1 WHAT IS PUBLIC RELATIONS ?

This introductory unit explores what we understand by the term 'public relations'. Students listen to an extract from a lecture which describes different definitions of the term public relations and the functions of public relations such as communication (analyzing needs, etc.), research, planning and evaluation. They also listen to a series of mini-lectures which introduce different components of public relations, from identifying target audiences to fostering media relationships. The content of the mini-lectures will be explored in more detail in subsequent units.

Skills focus

🎧 **Listening**

- preparing for a lecture
- predicting lecture content from the introduction
- understanding lecture organization
- making lecture notes

Speaking

- speaking from notes

Vocabulary focus

- words from general English with a special meaning in public relations
- prefixes and suffixes

Key vocabulary

accessible	event	press release
advertise	exposure	programme
advertising	influence (v)	promotion
agency	lobby (v)	propaganda
analyze	lobbying (n)	public
audience	lobbyist	publicity
biased	market (n and v)	relations
client	mass (adj)	research (n and v)
communication	media	service (n)
consumer	merchandizing	spin
copywriting	misinform	sponsor (n)
counsel (v)	nonverbal	stakeholder
coverage	opinion	target (n and v)
culture	practice (n)	trend
editorial (n)	press (n)	unethical

1.1 Vocabulary

General note

Read the *Vocabulary bank* at the end of the Course Book unit. Decide when, if at all, to refer your students to it. The best time is probably at the very end of the lesson or the beginning of the next lesson, as a summary/revision.

Lesson aims

- identify words for the discipline in context
- gain fluency in the target vocabulary

Introduction

Write the following sentences containing the word *relations* on the board.

1 *We have many family gatherings with my father's relations.*

2 *Relations between John and his wife are rather strained.*

3 *Britain enjoys friendly relations with Australia.*

Ask students the meaning of *relations* in the three sentences:

- In sentence 1, it is a plural noun meaning relatives through blood or marriage.

- In sentence 2, it means the behaviour of two people towards each other. Again, it is a plural noun.

- In sentence 3, it is a plural noun meaning diplomatic recognition between each country.

Write the following sentences containing the word *public* on the board.

1 *The information only became public after his death.*

2 *The public is often banned from access to construction sites.*

3 *The government's handling of the hostage crisis was a public relations success.*

Ask students the meaning of *public* in the three sentences. If you like, you can ask them to check in their dictionaries. Point out that two sentences use the general English meaning (the first and second sentences) and one the public relations meaning (the third sentence).

Ask students to think of some phrases with *public* in them. Ask them to distinguish between those with a general English meaning and those related to public relations. For example: *public speaker, public office, public access, a public company*.

Note: Don't spend too long on this.

Exercise A

Set for individual work and pairwork checking. Point out that this is a text which introduces some important basic vocabulary related to public relations – although it may not seem like that, at first glance. Do the last one as an example, e.g., *In general English, to spin is to turn around and around, usually very fast. In public relations, spin means putting an interpretation or slant on a situation to gain public support, and is often used in politics*. Ask students if they think the PR meaning of *spin* is negative or positive. Get students to give a reason for their choice. (*Spin* is generally a negative term, signifying a heavily biased portrayal of an event or situation. It often, though not always, implies deceptive and/or highly manipulative tactics.)

Point out that there is often a relationship with the general English meaning, and if you know the general English meaning it can help to guess the public relations meaning (as in the case of *exposure* or *release*). Remind students to change the form if necessary, e.g., from verb to noun. Check students understand grammar or other changes.

Feed back, putting the PR English meanings in a table on the board. Tell students to use these structures where possible:

- *a(n) X is (a(n)) …* to define a noun
- *to X is to Y* to define a verb

Make sure students can say the words correctly. For example:

- vowels in *release* both /iː/
- short /e/ in *press*
- schwa /ə/ in *relations*
- vowel /əʊ/ and syllabic /ʒ/ in *exposure*

Answers

See table below.

Exercise B

Set for individual work and pairwork checking. Do the first sentence as an example.

Feed back with the whole class. Ask students for any other words they know which have a special meaning in public relations. If necessary, prompt them with the word *spin*. Elicit the general English meaning of the words. Accept all reasonable answers.

Answers

Model answer:

Edward L. Bernays, the subject of Larry Tye's book 'The Father of Spin', is generally seen as the first representative of the public relations (PR) profession. Bernays pioneered many of the PR industry's techniques, including the development of media events. He used these techniques to promote products such as cigarettes; he also used them to improve the public image of high-profile people, including US presidents Calvin Coolidge and Herbert Hoover. Together with other early practitioners such as Ivy Lee (who is credited with issuing the first press release), Bernays worked for the US government during the First World War to influence public opinion. Bernays concluded that similar techniques could be used in peacetime. He believed that with the right exposure, including media coverage such as editorials in the press, public opinion could be manipulated. This led to the perception of PR as propaganda.

An example of another word with a different meaning in PR is *lobby* (*hotel lobby* in general English, *lobby* as a verb in PR).

Exercise C

Set the first question for pairwork. See which pair can work out the answer first.

Set the remainder for pairwork. Feed back, building up the table in the Answers section on the board.

Word	Meaning	Comments
event	in *media event* – an activity planned to attract the attention of the media	*media event* is a compound noun
exposure	the extent to which the target audience becomes aware of a person, message, activity, theme or organization through the efforts of PR	also possible to use the verb *expose*, meaning to bring something to light (e.g., information that had been kept secret from the press)
press	newspapers and magazines, and those parts of TV and radio which broadcast news; the reporters and photographers who work for them	uncountable
promote	raise the image of a product, service or person and make it more popular	noun *promotion(s)* used frequently in public relations
relations	in *public relations* – the relationship between an organization and the public	plural noun
release	making something available; a *press release* makes information available to the media	*press release* is a compound noun
spin	putting an interpretation on a situation to gain public support, especially in politics	verb or noun; usually negative/pejorative usage

Answers

Model answers:

1 They all have a base word + extra letters at the beginning/prefixes.
2 See table below.
3 Prefix.

4/5 See table below.

Prefix	Base word	Meaning of prefix	Another word
co	ordinate	with, together	cooperate
dis	interested	the opposite of something	disreputable
em	body	to make or become	empower
en	sure	make something certain	enable, encourage
in	formal	not	inaudible, inadequate
inter	national	between	interdepartmental, interpersonal
mis	inform	wrongly, badly	miscalculate, misjudge
non	verbal	not	non-profit
out	bid	exceeding	outlast, outgrow
over	analyze	do more than enough	overreact
re	write	do again	recreate
under	estimate	less than should be	underpriced, underdeveloped
un	limited	not, opposite	unacceptable

Language note

English is a lexemic language. In other words, the whole meaning of a word is usually contained within the word itself, rather than coming from a root meaning plus prefixes or suffixes (affixes). In most texts, written or spoken, there will only be a tiny number of words with affixes. However, these often add to a base meaning in a predictable way and it is important that students learn to detach affixes from a new word and see if they can find a recognizable base word.

Some words beginning with letters from prefixes are NOT in fact base + prefix, e.g., *refuse*. In other cases, the base word does not exist anymore in English and therefore will not help students, e.g., *transfer*, *transit*, although even in these cases, the root meaning of the prefix may be a guide to the meaning of the whole word.

Exercise D

Repeat the procedure from Exercise C.

Answers

Model answers:

1 They all have a base word + extra letters at the end/suffixes.
2 See table below.
3 Suffix.

4/5 See table below.

Base word	Suffix	Effect/meaning of suffix	Another word
access	ible	can be	permissible, legible
cover	age	noun – a process /state or result of something	shortage, leakage, breakage
editor	ial	noun → adjective	presidential, influential
effect	ive	→ adjective	active, creative
interview	ee	verb → noun – someone involved in an action	employee, payee
lobby	ist	used to form adjectives and nouns which describe beliefs/ behaviour	optimist, idealist, perfectionist, propagandist
manage	ment	verb → noun	achievement, acknowledgement, accomplishment
percep	tion	verb → noun	circulation, donation, presentation, celebration
profession	al	→ adjective – relating to	instrumental, withdrawal
public	ity	adjective → noun	creativity, ability, lucidity
relation	ship	used to show position or relationship	membership, ownership, partnership
scientific	ally	adjective → adverb	economically, financially, naturally, gradually
use	ful	noun → adjective – having the characteristics/ qualities of	powerful, truthful, painful
verifi	able	can be	memorable, desirable, replaceable, acceptable

Language note

Note that with prefixes we rarely change the form of the base word. However, with suffixes, there are often changes to the base word, so students must:
- take off the suffix
- try to reconstruct the base word

Exercise E

Set for pairwork. Try to elicit more than just the words from this lesson. Tell students to use adjectives as well as nouns. They can add other words to complete a description (e.g., *good publicity*).

Students may use the following words in their discussion of each picture:

1 **interviewee**, interviewer
2 **information**, **product/service**, **promotion**, **publicity**
3 **professionals**, donation/presentation, cheque, **publicity**, **event**
4 newspapers, **press**, **publicity**, news **coverage**, **editorial**, **publication**, disseminate
5 the **media**, **press**, **exposure**, **publicity**, photographers
6 **press release**, news **coverage**, **publicity**

Closure

If you have not done so already, refer students to the *Vocabulary bank* at the end of Unit 1. Tell students to explain how this lesson can help them deal with new words in context. If you wish, make three groups. Group A looks at the first section, *Using related words*. Group B looks at the second section, *Removing prefixes*. Group C looks at the third section, *Removing suffixes*. Then make new groups of three with an ABC in each to explain to each other.

1.2 Listening

General note

The recording should only be played once, since this reflects what happens in a real lecture. Students should be encouraged to listen for the important points, since this is what a native speaker would take from the text. However, students can be referred to the transcript at the end of the lesson to check their detailed understanding and word recognition, or to try to discover reasons for failing to comprehend.

Read the *Skills bank* at the end of the Course Book unit. Decide when, if at all, to refer students to it. The best time is probably at the very end of the lesson or the beginning of the next lesson, as a summary/revision.

Lesson aims

- prepare for a lecture
- predict lecture content
- make notes

Introduction

1 Show students flashcards of some or all of the words from Lesson 1.1. Tell students to say the words correctly and quickly as you flash them. Give out one word to each of the students. Say the words again. The student with the word must hold it up. Repeat the process saying the words in context.

2 Refer students to the visuals. Briefly elicit ideas of what they depict (sportsman with **sponsorship** logos; political campaigner/**lobbyist** in congress; **publicity management;** World War **propaganda** poster).

Exercise A

1 Set for pair or group work. Feed back but do not confirm or correct at this time.

2 Set for pairwork. Elicit some ideas but do not confirm or correct.

Methodology note

You may want to refer students to the *Skills bank – Making the most of lectures* at this point. Set the following for individual work and pairwork checking. Tell students to cover the points and try to remember what was under each of the Ps – Plan, Prepare, Predict, Produce. Then tell students to work through the points to make sure they are prepared for the lecture they are about to hear.

🎧 **Exercise B**

Students read the choices. Point out they are only going to hear the introduction once, as in an authentic lecture situation. Play Part 1. Feed back. If students' answers differ, discuss which is the best answer and why.

Answers

Model answer:

d Public relations is more than just free advertising.

Transcript 🎧 **1.1**

Part 1

Good morning everyone, and welcome to the Public Relations Faculty. I'd like to begin this morning's lecture with a question. What is public relations, or PR?

Right. Let's start by looking at one of the earliest definitions. In the early 20th century, Edward Bernays defined public relations as 'a management function which tabulates public attitudes, defines

the policies and interest of an organization followed by executing a program of action to earn public understanding and acceptance'. Put simply, for Bernays, PR is something which management does. It's about recording the public's attitude to the key concerns for an organization, and then doing things that will earn public acceptance of the policies and interests of the organization. In his book entitled *Propaganda*, published in 1928, Bernays argued for the scientific manipulation of public opinion. He calls this scientific technique of influencing opinions 'the engineering of consent'; in other words, persuading people to agree with you. Today, the term 'propaganda' generally refers to biased information that is released, for example, under the conditions of biased censorship. Public relations practitioners argue that propaganda uses unethical methods that generate suspicion, whereas to be successful, PR must be credible as well as ethical.

Too often, you hear disparaging terms used to describe public relations. You'll have noticed, I'm sure, negative words such as 'hype' and 'spin' that imply that PR is about misleading the public. What about the perception that PR agencies have the best press contacts so as to get great editorials for their clients? Without doubt, good PR agencies build strong relationships with the press. But does this mean that, in effect, PR is simply free advertising? The answer is no – public relations is about a lot more than that.

🎧 Exercise C

1/2 Set for pairwork discussion before listening. Tell students to make notes.

3/4 Play Part 2 for students to check their ideas and listen for question 4. Feed back. Finally, check the answer to question 4.

Answers

Model answers:

1/2 Answers depend on the students.

  3 Accept all reasonable answers, including any of the following: PR is a management function; PR uses social science research methods; planning is an important area of PR; PR involves two-way communication.

  4 The lecturer will talk about PR and its relation to advertising and publicity.

Transcript 🎧 1.2

Part 2

So what is PR about then? There are as many definitions of PR as there are authors and practitioners. However, a brief survey of definitions from three well-known PR sources will take our understanding forward.

In 1978, the first World Assembly of National Public Relations in Mexico City stated that 'Public relations practice is the art of social science in analyzing trends, predicting their consequences, counselling organizational leaders, and implementing planned programmes of action which will serve both the organization and public interest'. Looking carefully at this definition, it could be argued that the description 'art of social science' is not specific enough.

But I believe asserting that PR is an art, in its widest sense, is useful, since PR requires artistic skills, along with language, writing and public speaking. PR also uses the scientific instruments and research methods of social science, including monitoring, surveys and research, to understand and predict human behaviour. This definition also identifies four key elements of public relations, namely, analyzing communication needs, advising management, planning, and implementing communication programmes.

The Institute of Public Relations in Britain describes PR as: '… the deliberate, planned and sustained effort to establish and maintain mutual understanding between an organization and its publics.' Did you notice the plural there? The word public is, of course, normally singular. But the use of the plural tells us that organizations have more than one public, or sector of the population, which they have to convince. The emphasis in this definition is on planning, although it also identifies the aim of PR to create 'mutual understanding.'

The Encyclopedia of Public Relations states that 'For most of the 20th century, the idea of 'public' served as the central concept in public relations theory and practice …'. Let's take the word 'public'. We need to distinguish between 'public' as in the general public or all ordinary people, and 'public' as referring to a special or particular group of people. PR then, involves two-way communication between different parties, for example an organization and either a particular group or the community at large. It advises the organization so that its policies are consistent with the expectations of its publics. I'll come back to the topic of publics in a later lecture, but for now, I'd like to move on and talk about the importance of PR and its relation to advertising and publicity.

🎧 Exercise D

Write the word *publicity* on the board. Remind students about the work on prefixes and suffixes in Lesson 1.1. Show them that *publicity* is made up of *public* (people) + *ity* (noun suffix = activity).

Elicit the general definition of publicity: the activity of attracting public attention.

Set the questions for pairwork. Play Part 3. Feed back.

Answers

Model answers:

1 In PR, publicity generally refers to independent editorial coverage. Advertising refers to a paid-for communication in the media to persuade people to buy products or services.

2/3 The sponsor controls the words used, where and how often the advertisement is placed and the cost.

Transcript 🎧 1.3

Part 3

So far, we've established that fundamentally, PR aims to create understanding between different parties. Today, modern mass media is everywhere. Interest and pressure groups in politics and business are all around us. This means that the ability to influence public opinion and behaviour is critical to the survival of organizations. This is particularly true for organizations seeking public attention, government support, funding, or credibility in the community. Public relations plays a key role in developing, understanding and defining relationships between the different parties. It narrows the gap between an organization's perception of itself and how others perceive it.

Communication plays a vital role in PR. PR practitioners use a variety of communication techniques to communicate with their publics. One of these is advertising, which is sometimes confused with PR. With advertising, the sponsor controls the words used, where and how often the advertisement is placed and the cost. Advertising is limited specifically to products and services and brands, with the goal of generating sales. PR is much broader than advertising.

Of course, publicity is a central aspect of PR. Publicity, in its broadest sense, refers to exposure in any public media of individuals, organizations, services or products. It can be positive or negative. Publicity is often used in PR, but in a more limited and defined sense. It refers to information communicated in the media, as news or items of public interest. In most cases these are not paid for.

Publicity, in a PR sense, is mainly about independent editorial coverage. The recipient of this publicity often has no, or very little, control over the content and where or when it is received.

Methodology note

Up to this point, you have not mentioned how students should record information. Have a look around to see what students are doing. If some are using good methods, make a note and mention that later in the unit.

🎧 Exercise E

Point out that we often give examples of things to help clarify definitions. Give students plenty of time to look at the words in the box, then play Part 4. Feed back.

Answers

advertising	C
benefit	E
climate of acceptance	E
education subsidy	E
favourable opinion	E
lobbying	C
lucky number prize	E
marketing	C
merchandizing	C
promotion	C
public legislation	E

Transcript 🎧 1.4

Part 4

In the final part of this lecture, we'll be looking at the communication techniques of marketing, merchandizing, promotion and lobbying, and where they fit in public relations.

PR may also be confused with marketing and sales promotion. However, marketing and sales promotions are concerned with product, price and place, and are narrower in focus. In PR, marketing is focused on creating a climate of acceptance for launching promotional messages. In contrast, marketing, as part of production, includes all aspects of production, promotion, and the distribution or sales of goods and services.

Advertising is often a critical part of sales, as are merchandizing and sales promotion. Merchandizing refers to the creation of an acceptable appearance for a product or person, so

as to win acceptance and patronage from the public for a group, product, service, cause or idea.

Promotion involves mobilizing favourable opinion for a product or a cause, often by offering the consumer or public a benefit at no extra cost; for example, offering a car as a lucky number prize for people donating to a child cancer fund.

Lobbying is another concept related to PR. It often has an undeserved negative connotation. Put simply, lobbying can be described as a professional attempt at building and maintaining relationships with government or any authority. The purpose of lobbying is to influence public legislation or policy in favour of an organization, group, cause or event. For example, a lobbyist may attempt to persuade bureaucrats that a particular education subsidy will be good for local constituents.

So in conclusion, marketing, merchandizing, promotion and lobbying should be viewed not as public relations in totality, but as important elements of it. Public relations is more extensive and comprehensive than these individual concepts.

Exercise F

Set for individual work and pairwork checking. Feed back, building up a model definition on the board.

Answers

Possible answer:

Public relations means the function of creating and maintaining a favourable opinion, public image or identity for a person, product or event.

Exercise G

Refer students back to their notes from Exercise A.

Closure

1 Ask students to give you examples of ways in which public relations practitioners have changed things for the better in recent times – particularly in students' own countries (e.g., healthcare PR, including fundraising for child cancer victims, and community awareness campaigns on how to deal with/avoid epidemics such as SARS).

2 Refer students to the *Skills bank* if you have not done so already and work through the section *Making the most of lectures*.

1.3 Extending skills
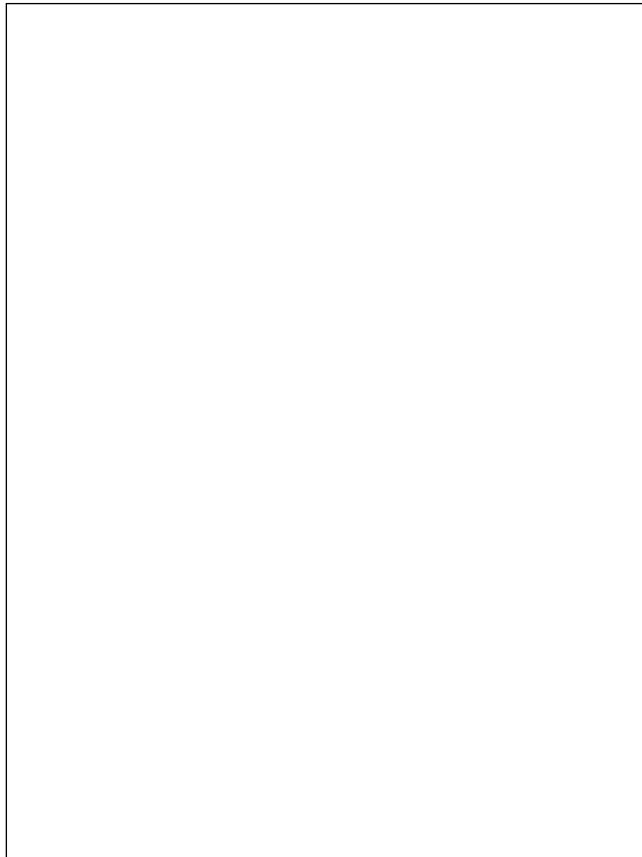
Lesson aims

- identify different types of lecture organization
- use the introduction to a lecture to decide the best form of notes to use

Introduction

Tell students to build up the four Ps of preparing for a lecture: Plan, Prepare, Predict, Produce. Put students into four groups, each group working on one of the stages, then feeding back to the rest of the class.

Exercise A

There words will occur in the listening texts. Set for pairwork. Feed back orally. The more students can say, the better. Accept all reasonable answers.

Answers

Possible answers:

1	promote	product, cause
2	advertise	products, services
3	merchandize	product, person
4	lobby	government, politicians, bureaucrats
5	influence	public legislation/policy
6	target	group

Exercise B

Point out that you can understand a lecture better if you can predict the order of information. Point out also that there are many pairs and patterns in presenting information, e.g., question and answer, or a sequence of events in chronological order.

Set for pairwork. Feed back orally. Check pronunciation. Point out that lecturers may not actually use these words, but if you recognize that what a lecturer is saying is the first of a pair, or the beginning of a sequence, you are ready for the second or next stage later in the lecture.

Answers

1 question and	i answer
2 problem and	h solution
3 classification and	b definition
4 advantages and	c disadvantages
5 comparison and	a contrast
6 cause and	d effect
7 sequence of	e events
8 stages of a	g process
9 theories or opinions then	f supporting information

Exercise C

Identify the first form of notes – a flowchart. Set the rest for individual work and pairwork checking. Feed back, using an OHT or other visual medium if possible.

Answers

1 flowchart
2 tree diagram
3 two columns
4 table
5 headings and notes
6 timeline
7 spidergram

Methodology note

You might like to make larger versions of the illustrations of different note types and pin them up in the classroom for future reference.

Exercise D

Work through the first one as an example. Set for pairwork. Feed back orally and encourage discussion. Demonstrate how each method of note-taking in Exercise C can be matched with a lecture organization structure. Point out that:

- a tree diagram is useful for hierarchically arranged information, such as when the information moves from general to specific/examples
- a spidergram is more fluid and flexible, and can be used to show connections between things

Answers

Possible answers:

1 question and answer = heading and notes
2 problem and solution = headings and notes or two-column table
3 classification and definition = tree diagram or spidergram
4 advantages and disadvantages = two-column table
5 comparison and contrast = table
6 cause and effect = spidergram
7 sequence of events = timeline or flowchart
8 stages of a process = flowchart (or circle if it is a cycle)
9 theories or opinions then supporting information = headings and notes or two-column table

🎧 Exercise E

Explain that students are going to hear the introductions to several different lectures. They do not have to take notes, only think about what kind of information organization they are going to hear. Work through the example.

Play each introduction. Pause after each one and allow students to discuss then feed back. Establish that sometimes lecturers move from one information organization to another, e.g., cause and effect then sequence of events.

Answers

Possible answers:

1 tree diagram (*classification and definition*)
2 table (*comparison and contrast*)
3 timeline (*sequence of events*)
4 flowchart (*stages/sequence of a process*)
5 spidergram (*classification and definition*)

Transcript 🎧 1.5

Introduction 1

Today, I want to discuss the 'publics' of public relations. In the previous lectures, we looked at some definitions of PR that suggested an organization is dependent on its publics for its success. This means that every public relations effort needs to be aimed at a specific group of people. We cannot discuss public relations without an understanding of what constitutes a 'public'.

Introduction 2

Today I'd like to follow on from last week's lecture by looking in more detail at the categories of 'publics' in public relations. Guth and Marsh have identified various types of publics. In this lecture, I'll focus on some of the comparisons they make, including internal and external publics, traditional and non-traditional publics, primary and secondary publics, and domestic and international publics. I'll begin with internal and external publics.

Introduction 3

Good morning, everyone. In today's lecture, I'm going to look briefly at the development of public relations over the last few decades. Although some historians and textbook authors trace the roots of the profession back to ancient Rome, public relations as a field can be traced back to the early 20th century in the United States, when the development of the mass media changed the way in which organizations communicated with groups.

Introduction 4

Good public relations needs good planning. A plan helps the client identify their goals and objectives. It also assists in identifying the means of achieving these goals. Plans should be measurable and have clear deadlines, while at the same time being realistic. To achieve success, thorough planning is necessary. So this morning, I'll be looking at the different phases in implementing a PR programme.
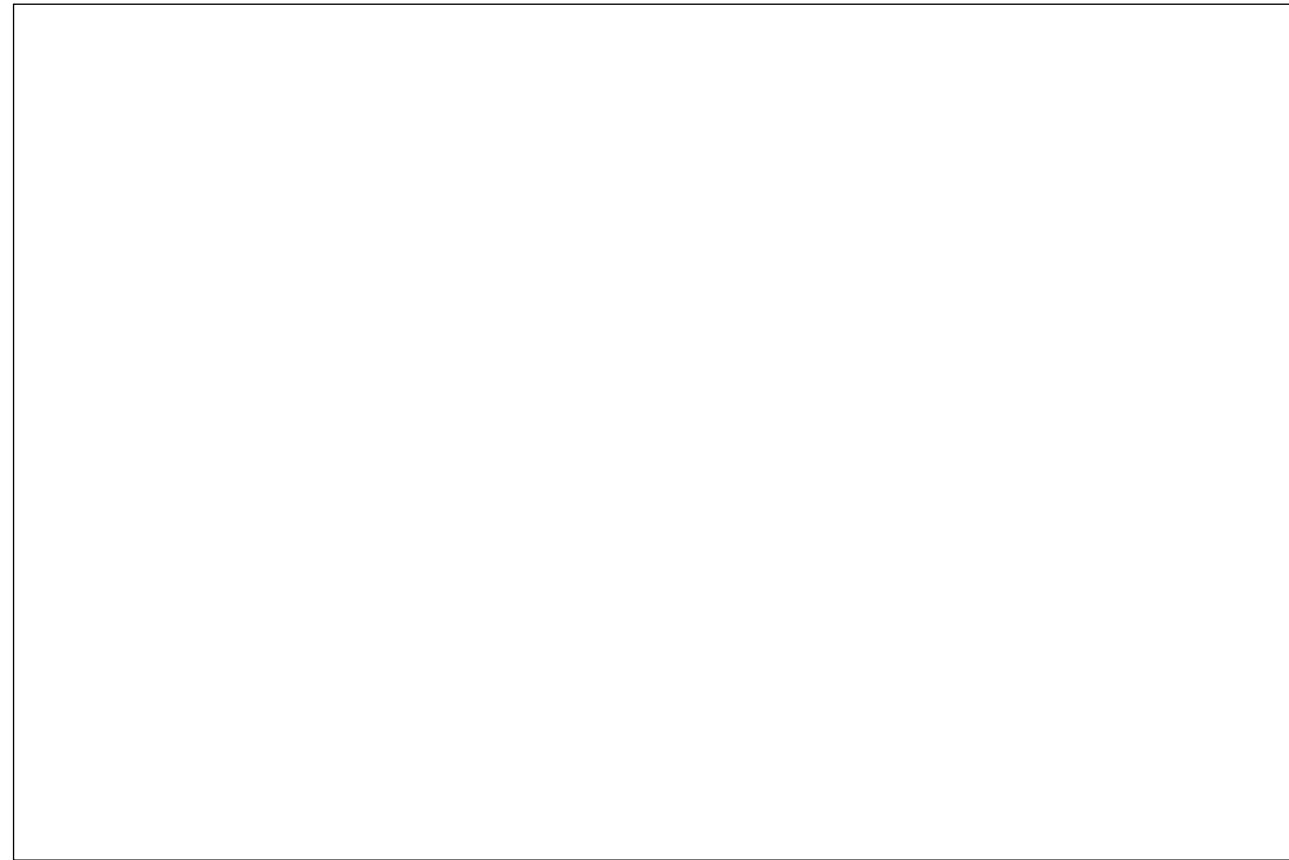
Introduction 5

In this week's lecture, I'm going to discuss some of the functions performed by a public relations practitioner. Public relations practitioners carry out a variety of functions, the first of which is research.

PR practitioners carry out formal research. They need to gather information from the public that will keep them informed about changes in public opinion, trends and emerging issues. They also need to assess the political climate, environmental concerns and the concerns of consumers. Detailed research is vital in planning programmes that are responsive to publics and problem situations.

Closure

1 Test students on the pairs from Exercise B. Correct pronunciation again if necessary.

1.4 Extending skills

Lesson aims

- make outline notes from lecture introductions
- make notes from a variety of lecture types
- speak from notes

Further practice in:

- predicting lecture content

Introduction

Elicit as much information from the lecture notes in Lesson 1.2 as possible. If necessary, prompt students by reading parts of the transcript and pausing for students to complete in their own words.

Exercise A

Set for individual work and pairwork checking. Feed back orally but still do not confirm or correct. Point out that students are going to hear about all these things in today's lesson. You will return to these illustrations at the end.

For reference, the illustrations show:

1 a group of **protestors**; **shareholders** at an AGM and a **presenter**; a group of **elderly** people

2 **students**; **academic staff**; **non-academic staff**

3 a poster with a **slogan**

🎧 Exercise B

Make sure students understand that they are going to hear the introductions from Lesson 1.3 again. Ask them briefly if they can remember any of the content from the introductions. Spend a few moments on this if students are able to contribute. Elicit the suggestions for types of notes (Lesson 1.3, Exercise E).

Explain that this time they must create outlines using the appropriate type of notes. (You can refer them again to the *Skills bank – Making perfect lecture notes*.) Make sure students understand that they don't need to write a lot at this stage – outlines may consist of just a few words, e.g., the start of a spidergram, the first part of a table or diagram. Play each introduction in turn and give students time to choose a note-type, make the outline and check it with other students.

Feed back, getting all the outlines on the board – you may wish to copy them from the first part of the model notes on the right-hand page, or you may prefer to follow you student's suggestions. Clarify the meaning of new words and check pronunciation.

Transcript 🎧 1.5

Introduction 1

Today, I want to discuss the 'publics' of public relations. In the previous lectures, we looked at some definitions of PR that suggested an organization is dependent on its publics for its success. This means that every public relations effort needs to be aimed at a specific group of people. We cannot discuss public relations without an understanding of what constitutes a 'public'.

Introduction 2

Today I'd like to follow on from last week's lecture by looking in more detail at the categories of 'publics' in public relations. Guth and Marsh have identified various types of publics. In this lecture, I'll focus on some of the comparisons they make, including internal and external publics, traditional and non-traditional publics, primary and secondary publics, and domestic and international publics. I'll begin with internal and external publics.

Introduction 3

Good morning, everyone. In today's lecture, I'm going to look briefly at the development of public relations over the last few decades. Although some historians and textbook authors trace the roots of the profession back to ancient Rome, public relations as a field can be traced back to the early 20th century in the United States, when the development of the mass media changed the way in which organizations communicated with groups.

Introduction 4

Good public relations needs good planning. A plan helps the client identify their goals and objectives. It also assists in identifying the means of achieving these goals. Plans should be measurable and have clear deadlines, while at the same time being realistic. To achieve success, thorough planning is necessary. So this morning, I'll be looking at the different phases in implementing a PR programme.

Introduction 5

In this week's lecture, I'm going to discuss some of the functions performed by a public relations practitioner. Public relations practitioners carry out a variety of functions, the first of which is research.

PR practitioners carry out formal research. They need to gather information from the public that will keep them informed about changes in public opinion, trends and emerging issues. They also need to assess the political climate, environmental concerns and the concerns of consumers. Detailed research is vital in planning programmes that are responsive to publics and problem situations.

Methodology note

Spiral bound or stitched/stapled notebooks are not the best way to keep lecture notes. It is impossible to reorganize or add extra information at a later date, or make a clean copy of notes after a lecture. Encourage students, therefore, to use a loose-leaf file, but make sure that they organize it in a sensible way, with file dividers, and keep it tidy. Tell students to use a separate piece of paper for each outline in this lecture.

Exercise C

Set for pair or group work. Feed back, but do not confirm or correct. Students should be able to predict reasonably well the kind of information which will fit into their outline.

🎧 Exercise D

Before you play the next part of each lecture, refer students to their outline notes again. Tell them to orally reconstruct the introduction from their notes. They don't have to be able to say the exact words, but they should be able to give the gist.

Remind students that they are only going to hear the next part of the lecture once. Play each extract in turn, pausing if necessary to allow students to make notes but not replaying any section. Tell students to choose an appropriate type of notes for this part of the lecture – it could be a continuation of the type they chose for the introduction, or it could be a different type.

Transcript 🎧 1.6

Lecture 1

As I've mentioned, the main focus of public relations is influencing a specific public at a specific time. I'd like to make a distinction between what can be termed 'the public at large' or the population as a whole, and segmented groups within it. In contemporary public relations, these segmented groups or 'publics' are the focus of interest. They are audiences that are important to the organization and that have, or may potentially have, an impact on an organization. They include customers, both current and potential; employees and management; investors; media; government; suppliers; and opinion-formers. Publics include groups of people who share a common perception of a situation or problem at a specific time, for example men aged 30 to 40 years. They also include people who are connected by a common interest, for example, the reading public.

But publics are not the only segmented group of the population. A population also includes markets, target groups and stakeholders. An

organization identifies a group of potential buyers, or market, for a product or service they are offering. For example, all coffee drinkers form a market for coffee sellers. So how do a market and a public differ? One important difference is that markets are identified by the organization. Publics, however, are characterized by a common interest or shared concerns. Publics differ from one organization to another, are inherently active and may choose an organization based on the way that organization works. So just to go over that again. Organizations choose markets, but publics choose organizations.

A target group constitutes another segment of the population as a whole. It is a very specific group of people an organization is trying to reach with its message. Also referred to as a target market, it is defined by measurable characteristics or attributes. For example, a particular socio-economic group. Target groups are recipients of something and are basically passive, as opposed to people who are actively in the market for a product or service.

What about 'stakeholders'? The term refers to individuals or a group with an interest in an organization. Stakeholders can be categorized as those linked to an organization contractually or financially, for example, employees, management, investors, etc. Publics, on the other hand, are those existing outside the organization, with no direct financial involvement.

Lecture 2 🎧 **1.7**

OK. Let's start with internal and external publics. Internal publics exist within an organization, while external publics are those outside. Let me give you a practical example. In an educational institution, the internal publics would be non-academic staff, academic staff and students. The external publics could include the education department and other relevant institutions, the community where the institution is located, service providers and so on.

Next, traditional and non-traditional publics. The term 'traditional public' refers to groups that an organization has ongoing long-term relationships with. Depending on the organization, they can include, for example, employees, the new media, governments, investors, customers and community groups. Traditional publics can have a positive or negative relationship with an organization.

Non-traditional publics, on the other hand, are not familiar to the organization, although they have always been present in the public at large. They often emerge due to changes in the organization,

society, or the publics themselves. It's worth noting that non-traditional publics, after a period of interaction with an organization, could become traditional publics.

Publics can also be categorized as primary or secondary publics, depending on the extent to which they affect an organization's goals. Publics that have a significant influence on an organization are primary publics. They may include employees, the immediate community, the media, the government and financial institutions. Secondary publics, on the other hand, are important to the organization but their effect on the organization's goals is minimal.

Finally, I want to look briefly at domestic publics, those within your country, and international publics, those outside your borders. International public relations are about more than having a relationship with a specific group in another country. It also means having a broad knowledge of that country, including everything from its weather and public holidays to its culture, business practices and ethics. Conversely, it is dangerous for an organization to assume that it knows everything about its domestic publics, just because they are within its national borders.

Lecture 3 🎧 **1.8**

Key figures associated with the development of public relations in America were Edward Bernays and Ivy Lee. Some of their PR techniques are still widely used today. With the opening of his publicity office in New York City in 1904, Ivy Lee established one of the first PR firms in the US. In fact, Lee was the first PR professional to use a news or press release for communication. Bernays and Lee became members of the Committee on Public Information, or the Creel Committee, which organized publicity for the US during the First World War. The Creel Committee was able to gain support for the draft, a compulsory recruitment of men for the army.

Slogans also played an important role in the Second World War. Winston Churchill's plea to keep up the fighting until victory won the support of British and Americans alike. During the Second World War, Britain's Ministry of Information also provided factual information to the public in order to maintain morale.

The 1940s through to the 1960s saw growth in the corporate sector of public relations. By the 1960s, clients for public relations came from national, state and local government, as well as industrial, labour, professional and religious groups. By the 1990s, as a result of the newly created

privatized companies, public relations was a booming industry.

Lecture 4 🎧 **1.9**

Let's begin by thinking about a PR programme to develop an identity for an organization. How do you go about planning that kind of activity? The initial phase involves some research into the background and activities of the organization, identifying its goals, missions, aspirations and, most importantly, the image it wants to project. This first step, then, is focused on information gathering and evaluation of the organization, including an evaluation of the organization's current image. At this stage, it's also important to define the target publics and identify the messages and the media that will be used.

The second phase of any identity development programme is to present the concepts and programme to the client organization and establish goals and objectives. It is critical to get agreement on the goals of the programme and commitment to it. It's also important to get consensus on its overall direction before planning goes ahead. Once the programme is approved, planning in detail can start.

The third phase involves working with the chief executive of the organization and specifying the exact use of the visual items, developing a strategy, and producing measurable goals and objectives, then finally implementing the programme. Following the implementation of the programme, there should be an evaluation to examine the degree to which the objectives were met. The evaluation should include assessing the extent to which the messages were successful. For example, how successful were they in reaching the organization's publics? The budget should also be evaluated to see whether it was used effectively, and whether it was sufficient.

Lecture 5 🎧 **1.10**

The second function performed by a public relations practitioner is media relations. In fact, this is one of the key functions of the role. The mass media, both print and electronic, are the channels through which public relations practitioners communicate with the public. This function may also involve responding to media requests for information.

My third point is strategic planning. For the PR practitioner, essentially this means collaborating with management or clients in identifying needs and objectives, and in the planning of organizational missions, policies and goals.

The fourth point is management. Public relations is a distinct management function which helps an

organization and its publics maintain mutual lines of communication. PR practitioners manage people, budgets, events and businesses. They also advise organizations on matters that affect their relationships with their various publics.

Another important function is writing and editing. The public relations practitioner needs to be skilled at writing in different formats for different purposes, from business writing to copywriting to writing for websites. Business writing uses a formal style and traditional language. Copywriting, on the other hand, is more informal and more like spoken language. Website writing again needs a different style, with bullet points, short uncomplicated sentences and manageable chunks of text. Editing can mean anything from checking the writing style and grammar, to writing headlines and captions, checking facts for accuracy and marking copy with instructions for layout.

The sixth function is speaking. In representing organizations, PR practitioners often carry out speaking assignments of different kinds and for different publics.

The final function is coaching. This involves working with executives and top management of organizations on public speaking and press interview techniques. It may also involve assisting with in-house staff development.

Exercise E

Allow students to uncover the opposite page or open their books. Give them plenty of time to compare their answers with the model notes. Feed back on the final question.

Exercise F

1 Ask students to work in pairs. Assign a set of notes to each pair. They must try to reconstruct the lecture orally – including the introduction – from the notes.
2 Put the pairs together in groups of four, with different topics. Each pair should give their lecture to the other pair.
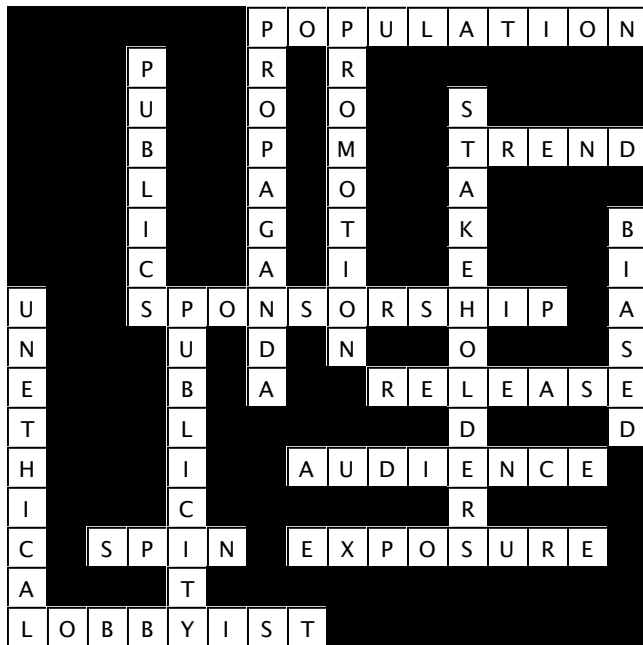
Closure

1 Work on any problems you noticed during the pairwork (Exercise F).
2 Refer back to the pictures at the top of the Course Book page. Students should now be able to name them with confidence.

Extra activities

1 Work through the *Vocabulary bank* and *Skills bank* if you have not already done so, or as a revision of previous study.

2 Use the *Activity bank* (Teacher's Book additional resources section, Resource 1A).

  A Set the crossword for individual work (including homework) or pairwork.

Answers

```
                P  O  P  U  L  A  T  I  O  N
      P         R        R                 S
      U         O        O           S
      B         P        M           T  R  E  N  D
      L         A        O           A
      I         G        T           K           B
      C         A        I           E           I
U        S  P  O  N  S  O  R  S  H  I  P        A
N           U     D     N           O           S
E           B     A           R  E  L  E  A  S  E
T           L                       D           D
H           I           A  U  D  I  E  N  C  E
I           C                       R
C     S  P  I  N        E  X  P  O  S  U  R  E
A           T
L  O  B  B  Y  I  S  T
```

B Play noughts and crosses in pairs. There are two boards. The first contains words with affixes, the second contains names and ideas.

Teach students how to play noughts and crosses if they don't know – they take it in turns to choose a word/phrase/name and try to use it in context or explain what it means. If they succeed, they can put their symbol – a nought 0 or a cross X – in that box. If a person gets three of their own symbols in a line, they win.

First board: Tell students to remove the affixes to find the basic word in each case. Make sure they can tell you the meaning of the basic word (e.g., *lobby* for *lobbyist*) but don't elicit the meaning of the affixed word at this stage. Put students in pairs to play the game. Monitor and adjudicate.

Second board: Put students in different pairs to play the second game. Clearly, this time they have to actually remember the facts from the lectures. Don't let them look back at notes.

3 Each of the mini-lectures from Lesson 1.4 can lead on to a great deal more work. Tell students to research one of the following, according to which group they ended in. Explain that they must come back and report to the rest of the class in the next lesson/next week.

Lecture	Research
1	What constitutes a 'public'?
2	Categories of 'publics' in public relations
3	The development of public relations
4	Phases in a public relations programme
5	Functions of a public relations practitioner

4 Brainstorm note-taking techniques. For example:
- use spacing between points
- use abbreviations
- use symbols
- underline headings
- use capital letters
- use indenting
- make ordered points
- use different colours
- use key words only