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Foreword

To Our Valued Colleagues:

Thank you for selecting *Public Relations: A Values-Driven Approach*, Fifth Edition, for your students. As fellow educators, we know that you have many choices when selecting a textbook for your students. We are honored - and humbled - that you have chosen our book. We are particularly excited because this is the first full-color edition of the book. We believe that will help to further engage your students in the content.

We've designed this Instructor's Manual with you -- and us -- in mind. The purpose of this manual is to offer detailed assistance as you use *Public Relations: A Values-Driven Approach*, Fifth Edition, to teach your students about the profession of public relations.

Your Instructor's Manual offers assistance in these areas:

- a sample syllabus
- chapter outlines/synopses
- discussions of chapter-opening scenarios
- discussions of each chapter's "Social Media Apps" sidebar
- discussions of organizational values statements
- answers to QuickCheck questions
- answers to chapter discussion questions
- answers to case study questions
- "NIBs" (lecture anecdotes "not in the book") -- these include important developments that have occurred since the book went into publication

- additional activities for the classroom
- suggestions for additional reading
- tips for group projects
- tips on résumés and cover letters
- tips on internships and job hunting
- "QuickFlicks: Public Relations Goes to the Movies" -- a list of movie clips that can be used in class to illustrate issues discussed in the book

Two of our goals in writing *Public Relations: A Values-Driven Approach*, Fifth Edition, were:

- to teach with a book that stresses the importance of values and ethics in the relationship-building process; and
- to teach with a book that emphasizes the managerial/analytical -- or critical thinking -- skills essential to the future of public relations.

We've done our best to provide an Instructor's Manual that will help all of us reach those goals: teaching public relations with an emphasis on values and on critical thinking. Thank you for selecting *Public Relations: A Values-Driven Approach*, Fifth Edition, for your students. If you have questions, comments, or suggestions, please call or write us.

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Sample Course Syllabus

Principles of Public Relations

Semester and Year

Class time and days

Classroom number

Professor's name

Office Hours

Hours and days

Office room number

Office phone number

E-mail address

Course Description

Public relations is the values-driven management of relationships with groups of people that can influence an organization's success. This course will examine how organizations can ethically and systematically build productive, mutually beneficial relationships with such groups.

Course Objectives for Students

- To understand the different models of public relations
- To gain knowledge of the history of the practice of public relations, including important case studies
- To understand the role of values and ethics in public relations
- To understand the key theories that underlie the practice of public relations
- To understand and apply the standard processes of the practice of public relations
- To understand the laws that govern the practice of public relations
- To work with a group to present a proposal that addresses a public relations problem and/or opportunity for a client

Required Text

Public Relations: A Values-Driven Approach, Fifth Edition, by Guth and Marsh

Grading and Assignments

First exam	15%
Second exam	15%
Final exam	20%
Research memo	15%
Brainstorming grid	10%
Group proposal	10%
Case Brief #1	05%
Case Brief #2	05%
Group presentation	05%

The grading scale for the examinations is A = 92-100; A- = 91; B+ = 90; B = 84-89; B- = 83; C+ = 82; C = 76-81; C- = 75; D+ = 74; D = 68-73; D- = 67; F = 0-66.

All assignments, except for the exams and the brainstorming grid, must be produced on a typewriter or word processor. All assignments, except for the exams, are due at the beginning of class on the assigned date.

Students are expected to meet all deadlines. All assignments must be completed to pass the course. Unless there is an acceptable explanation for a late assignment, it will be graded in view of its extended deadline; that is, it is possible that a penalty will be assessed for failure to meet the deadline and the grading standards may be higher. Students who feel they may have difficulty meeting a deadline should consult with the professor at their earliest opportunity.

Exams

The three exams will cover assigned readings and class lectures. Class lectures often will go beyond the assigned readings. Students are thus advised to keep up with both. Each exam will be comprehensive; that is, each exam will cover everything from the beginning of the semester.

Research Memo

In preparation for the group project described below, each student will prepare a short research memo. You'll be encouraged to take advantage of the many research tools available on campus. I'll give you detailed instructions for this memo at the time of its assignment. *NOTE TO PROFESSOR: The research memo addresses the group project and requests information in three basic areas of research: client/organization research, stakeholder research, and problem/opportunity research.*

Brainstorming Grid

In preparation for the group project described below, each student will complete what is called a brainstorming grid. I'll give you detailed instructions for the grid at the time of its assignment. *NOTE TO PROFESSOR: This can be done individually or in a group. Distribute a blank grid resembling the grid in Chapter 8 of the textbook or in NIB 8.1 of the Instructor's Manual. Ask students to target five publics, preferably both primary and intervening.*

Group Project and Proposal

Because public relations professionals often work in teams, each student will participate in a group of four to six people. Each group will prepare a public relations proposal for a client that I'll assign. I'll give you specific instructions for the project at the time of its assignment. Each student will be required to submit an evaluation of both his or her contributions as well as every other group member's contributions to the group project. *NOTE TO PROFESSOR: This can be a simple checklist.*

It is important that every group member make a substantial contribution to each group's effort. Each student in the group will receive the same grade for group assignments. However, each individual's grade is subject to a performance adjustment based on student evaluations and, potentially, conversations with me and other measures of evaluation. When such an adjustment occurs, an individual's group-project grade may be higher or lower than the grade assigned to the group. *NOTE TO PROFESSOR: You can select a real client -- such as a local junior high that fears it has an image problem in the community -- or can develop a hypothetical scenario, such as a public relations plan for a team in the Women's National Basketball Association. Student groups would submit proposals as described in Chapter 8 of the textbook.*

Case Briefs

Each student writes two case briefs -- two (2) short paragraphs each -- pertaining to two assigned case studies from the course textbook. This assignment is deceptively simple. It is often more difficult to express ideas in a paragraph than it is to do so in three pages. Each of these paragraphs should be no longer than 100 words in length.

- The first paragraph should summarize what happened in the case, why it happened, and what you see as the most-important lesson from the case.
- The second paragraph should explain how the case study related to the major concepts in the book chapter that precedes it. In other words, if your case is located at the end of Chapter 1, how does it relate to the concepts and issues discussed in Chapter 1?

Each student will be informed of her or his assigned cases and respective due dates in class. Each of these case briefs is worth five percent of your semester grade. Each question's answer will be graded on a 20-point scale. Ten points will be assigned for the case brief's spelling, grammar, and clarity of thought. Prior to handing in this assignment, I may ask you to read one or both of your paragraphs to the class. Because this assignment is linked to in-class discussion, late submissions will not be accepted without appropriate documentation.

Participation

This will, in general, be an informal lecture course. Please come to class prepared to answer any questions that I have specified. You may be called upon, by name, during class sessions to answer those questions.

Attendance

Attendance in the course is mandatory. Sometimes, however, an absence is unavoidable. If an explanation (in advance, if possible) is reasonable and the absence is rare, work can be made up and the course grade will not be affected. Three unexcused absences will lower the course grade by one letter. Five late appearances will have the same effect. Any requests for absences, make-up assignments, or other special considerations must be submitted to me in writing. Please submit these brief requests before the date or assignment affected.

Academic Misconduct

This class will observe the university policy on academic misconduct -- both for students and for the instructor. Plagiarism or cheating on an exam will, at the least, result in a failing grade for the affected assignment.

Conferences

Success in "real-world" public relations depends largely on effective communication about projects. I'm available to discuss ideas, outlines, drafts, rewrites, etc. If my office hours aren't convenient for you, please see me, and we'll schedule an appointment.

Learning Disabilities

If you have a learning disability that may affect your performance in this course, please see me during the first week of class.

Schedule of Lecture. Reading and Assignments

Subject to change.

Section I - Foundations of Public Relations

Week #1	What Is Public Relations? Jobs in Public Relations	Chapter 1 Chapter 2
Week #2	A Brief History of Public Relations The Publics in Public Relations	Chapter 3 Chapter 4
Week #3	The Publics in Public Relations Communication Theory and Public Opinion Group proposal overview Research memo assigned	Chapter 4 Chapter 5
Week #4	Communication Theory and Public Opinion Ethics and Social Responsibility in Public Relations First test	Chapter 5 Chapter 6 Appendix A

Section II - The Public Relations Process

Week #5	Research and Evaluation Research memo due/Brainstorming grid assigned	Chapter 7
Week #6	Planning: Strategies of Public Relations Communication: Tactics of Public Relations	Chapter 8 Chapter 9
Week #7	Communication: Tactics of Public Relations Multimedia Message Development Brainstorming grid due Group proposal assigned	Chapter 9 Chapter 10
Week #8	Writing and Presentation Skills Cyber-Relations in the Digital Age Second test	Chapter 10 Chapter 11

Section III - Public Relations Today and Tomorrow

Week #9 Crisis Communications	Chapter 12
Week #10 Public Relations and Marketing	Chapter 13
Week #11 Cross-Cultural Communication Group proposals due	Chapter 14
Week #12 Public Relations and the Law	Chapter 15
Week #13 Group presentations	
Week #14 Your Future in Public Relations Final exam	Chapter 16

Survival Tips for Working in a Group Project

Let's face it: A lot of our students don't like to work in groups. Schedules can be hard to coordinate. Personalities sometimes clash. Some people work harder than others.

Now that that's out of our system, let's face another reality: There is very little our students will do in the workplace that is not done in collaboration with others. As the corporate world continues to downsize, the ability to work as a member of a team is becoming increasingly important.

Anyone who has had to coordinate students working in groups knows that the process often requires the professor to serve as a teacher, mentor, coach, and cheerleader. To help you through this rewarding and time-intensive experience, here are 20 group survival tips you can pass along to your students:

- 1 **Remember the Golden Rule.** Do unto others as you would have them do unto you. No matter how stressful the situation, treat one another with respect.
- 2 **Close is good enough in only horseshoes and hand grenades.** The final result is the only thing that really counts.
- 3 **Do it now!** Don't put something off until tomorrow. If you have the time, do it now.
- 4 **How do you eat an elephant?** You eat it one bite at a time. Chip away at the task ahead. If you wait until you have enough time to tackle something from start to finish, you may never get started at all.
- 5 **Trust is earned.** If you say you are going to do something, then do it. Your word is your bond. If you don't keep your word, you have no right to expect others to keep theirs.

- 6 **Act with purpose and conviction.** The number of meetings each group holds doesn't determine success. It is determined by what is actually accomplished. Come to group meetings prepared to participate.
- 7 **Accept this and all challenges with a sense of adventure.** Time will go by more quickly if you embrace rather than resist challenges.
- 8 **Feed off one another's strengths.** Not everyone is good at everything. But everyone is usually good at something. Try to match tasks to talents.
- 9 **Perception is reality.** You may be a hard worker. But if you appear lazy to others, that is how the world will define you. Do yourself a favor: Don't forget to do your own public relations.
- 10 **Use the buddy system.** Work in pairs or trios. Partners can encourage one another, bounce ideas off of one another, and check one another's work.
- 11 **Whom are you going to believe: Me or your lying eyes?** The person who writes a piece of copy or types it into the computer should not edit that copy. Someone with a fresh pair of eyes should check for spelling, grammatical, and factual errors.
- 12 **Error message - that does not compute.** It is best to avoid leaving computer-related duties in the hands of just one group member. That person usually ends up with an inordinate share of the work. Choose a computer word processing format that is compatible among as many group members as possible.
- 13 **Back it up.** To avoid last-minute disasters, save all computer data on at least two disks or thumb drives.
- 14 **"All-nighters" the evening before deadlines are not heroic. They are dangerous.** Set interim deadlines and meet them. Allow the group ample time to edit and fine-tune documents. Waiting until the last minute is courting with disaster.
- 15 **There is no "I" in "Team."** What you say about others in your group is a reflection upon yourself. Try to build a team spirit. Don't undermine it.
- 16 **Be a straight shooter.** If you have difficulty with or are unsatisfied with the performance of a group member, it is your responsibility to voice those concerns to that individual privately before sharing them with others.
- 17 **Book 'em, Danno.** Do what most successful managers do: Keep a personal log of what was said by whom and on what date. In addition to keeping you on top of a dynamic process, you can document the performance of yourself and other group members.

- 18 **Aim high.** The best groups are those that place the highest expectations upon themselves.
- 19 **Fair warning is better than no warning at all.** If a deadline may be missed, the penalty is usually less severe when your professor is told of the problem before the deadline passes. This also holds true when dealing with members of your group.
- 20 **Don't assume anything.** If you are not sure of something, check it out.

Internship/Job Hunting Tips

Although exams and class projects may be a significant source of pressure, the stuff that comes after college causes the most stress for our students. After college comes the real world -- and the need to find a real job. Even before they leave college, students are eager to gain experience from internships. Students will look to you for comfort and advice. What can you tell them? There is no magic formula to a successful internship or job hunt. Certainly, your own experience will be useful in providing students some direction. However, in case you would like some help in addressing your students' concerns, here are a few tips you can use to send them on their way to an exciting career in public relations:

- **First things first.** Before starting the job search, students must decide what kind of job they are seeking. Not just any job is going to do. They want a job in which they will feel professionally and personally fulfilled. That depends upon individual goals and dreams. To help decide what is important, encourage your students to write down all of the things they want in a job. This could be the kind of work they want to be doing, the kind of organization with which they want to be affiliated, an area of the country in which they want to live, or even a location near a person with whom each student wants to be. Having completed their lists, students should put them aside for a while. When students come back to them with a fresh mind, they should amend and prioritize their lists. This will help clarify what they consider important and give direction to the job search. (If this sounds a lot like deciding upon goals, objectives, and tactics, it is.)
- **Form letters are bad form.** Before sending an application letter to a prospective employer, students should do some research. Have them find out as much as they can about the company, its reputation, and the kind of work it does. They should include some of this recently gained knowledge in the cover letter. It makes the letter stand out from about 95 percent of the others the prospective employer will receive.
- **There's no room for error.** Résumés and cover letters are the most important marketing documents your students will ever produce. Spelling and grammatical errors send the wrong message: If students are not willing to do the very best job they can for themselves, why should an employer believe that they will be any more careful on the job?

- **Don't undersell.** Students should include internship, volunteer, and nonprofession-related experiences on their résumés. They should also include memberships in social, fraternal, or professional organizations. How people spend their time and their willingness to accept responsibility -- even in unpaid positions -- says a lot.
- **Be honest about strengths and weaknesses.** As strange as it may seem, you can tell your students that there is something worse than not getting a job. It is getting a job for which they are not qualified and in which they will fail. Prospective employers -- especially for internships -- don't expect to see years of professional experience on student résumés. Students shouldn't undersell -- but neither should they oversell.
- **The whole world is watching.** Be careful what you tweet and post on the Internet. More and more employers are checking out applicants online. Always remember the unintended audience: Just because your friends may think a picture or post is funny doesn't mean that a prospective employer will.
- **We're Living in a Digital World. And You Just Are Just a Digital Girl (or Guy).** In a digital world, remember to keep your digital options open. If you have Internet or audio/video production skills, you can showcase them by creating your own website and providing its URL on your résumé.
- **Create job networks.** There are a lot of people out there just waiting for someone to ask them for help in finding that first job. Many of these people are total strangers. Graduates from your school all over the world might help fellow alumni when asked. They may not have a job but may know someone who does. If students are members of a fraternity, sorority, or professional association (such as IABC or PRSA), they can tap into their membership lists. Past employers and parents' friends are other sources of contacts.
- **Follow up.** It is not enough to fire off letters and résumés and wait for a response. Except where specifically discouraged, students should follow up each inquiry with a personal telephone call. As part of a student's job search research, he/she should find out who will make the hiring decision and try to speak to that person instead of a clerk in the personnel or human resources department.
- **Informational interviews can be valuable.** Students shouldn't let the phrase "Sorry, we have no openings at this time" close off all communication. Encourage your students to ask if they can come in for an informational interview. It is a chance to find out what employers are looking for in their job applicants. It is an opportunity to tap into another person's network of contacts. These interviews also serve another purpose: helping a prospective employer remember an eager applicant when an opening does become available.
- **Interviews are a two-way street.** While a prospective employer is deciding whether an applicant is right for the job, the applicant should be deciding whether the job is the one he/she wants. It is very possible that the person conducting the interview is just as nervous

as the person being interviewed. While concentrating on their own performance, students need to listen to the employer's pitch. People on both sides of the table have decisions to make.

- **Keep skills fresh and options open.** Students should know that they might not get the job they want right out of college. However, that doesn't mean they should give up. They can keep the door open by doing volunteer work for nonprofit organizations. This will allow them to update their portfolios and to build new contacts.
- **Let someone else talk money.** Applicants who, with modest confidence, talk about what they can do for the organization impress prospective employers. They are not impressed by applicants who focus upon what the organization can do for them. Although students need to know the salary and benefits they want from a job, they should not introduce these topics during the interview process. Let the prospective employer talk money. Of course, if a job has been offered and salary and benefits have not been discussed up to that point, then students should inquire about the compensation package.
- **The first job usually doesn't include a gold watch.** As students weigh the decision of whether or not to accept a job offer, it is important for them to remember that they probably will hold many jobs in their lifetimes. They may even change careers. Advise them to view the first job as the initial step, not the final step, in building a career.
- **Luck is where opportunity meets preparation.** Hard work pays off. While it is true that others may have an advantage based upon contacts or personal relationships, those things can carry a person only so far. Each individual's value to an organization will ultimately be decided by how much he/she can produce. There are no shortcuts to the top.
- **Learning doesn't stop with graduation.** Education is a lifetime experience. A college education can give students skills that help them get and be successful in that first job, but continued advancement will depend on how well each person learns from the best teacher of all: experience. And there's always graduate school!

Building a Better Résumé

Students look to their professors for advice on how best to prepare a résumé that will get them noticed by a potential employer. It is the single-most important marketing document a person can produce: Its content and appearance will say volumes about that person to a potential employer. To help you counsel your students, we offer some general advice:

- Spelling and grammar are absolutely critical. If you are not careful in the preparation of their most-important marketing document, what does that tell a potential employer?
- Résumés should include the your name, address(es), telephone number(s), education, occupational and volunteer experience, and a list of relevant honors and/or awards. A listing of hobbies/interests, professional objective, grade point average, and/or other

personal information (age, marital status) is optional. However, remember that you want to keep the résumé to one page.

- Be sure to list past employment that, on the surface, doesn't appear to be relevant to the position you are seeking. The fact that you exhibited the initiative and responsibility associated with working and going to school may impress a potential employer.
- Be sure to list volunteer experiences. Just because they may not have been paid for doing something in the field of public relations doesn't make that experience any less relevant.
- Place references under a separate heading on a separate page. Some employers want references. Others may not. This approach provides flexibility. You should use a variety of professional and academic references. Get the permission of a potential reference prior to listing his or her name. Do not list family members.
- Appearance can be as important as content. You should not try to jam too much information on one page. If you can't list everything you want, list only that which is most important. Have your résumé typeset or laser printed. Although you are not limited to printing your résumé on white paper, don't be too wild.

Just as important as the résumé is the cover letter. It, too, must be free of spelling and grammatical errors. It is in the student's best interests to be direct. Don't beat around the bush. Tell a potential employer the purpose of writing him or her in the first paragraph. By including some research on the potential employer's organization, an applicant can differentiate his or her letter from the majority of letters that person receives. That may not guarantee a job offer, but it usually gets the letter past that crucial first-cut. Unless otherwise instructed, applicants should indicate that they will follow-up with a telephone call. However, the worst thing one can do is to say he or she will follow-up and then fail to do so.

QuickFlicks: Public Relations Goes to the Movies

Surveys of students show that they prefer multimedia courses and professors. To supplement your lectures, the authors suggest these movie clips to supplement each chapter. Some of the films recommended below are described in Larry Tavcar's "Public Relations on the Screen: 17 Films to See," *Public Relations Quarterly*, Fall 1993. Others come from Karen S. Miller's "Public Relations in Film and Fiction: 1930 to 1995," *Journal of Public Relations Research*, 11:1 (1999). Still others come from the authors' many hours in front of the television avoiding the drudgery of grading papers.

Chapter 1: What Is Public Relations?

The Man in the Gray Flannel Suit (1956)

Opening scene: Two commuters discuss the definition of public relations and conclude that practitioners need only wear clean shirts and bathe frequently.

Chapter 2: Jobs in Public Relations

Thank You for Smoking (2005)

Unfortunately, this wickedly funny movie hits pretty close to home. As noted in Chapter 3, public relations has had a long and controversial association with the tobacco industry.

Days of Wine and Roses (1962)

A public relations practitioner, played by Jack Lemmon, explains public relations to his girlfriend's father. His definition is impressively two-way symmetrical and incorporates counseling top management.

The West Wing: Access (Season 5 - Episode 106, 2004)

OK, this is not a movie. But in this episode of the multiple-E Emmy Award winning drama, the personal and ethical challenges of presidential press secretary C.J. Craig are realistically chronicled.