising are easier to determine
- B (pp. 12–14)**
11. The method that provides the practitioner with the greatest control of content and placement in media is:
- A. Advertising
B. Lobbying
C. Issues management
- D. Marketing
E. Development
- A (pp. 12)**
12. When is it appropriate for practitioners to use an advertorial?
- A. When they are not satisfied with what is being said in the media
B. When they feel that their publics do not understand an issue
C. When they want to add their voices to a cause
D. When they want control over message content, placement and timing
E. All of the above
- E (p. 13)**
13. When one author wrote, “Very simply, my job was to get the client’s name in the paper,” he was describing the role of:

- A. Journalism
B. Public relations
C. Public affairs
D. Media relations
E. Press agency
E (p. 15)
14. Which of the following is practiced more to attract public attention than to build understanding?
A. Public relations
B. Publicity
C. Public affairs
D. Press agency
E. Propaganda
D (p. 15)
15. The armed forces and many government agencies typically use which one of the following to designate the public relations function?
A. Public affairs
B. Issues management
C. Propaganda
D. Press agency
E. Social marketing
A (p. 16)
16. Which of the following casts corporate practitioners in the role of serving as liaisons between their corporations and governmental units?
A. Lobbying
B. Public affairs
C. Marketing
D. Issues management
E. Development
B (p. 17)
17. The specialized part of corporate public relations designed to build and maintain community and governmental relations is:
A. Public relations
B. Publicity
C. Public affairs
D. Press agency
E. Propaganda
C (p. 17)
18. Which of the following is devoted to directly influencing government legislation and regulations?
A. Advertising
B. Lobbying
C. Personnel
D. Marketing
E. Development
B (pp. 18–20)
19. Which of the following present(s) a more accurate description of lobbying than do the images of cigar-chomping, well-connected insiders handing out stacks of cash in the halls of government?
A. Researching legislators' positions on issues
B. Creating information to educate and persuade related to these issues
C. Studying government, legislative process, public policy and public opinion
D. Mobilizing like-minded folks "back home," referred to as "grassroots lobbying"
E. All of the above
E (pp. 18–20)
20. Introduced in the mid-1970s, _____ is the term used to describe the practice of identifying emerging trends, setting priorities, and implementing strategies to respond to environmental changes.
A. Persuasion
B. Public opinion
D. Issues management
E. Lobbying

- C. Publicity **D (p. 20)**
21. Which part of public relations deals with emerging trends and their potential impact on an organization?
- A. Persuasion D. Issues management
 B. Public opinion E. Lobbying
 C. Publicity **D (p. 20)**
22. Issues management is NOT part of strategic planning and management when it
- A. builds coalitions with other parties interested in an issue.
 B. adjusts the organization to improve relationships with stakeholders.
 C. uses only persuasive communication to influence public policy.
 D. accelerates issues of opportunity.
 E. eliminates or redirects potential threats. **C (p. 21)**
23. The specialized part of corporate public relations that interacts with shareholders and the financial community is which of the following?
- A. Accounting D. Public affairs
 B. Issues management E. Marketing
 C. Investor relations **C (p. 21)**
24. Practitioners working for nonprofit organizations to increase contributions and membership are the specialized part of public relations known as:
- A. Investor relations D. Development
 B. Marketing support E. Internal relations
 C. Constituent relations **D (p. 23)**
25. The Tylenol crisis demonstrated that public relations is:
- A. closely linked to sound business practices and corporate social responsibility.
 B. a good way to “get media coverage” even during a crisis.
 C. an effective strategy for diverting attention from a negative situation.
 D. the correct approach for marketing products when public trust is threatened.
 E. All of the above. **A (p. 25)**
26. In the final analysis, an organization’s relationships with its publics is the responsibility of which one of the following?
- A. Human relations department D. Communication specialists
 B. Public relations specialists E. Top management
 C. Marketing specialists **E (p. 26)**

Case Study Scenario Questions

The executive director of a large charitable organization decides to add a staff member to manage public relations. The executive director sees public relations as writing publicity releases and feature stories that “tell our story.” She plans to hire a recently laid off local newspaper journalist with no public relations background. When she learns that you are taking this course, however, she asks for your opinion of her plan.

1. What advice would you give her concerning hiring a journalist for the position?
 - A. This is a good idea because journalists were the first public relations practitioners.
 - B. This is a good idea because public relations is mostly publicity, and journalists know best what journalists want.
 - C. It would be better to hire someone with a degree in public relations because they can do publicity and have a variety of other technical skills.
 - D. It would be better to hire someone with a degree in public relations because they will be educated to assist the organization in adapting to its publics.
 - E. It would be better to hire someone with an master's degree in business administration because public relations is a management function.

Answer guide: Option D is the best answer because, as text pages 4–8 point out, public relations involves more than just publicity and other technical skills (C). It requires information that those with masters in business administration don't have (E) as indicated by the many parts and specialties covered on pages 10–23. While it's true that the first public relations practitioners were former journalists (A), public relations has evolved to include so much more than “telling our story” that option B is an inadequate rationale.

2. Which advice would you give her regarding the role of publicity in a public relations program?
 - A. With two–way communication, publicity is outdated and is no longer needed.
 - B. Publicity is dangerous because the practitioner cannot control it.
 - C. Because publicity is to be the major strategy of the program, the executive director really should hire the former newspaper journalist.
 - D. Publicity is the primary tactic used in public relations, typically negating the need for other approaches to solving public relations problems.
 - E. In addition to publicity, the practitioner should also have communication and technical skills, as well as management skills such as planning, monitoring, analyzing, counseling, etc.

Answer guide: Option E is the best answer because it is the only one that attempts to inform the executive director of the full range of public relations activities noted on pages 6 and 7. Option D simply perpetuates the myth that publicity alone can solve most public relations problems. Likewise, reinforcing the executive director's perception of public relations as publicity (C) would be a disservice to her, to whoever takes the public relations position, and to the field of public relations. While it is true that the practitioner cannot control publicity (B), as noted on page 11, lack of control hardly makes publicity “dangerous.” Some practitioners will agree with option A, but it ignores the reality that publicity still plays an important role in many public relations programs (pages 11–12).

Essay Exam Questions

1. Define “public relations” and “marketing,” then explain why these two management functions often are confused. In your answer, point out the major difference that distinguishes the two functions.

Answer guide: Refer to text definitions on pages 7 and 9. Answers should identify confusing use of titles, lack of clear understanding of the differences between the two functions on the part of both managers and practitioners, and public relations practitioners responding to demand for marketing communication—typically taking the form of product publicity (pages 8 and 9). Because public relations staff often are the ones with experience in attracting media coverage and in media relations, they are called on to assist with the marketing effort. The major distinction between the two functions is the nature of the relationship involved. Marketing focuses on exchange relationships with customers, in which an exchange of things of value are exchanged. In the case of public relations, a multitude of relationships are established and maintained with a wide range of organizational publics. (See pages 6–10.)

2. Contrast publicity with advertising. In your answer, address issues related to message control, expense, and relationship to marketing.

Answer guide: Practitioners have no control over what happens to their publicity (p. 11 and 12). It may be trashed, altered or used as is, but it is relatively inexpensive because they don't have to pay the media to use the information. Practitioners can control their messages in advertising (p. 12 and 13). Media will use advertising as submitted because practitioners pay for the time or space. Thus, it is more expensive. Most advertising messages are designed to sell goods and services to customers targeted by marketing, but some—advertorials—are designed to reach other publics with public relations messages. Most publicity messages are designed to reach other than customer publics with public relations messages, but product publicity (p. 9) targets customers as part of the marketing strategy.

Chapter 2

Practitioners of Public Relations

Study Guide Objectives

After studying Chapter 2, your students should be able to:

1. Describe practitioners' characteristics and work assignments.
2. Define the four major roles played by practitioners, discuss the major differences among the roles, and distinguish among them in practice.
3. List the five criteria for evaluating the professional status of public relations and discuss the extent to which public relations measures up on each of the criteria.
4. Outline the major requirements for success in public relations, identifying writing as the primary requirement for entry in the field and success in the practice.

Major Concepts and Elements

Public relations is an emerging profession, with professionalism an important goal for all who work in the field.