English for
PUBLIC RELATIONS
in Higher Education Studies
Course Book
Introduction

English for Public Relations is designed for students who plan to take a public relations course and/or who plan to work in the field. The principal aim of English for Public Relations is to teach students to communicate effectively using the language of the discipline. It covers key vocabulary and concepts from the discipline, thereby helping to improve students' ability to understand and use language accurately and appropriately. It also helps students to get the most out of lectures and written texts. Finally, it helps students to develop the skills they will need to contribute effectively to seminars and tutorials and to produce essay assignments.

English for Public Relations comprises:

- a Student Book, which includes audio transcripts and written exercises
- a Teacher's Book, which provides detailed guidance on each lesson, full answer keys, and extra photocopiable resources
- audio/CDs with lecture and seminar excerpts

English for Public Relations has 12 units, each of which is based on a different aspect of public relations and includes a vocabulary bank. Even-numbered units are based on reading (lecture/seminar extracts). Even-numbered units are based on reading (lecture/seminar extracts). Even-numbered units are based on reading (lecture/seminar extracts).

Marie McLisky

English for PUBLIC RELATIONS

in Higher Education Studies

Course Book

Series editor: Terry Phillips
Introduction

*English for Public Relations* is designed for students who plan to take a public relations course entirely or partly in English. The principal aim of *English for Public Relations* is to teach students to cope with input texts, i.e., listening and reading, in the discipline. However, students will be expected to produce output texts in speech and writing throughout the course.

The syllabus focuses on key vocabulary for the discipline and on words and phrases commonly used in academic English. It covers key facts and concepts from the discipline, thereby giving students a flying start when they meet the same points again in their faculty work. It also focuses on the skills that will enable students to get the most out of lectures and written texts. Finally, it presents the skills required to take part in seminars and tutorials and to produce essay assignments.

*English for Public Relations* comprises:

- this student Course Book, including audio transcripts and wordlist
- the Teacher’s Book, which provides detailed guidance on each lesson, full answer keys, audio transcripts and extra photocopiable resources
- audio CDs with lecture and seminar excerpts

*English for Public Relations* has 12 units, each of which is based on a different aspect of public relations. Odd-numbered units are based on listening (lecture/seminar extracts). Even-numbered units are based on reading.

Each unit is divided into four lessons:

**Lesson 1:** vocabulary for the discipline; vocabulary skills such as word-building, use of affixes, use of synonyms for paraphrasing

**Lesson 2:** reading or listening text and skills development

**Lesson 3:** reading or listening skills extension. In addition, in later reading units, students are introduced to a writing assignment which is further developed in Lesson 4; in later listening units, students are introduced to a spoken language point (e.g., making an oral presentation at a seminar) which is further developed in Lesson 4

**Lesson 4:** a parallel listening or reading text to that presented in Lesson 2 which students have to use their new skills (Lesson 3) to decode; in addition, written or spoken work is further practised

The last two pages of each unit, *Vocabulary bank* and *Skills bank*, are a useful summary of the unit content.

Each unit provides between 4 and 6 hours of classroom activity with the possibility of a further 2–4 hours on the suggested extra activities. The course will be suitable, therefore, as the core component of a faculty-specific pre-sessional or foundation course of between 50 and 80 hours.

It is assumed that prior to using this book students will already have completed a general EAP (English for Academic Purposes) course such as *Skills in English* (Garnet Publishing, up to the end at least of Level 3), and will have achieved an IELTS level of at least 5.

For a list of other titles in this series, see www.garneteducation.com/
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<td>Writing  recognizing the speaker's stance</td>
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<td>Speaking  building an argument in a seminar · agreeing/disagreeing</td>
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<td>Reading  understanding how ideas in a text are linked</td>
<td>Writing  deciding whether to use direct quotation or paraphrase</td>
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<td>Writing  incorporating quotations · writing research reports</td>
<td>Writing  writing effective introductions/conclusions</td>
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1 WHAT IS PUBLIC RELATIONS?

1.1 Vocabulary

guessing words in context • prefixes and suffixes

A Read the sentences below. The red words are probably familiar to you in general English. But can you think of a different meaning for each word in the field of public relations?

1. The angry crowd demanded the release of the prisoner.
2. After two years in the job, she was promoted to account executive.
3. Even a brief exposure to radiation is very dangerous.
4. To call for service, press the bell.
5. I always invite my relations to my birthday party.
6. The children took turns to spin the top.
7. The police are trying to establish the series of events leading up to the murder.

B Read part of a book review. Complete each sentence with one of the red words from Exercise A. Change the form if necessary.

Edward L. Bernays, the subject of Larry Tye’s book ‘The Father of ________,’ is generally seen as the first representative of the public ________ (PR) profession. Bernays pioneered many of the PR industry’s techniques, including the development of media ________. He used these techniques to ________ 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 ________), 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 ________, including media coverage such as editorials in the ________, public opinion could be manipulated. This led to the perception of PR as propaganda.

C Study the words in box a.

1. What is the connection between all the words?
2. What is the base word in each case?
3. What do we call the extra letters?
4. What is the meaning of each prefix?
5. Can you think of another word with each prefix?

a coordinate disinterested embody ensure informal international misinform nonverbal outbid overanalyze rewrite underestimate unlimited

D Study the words in box b.

1. What is the connection between all the words?
2. What is the base word in each case?
3. What do we call the extra letters?
4. What effect do the extra letters have on the base word?
5. Can you think of another word with each suffix?

b accessible coverage editorial effective interviewee lobbyist management perception professional publicity relationship scientifically useful verifiable

E Use words from this page to discuss the pictures on the opposite page.
A You are a student in the Public Relations Faculty of Hadford University. The title of your first lecture is *What is public relations?*
1 Write a definition of public relations.
2 What other ideas will be in this lecture? Make some notes.

*See Skills bank*

B Listen to Part 1 of the talk. What does the lecturer say about public relations? Tick the best choice.
- a Public relations is mainly propaganda.
- b Public relations is mainly about organizing social events.
- c Public relations doesn't improve the image of most companies.
- d Public relations is more than just free advertising.

C In Part 2 of the talk, the lecturer describes different definitions of public relations.
1 How many different definitions can you think of?
2 What points are common to most definitions?
3 Listen and check your ideas.
4 What will the lecturer talk about next?

D In Part 3 of the talk, the lecturer mentions the words *advertising* and *publicity*.
1 What do these words mean in the context of public relations?
2 What does the sponsor control in advertising?
3 Listen and check your ideas.

E In the final part of the talk, the lecturer defines some PR communication techniques and gives some examples. Listen and mark each word in the box C if it is a communication technique or E if it is part of an explanation or example.

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

F Rewrite your definition of public relations from Exercise A. Use more than one sentence if necessary. Use ideas and words from this lesson.

G Look back at your notes from Exercise A. Did you predict:
- the main ideas?
- most of the special vocabulary?
1.3 Extending skills

lecture organization • choosing the best form of notes

A What or who can public relations ...

1 promote? 3 merchandize? 5 influence?
2 advertise? 4 lobby? 6 target?

B How can you organize information in a lecture? Match the beginnings and endings.

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

C How can you record information during a lecture? Match the illustrations with the words and phrases in the box.

tree diagram  flowchart  headings and notes  spidergram  table  timeline  two columns

D Match each organization of information in Exercise B with a method of note-taking from Exercise C. You can use one method for different types of organization.

E Listen to five lecture introductions. Choose a possible way to take notes from Exercise C in each case.

Example:
You hear: Today I want to discuss the ‘publics’ of public relations ...
You choose: tree diagram
A Study the pictures.
  1 What do the pictures show? Use relevant words from the box.

  academic staff  budget  elderly  internal  public  management  non-academic staff
  presenter  protesters  shareholders  slogan  speaker  students  trainer

  2 What is the connection between the three groups which make up picture 2?

B 🎧 Cover the opposite page. Listen to the lecture introductions from Lesson 1.3 again. Make an outline on a separate sheet of paper for each introduction.

C Look at your outline for each lecture. What do you expect the lecturer to talk about in the lecture? In what order?

D 🎧 Listen to the next part of each lecture. Complete your notes.

E Uncover the opposite page. Check your notes with the model notes. Are yours the same or different?

F Work in pairs.
  1 Use the notes on the opposite page. Reconstruct one lecture.
  2 Give the lecture to another pair.
1 WHAT IS PUBLIC RELATIONS?

**PUBLIC RELATIONS’ PUBLICS**

- **PUBLIC @ LARGE (WHOLE POPULATION)**
- **INTERNAL PUBLICS**
- **SPECIFIC GROUPS/PEOPLE**
- **TARGET AUDIENCE**
  - Recipients of something
  - Basically passive

**SEGMENTED GROUPS WITHIN THE POPULATION CONNECTED BY COMMON INTEREST, ETC.**
- Potential to impact an organization
- Inherently active — choose org. for attention vs. markets who are chosen by an org.
- Exist outside the organization

**Development of PR**

- **Early 20th century**
  - Use mass media, changed way organizations and groups communicated
  - 1904 — Ivy Lee opened PR office in NYC
  - WWI — Edward Bernays and Ivy Lee
    - Committee on Public Information — organized US govt. publicity during WWI
  - P! White House press counsellor = Amos Kendall
  - Slogans = important role
e.g., Winston Churchill ‘keep fighting for victory’, etc.
  - UK Ministry info. provided public with factual info. to maintain morale
- **1920s—30s**
  - WW2
  - Growth corporate sector
- **1940s—50s**
  - Newly created privatized companies ↑ PR industry

**Implementing a PR plan**

### Why?
- Help client identify goals/objectives
- Identify means of achieving goals

### Phases

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<td>Research into organization’s background + activities</td>
<td>Identifying goals, missions, objectives, aspirations, image required</td>
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<tr>
<td>Second</td>
<td>Identify development, i.e., presenting concepts + programme to client</td>
<td>Obtaining consensus, commitment + agreement</td>
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<tr>
<td>Third</td>
<td>Working with chief executive to formulate strategy, measurable goals + objectives</td>
<td>Implementing the programme</td>
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<td>Final</td>
<td>Evaluation</td>
<td>Assessing extent of success</td>
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**Public type**

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<th>Influence on organization</th>
<th>Examples</th>
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<td>traditional</td>
<td>ongoing long-term relationships</td>
<td>employees, new media, governments, investors, customers, community groups</td>
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<tr>
<td>non-traditional</td>
<td>not familiar with org.</td>
<td>grps. in public at large</td>
</tr>
<tr>
<td>primary</td>
<td>have signif. infl. on org.</td>
<td>employees, immediate community, media, govt., fin. institutions</td>
</tr>
<tr>
<td>secondary</td>
<td>minimal infl. on org.</td>
<td>ed. institute = staff — academic/ non-academic, pupils</td>
</tr>
<tr>
<td>internal</td>
<td>exist within an institution</td>
<td>e.g., relevant institutions, e.g., ed. dept., the community, service providers</td>
</tr>
<tr>
<td>external</td>
<td>exist outside the institution</td>
<td>dom. those within your country</td>
</tr>
<tr>
<td>domestic</td>
<td>those outside your borders</td>
<td>int. specific grp. in foreign country</td>
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**Research re. public opinion, trends, issues, etc.**

- Media relations communicating with public via mass media
- Strategic planning: identifying needs + objectives
- Management of people, budgets, events, businesses
- Functions of PR practitioners
  - Writing + editing for businesses, copywriting, websites
  - Speaking: representing organizations to different publics
  - Coaching: training for management re. speaking + interviews
Guessing words in context

Using related words
Sometimes a word in general English has a special meaning in public relations.

Examples:
market, press, relations

If you recognize a word but don’t understand it in context, think:
What is the basic meaning of the word? Does that help me understand the special meaning?

Example:
The market is a place where people buy and sell things. So the target market must mean the group of people who might want to buy a particular product.

Removing prefixes
A prefix = letters at the start of a word.
A prefix changes the meaning of a word.

Examples:
rewrite – write again
nonverbal – not spoken

If you don’t recognize a word, think: Is there a prefix? Remove it. Do you recognize the word now? What does the prefix mean? Add it to the meaning of the word.

Removing suffixes
A suffix = letters at the end of a word.
A suffix sometimes changes the part of speech of the word.

Examples:
perceptive ➔ perceptively = adjective ➔ adverb
manage ➔ management = verb ➔ noun

A suffix sometimes changes the meaning in a predictable way.

Examples:
edit + or = person who does something (edits)
public + ity = noun expressing an activity or action (attracting public attention to something or someone)

If you don’t recognize a word, think: Is there a suffix? Remove it. Do you recognize the word now? What does that suffix mean? Add it to the meaning of the word.
Making the most of lectures

Before a lecture ...

Plan
- Find out the topic of the lecture.
- Research the topic.
- Check the pronunciation of names and key words in English.

Prepare
- Get to the lecture room early.
- Sit where you can see and hear clearly.
- Bring any equipment you may need.
- Write the date, topic and name of the lecturer at the top of a sheet of paper.

During a lecture ...

Predict
- Listen carefully to the introduction. Think: What kind of lecture is this?
- Write an outline. Leave space for notes.
- Think of possible answers/solutions/effects, etc., while the lecturer is speaking.

Produce
- Write notes/copy from the board.
- Record sources – books/websites/names.
- At the end, ask the lecturer/other students for missing information.

Making perfect lecture notes
Choose the best way to record information from a lecture.

advantages and disadvantages ➔ two-column table
cause and effect ➔ spidergram
classification and definition ➔ tree diagram/spidergram
comparison and contrast ➔ table
facts and figures ➔ timeline
sequence of events ➔ flowchart
stages of a process ➔ headings and notes
question and answer

Speaking from notes
Sometimes you have to give a short talk in a seminar on research you have done.
- Prepare the listeners with an introduction.
- Match the introduction to the type of information/notes.
A How can an English–English dictionary help you understand and produce spoken and written English?

B Study the dictionary extract on the opposite page.
   1 Why are the two words (top left and top right) important?
   2 How many parts of speech does the word public have?
   3 What part of speech is publicly?
   4 What do the numbers mean in the definitions for the word publisher?
   5 What do we call someone who organizes publicity for a person or organization?
   6 Say the word publish. Where is the stress?
   7 Where is the main stress on publication?
   8 What is the pronunciation of u in each bold word in this extract?
   9 Are both of these correct? The public is are outraged over the proposed tax increases.
   10 Can we write: A new book is publishing. Why (not)?

C Look at the bold words in the dictionary extract on the opposite page.
   1 What order are they in?
   2 Write the words in box a in the same order.

D Look at the top of this double page from an English–English dictionary.
   1 Which word from the blue box will appear on these pages?
   2 Think of words before and after some of the other words in box a.

E Look up the red words in the blue box.
   1 How many meanings can you find for each word?
   2 Which words are both a noun and a verb? What kind of verbs are they?
   3 What kind of noun is each one?
   4 How are the words used in public relations?

F Look up the green words in the blue box.
   1 Where is the stress in each word?
   2 What is the sound of the underlined letter(s) in each word?
   3 How are the words used in public relations?

G Test each other on the words from Exercises E and F. Give the dictionary definition of one of the words. Can your partner guess which word you are defining?

H Discuss the pictures on the opposite page using words from this lesson.
public /ˈpʌblɪk/ adj not private; concerning, or affecting the community or the people
1. (only before a noun) public opinion (the opinions of most people); in the public interest (useful to the community or people); public debate (participated in or attended by the people or community); made public (told to everyone): go public with (tell people in general)
2. connected with or acting on behalf of the people, community or government; public sector (a government organization); hold public office (have a position in national or local government)

public /ˈpʌblɪk/ n [U] 1. the public, the people or community as a whole: general public, members of the public; also a public (group of people which make up the target audience for a PR campaign); in public (visible to or in front of other people); go public (reveal previously unknown or secret information to the public)

publicly /ˈpʌbliklɪ/ adv in an open or public manner

publication /ˈpʌblɪkəʃən/ n [C] 1. something published, usually print media, e.g., book, magazine, newspaper, etc. [U] 2. the printing and distribution of information: When will the brochure be ready for publication?; publication date (date of distribution to the public of a book or other work)

publish /ˈpʌblɪʃ/ v [T] 1. to make publicly known
2. to write books, newspapers, text, software programs, etc. that are published

publisher /ˈpʌblɪʃər/ n [C] 1. a company which produces and markets text or software 2. an employee of a publishing company who has responsibility for deciding what is published

publishing /ˈpʌblɪʃɪŋ/ n [U] the business of editing, producing, and marketing printed text, software, music, etc.; a career in publishing
A How many PR activities can you think of?

B Study the table of contents on the right. What does each term mean? If you don’t know, guess.

C You are going to read a text. What should you do before you read a text in detail? See Skills bank

D This text is about some of the activities included in a public relations position.
   1 Think of some research questions before you read.
   2 Compare your questions with those in the Hadford University assignment on this page.

E Look quickly through the text on the opposite page.
   1 Write down all the activities mentioned.
   2 Which PR activities from the table of contents above are mentioned in this text?

F Study these topic sentences from the text and answer the questions which follow.

Public relations (PR) covers a wide range of activities.

Public relations and advertising are often confused.

Public relations is often seen as a marketing communication function.

Promotion differs from publicity.

Lobbying is generally associated with groups.

In the past, public relations literature has referred to events such as press conferences ... as ‘press agentry’.

The activities above are by no means mutually exclusive.

1 Read the questions in the Hadford University assignment. Match the questions to the topic sentences.
2 Summarize the paragraphs of the three remaining topic sentences.
Public relations activities

Public relations (PR) covers a wide range of activities. They range from promotions for corporations, to specific plans directed at identifiable audiences for particular reasons, such as consumer awareness about an unsafe children’s toy. These activities may be part of a marketing process. They help corporate clients communicate with key groups in order to reach commercial goals. Some PR firms are involved in activities that promote a cause or develop an understanding, for example, lobbyists arguing for an increase in the driving age. Other PR firms deal with the consequences of an organization’s behaviour, such as job losses, or a new cure for a disease. This is called issues management. Many PR activities are not exclusive to PR. They are also used in related disciplines, including publicity, promotion, lobbying and marketing.

Public relations and advertising are often confused. However, they are two different disciplines. The goal of advertising is to generate sales, whereas the goal of PR is to generate mutual understanding. Advertising is aimed at target audiences on behalf of an organization or individual. Messages are carefully planned and placed in selected media. Advertising may also be used in a public relations programme. Advertising is paid for. It subsidizes the cost of television, newspapers and magazines for the consumer.

Public relations is often seen as a marketing communication function. In other words, it is seen as supporting marketing through media publicity, or by combining publicity with advertising. Advertising and publicity are also confused. Publicity which involves, for example, advertisements and sponsored advertorials, is paid for. Other publicity activities; including press releases and charity events, are not paid for.

Promotion differs from publicity. Firstly, it focuses on gaining favourable opinion for a particular cause, product or service. Secondly, it includes the use of techniques such as organizing fundraising events, for example a concert for the victims of a natural disaster. One type of promotion is directed at the consumer in such a way that they are unaware that promotion is taking place. This is called subtle promotion. It can include sponsorship, sales promotion, direct mail, trade shows, etc. The promotional plan may include a wide range of objectives, ranging from increasing sales, new product acceptance, raising brand awareness, to the creation of a corporate image.

Lobbying is generally associated with groups. However, public relations can also provide lobbying services on behalf of an individual client. Lobbying is a professional attempt to bring about a change to a government policy, corporate policy, or public opinion that is favourable towards the organization, cause or group. During political campaigns, parties may engage public relations firms as lobbyists in order to affect public opinion. Lobbying can achieve positive outcomes for society. Legislation resulting in the production of cars with lower carbon emissions is the result of extensive lobbying. A ‘front group’ is a lobby group that hides its purpose.

In the past, public relations literature has referred to events such as press conferences and trade exhibitions as ‘press agency’. This was because these events were seen to be stage-managed for the purpose of being reported in the media. Today, activities involving public participation to obtain publicity are generally referred to as special event management.

The activities above are by no means mutually exclusive. For instance, lobbying may be part of a government affairs or community relations programme. Advertising may be included in marketing. Promotion may form part of an issues management exercise. Many of these activities have changed over time and continue to change with the development of new communication methods and technology.
2.3 Extending skills

A Study the words in box a. They are all used in some form in the text in Lesson 2.2.

1. Look back at the text on page 17. Find the words which go together with the words in the box.
2. Do they make noun or verb phrases?
3. What is the meaning of each phrase? Look at the context and check with your dictionary if necessary.

B Study the words in box b. They are all used in some form in the text in Lesson 2.2.

1. What is the base word in each case? What part of speech is the base word?
2. Does the suffix change the part of speech?
3. How does the suffix change the meaning?

C Look back at the text on page 17. After each topic sentence, how does the writer continue the paragraph? Choose one or more from the following list:

- defining and describing
- giving an explanation
- concluding
- giving a list of points
- giving more information
- giving (an) example(s)
- restating the topic sentence

D Write a summary of the text on page 17. Paraphrase the topic sentences. Add extra information and examples. See Skills bank

2.4 Extending skills

A Discuss these questions.

1. Can you remember how lobbying is used in PR?
2. What is the focus of issues management? Give some examples.
3. What is the focus of publicity in PR and who uses it?

B The lecturer has asked you to research the range of activities included in the work of a PR professional.

1. Look quickly at the heading of the text on the opposite page. What is the text about?
2. Where would you find this type of text?
3. Think of good research questions before you read the text.
4. What is the best way to record information in this case while you are reading?

C Study the text on the opposite page.

1. Highlight the topic sentences.
2. Read each topic sentence. What will you find in the rest of the paragraph?
3. Which paragraph(s) will probably answer each research question? Read those paragraphs and make notes.
4. Have you got all the information you need? If not, read other paragraphs.

D Use the Internet to find out more about one of the PR activities from the list in Lesson 2.2. Use similar research questions to those in Lesson 2.2.

1. Make notes.
2. Write a series of topic sentences which summarize your findings.
3. Report back to the other students. Read out each topic sentence then add extra details.
Position: PR Coordinator
Location: Sydney, Australia
Position type: Full-time
Organization: Charity

My client has been established for 126 years and operates in 115 countries around the world. The organization provides numerous social services to the public to reduce poverty and help resolve social problems. Due to an internal promotion, this well-established charity is looking for a PR Coordinator. The role involves overseeing and delivering on fundraising and brand and promotional work throughout New South Wales.

This position involves working closely with the Head of Public Relations and the Marketing Manager to effectively promote the charity’s work, and its brand, in order to help increase donations. The main focus is to grow the personal and corporate donor database, and develop strategies on how to become the preferred charity for donors. Another large part of the role will be to focus on coordinating the major appeal collection, along with other smaller events. Previous event coordination experience is therefore highly advantageous.

As this is a face-to-face relationship-based role, it is essential you are confident speaking to groups of people. You will enjoy visiting the charity’s centres and community groups to discuss fundraising strategies, appeals, events and the charity’s work. You will be required to undertake regular travel, spending 2–3 nights away on a bi-monthly basis.

To be successful in this role, you will possess:
• excellent persuasion skills
• a natural ability to build and manage relationships
• the ability to work independently and as part of a team
• excellent organizational and planning skills
• previous fundraising experience

Your responsibilities will also include overseeing and motivating the centre staff. You will ensure appeal preparations run smoothly and performance levels remain high, therefore previous leadership experience is also advantageous.

So if you want to make a difference, join the fight for a better future and promote the services of hope, health and prosperity.

Please apply through our website by forwarding your résumé and cover letter to Ashleigh Brown by Friday 19th June. Please note that no information on my client will be released until a formal application has been received. As this is a permanent role, only applications from those who are Australian citizens or have permanent residency will be accepted.
Using your English–English dictionary

This kind of dictionary helps you actually learn English.

Using headwords and parts of speech

1. Find the correct headword.
   These bold words in a dictionary are in alphabetical order. Look at the words on the top left and top right of the double page. Find a word which comes just before and after your word.

2. Find the correct meaning.
   If there are different meanings of the word, they appear in a numbered list. Look at all the meanings before you choose the correct one in context.

3. Find the correct part of speech.
   Sometimes the same headword appears more than once, followed by a small number. This means the word has more than one part of speech, e.g., n and v. Work out the part of speech before you look up a word.
   Clues:
   • Nouns come after articles (a/an/the) or adjectives.
   • Verbs come after nouns or pronouns.

Learning to pronounce words

The symbols after the headword show you how to pronounce the word.
Learn these symbols (the key is usually at the front or the back of the dictionary).

The little line in the symbols shows you how to stress the word.

Example:
/pəˈblɪk/ but /pəˈblɪsəti/

Learning to use words correctly in context

Nouns can be countable or uncountable. This information is important for using articles and verb forms (e.g., is/are) correctly. Look for the symbol [C] or [U].

Some verbs need an object. They are transitive. Some verbs don't need an object. They are intransitive. This information is important for making good sentences. Look for the symbol [T] or [I].

Some words can be spelt in British English (e.g., colour, centre) or American English (e.g., color, center). Choose the correct spelling for the text you are working on.
Doing reading research

Before you start reading ...

- Think of research questions. In other words, ask yourself: What must I find out from my research?
- Look at headings, sub-headings, illustrations. Look for patterns or variations in presentation, e.g., a series of dates; words in bold or italic script. Think: What information do they give me?
- Decide how to record information from your reading. Choose one or more methods of note-taking. See Unit 1 Skills bank

While you are reading ...

- Highlight the topic sentences.
- Think: Which paragraph(s) will probably give me the answer to my research questions?
- Read these paragraph(s) first.
- Make notes.

After reading ...

- Think: Did the text answer all my research questions?
- If the answer is no, look at other paragraphs to see if the information is there.

Using topic sentences to summarize

The topic sentences of a text normally make a good basis for a summary. Follow this procedure:

- Locate the topic sentences.
- Paraphrase them – in other words, rewrite them in your own words so that the meaning is the same. Do not simply copy them. (This is a form of plagiarism.)
- Add supporting information – once again, in your own words.

Example:

<table>
<thead>
<tr>
<th>Topic sentence</th>
<th>Promotion differs from publicity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paraphrase of topic sentence</td>
<td>Promotion and publicity are not the same thing.</td>
</tr>
<tr>
<td>Supporting information and examples (summarized)</td>
<td>Firstly, its focus is on getting support for a cause, and secondly it uses techniques such as fundraising.</td>
</tr>
</tbody>
</table>

- Check your summary. Check that the ideas flow logically. Check spelling and grammar. If your summary is short, it may be just one paragraph. Divide a longer summary into paragraphs.
3.1 Vocabulary  
two-word phrases • stressed syllables within words

A  Discuss these questions.
   1 What is research?
   2 How many different types of research can you name?
   3 Why is public relations research important?

B  Study the pictures on the opposite page. What research activities are shown? Discuss the pictures using phrases from box a. (You will not need all the phrases.)

C  Look at the phrases in box a.
   1 Sort the bold words into groups according to number of syllables and stress pattern.
   2 Underline the stressed syllable in each bold word.

D  Complete each sentence with a phrase from box a. Change the form if necessary.
   1 The teenagers were recruited for a food tasting ____________ which lasted four consecutive years.
   2 The increasing cost of postage and length of response time means there are fewer ____________.
   3 A poll which allows organizations to ‘buy’ questions is called an ____________.
   4 Discussion groups of 8–12 representatives of a target market are known as ____________.
   5 Trained tele-researchers are often used for ____________.
   6 If you have a computer, ____________ can be a quick and convenient way to gather data.
   7 Because they can be time-consuming, ____________ can also prove to be expensive.
   8 It is advisable to do ____________ before starting a research project.

E  Complete each two-word phrase in the paragraph below with a word from box b. Change the form if necessary.

   The focus of PR research is the relationship between institutions and their target ____________. The research ____________ defines the objectives of a research project.

   Before beginning the research project, secondary ____________, meaning the analysis of existing research like opinion ____________, is important to help the researcher set measurable research objectives. Quantitative research uses a scientific ____________ and a wide range of data ____________ techniques. A longitudinal study interviews the same individuals regularly over a period of time, while a demographic ____________ looks at changes in births, marriages, deaths, etc. in a particular area during a period of time. In surveys, polls, etc., questionnaire ____________ is very important to ensure good results.
Company Name

You've been invited to take a survey! You are receiving this as part of our mailing list.

We value your privacy and assure that all responses are kept confidential.

Taking part in this survey is easy. Please click on the link below

Start Our Survey

We appreciate your time and thank you for the feedback!

Regards
A. Study the Hadford University handout.
   1. What do you expect to learn in this lecture?
      Make a list of points.
   2. Check the pronunciation of the words in the
      questionnaire, with other students or with a dictionary.
   3. Write down some key words you expect to hear.
   4. How are you going to prepare for this lecture?

B. Listen to Part 1 of the lecture.
   1. What does the lecturer give definitions of?
   2. What do you expect to hear in the next part of
      the lecture?

C. Listen to Part 2 of the lecture.
   1. What is the main idea of this section?
   2. What is the meaning of secondary data?
   3. What methods of quantitative research are mentioned?
   4. What is the best way to organize notes for this lecture?

D. Listen to Part 3 of the lecture.
   1. How could you write notes for this part?
   2. What are the key words and definitions?

E. Look at the model questionnaire.
   1. What question type is used in questions 58 to 65?
   2. What question type is used in questions 66 to 69?

F. Listen to Part 4 of the lecture.
   1. What methods of qualitative research are mentioned?
   2. Use your notes to list the main points of all the
      lectures you have heard so far.
   3. What is the best way to organize these notes?

G. Listen and say whether these sentences are true or
   false according to the lecture.
   1. ______  4. ______
   2. ______  5. ______
   3. ______  6. ______

---

Faculty: Public Relations
Lecture: Public relations research
Handout: Model questionnaire

What is important to your job satisfaction?
How important is each of the following to your job satisfaction at XYZ?

<table>
<thead>
<tr>
<th>What is important to your job satisfaction?</th>
<th>NOT AT ALL IMPORTANT</th>
<th>SLIGHTLY IMPORTANT</th>
<th>VERY IMPORTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>58. Feedback on your performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>59. Good employee benefits package</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60. Opportunities for career development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61. Commitment to staff development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>62. Good communication throughout the organization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>63. Equality in the workplace</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>64. Pleasant work environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65. What could XYZ do under any of the above categories to make you more satisfied with your job?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your experiences
Please answer the following questions. Anecdotes and descriptions of your experiences are especially encouraged. All comments will be kept anonymous.

66. Do you feel XYZ's system of feedback facilitates or hampers your performance? How?

67. How do the working relationships at XYZ (with managers, colleagues or clients, or both) affect the quality of services the organization delivers?

68. Is the delivery of services at XYZ affected by its use of technology? How has your work been affected by XYZ's use of technology?

69. Has your work ever been affected by the adequacy or inadequacy of budgetary planning at XYZ? If so, how?

Thank you for taking the time to complete this questionnaire.
3.3 Extending skills

stress within words • using information sources • reporting findings

A

Listen to some stressed syllables. Identify the word below in each case. Number each word.

Example:
You hear: 2 au /ɔː/ You write:

- analysis
- audience
- bias
- context
- data
- extensive

format 2 impartial longitudinal moderator observer participation

- perception
- qualitative
- questionnaire
- respondent
- subjective
- systematic

B

Where is the stress in each multi-syllable word in Exercise A?

1. Mark the main stress.
2. Practise saying each word.

C

Work in pairs or groups. Define one of the words in Exercise A. The other student(s) must find and say the correct word.

D

Look at the slide on the right.

- Explain the type of PR communication for each period.
- Give examples of each type.
- Give reasons for the changes in PR communication.

Grunig + Hunt’s four models of PR communication

<table>
<thead>
<tr>
<th>Period</th>
<th>Model Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early 1900s</td>
<td>press agenty/publicity (one way)</td>
</tr>
<tr>
<td>Mid-1900s</td>
<td>public information (one way)</td>
</tr>
<tr>
<td>Late 1900s</td>
<td>two-way asymmetrical (mostly monologue)</td>
</tr>
<tr>
<td>Early 2000</td>
<td>two-way symmetrical (dialogue)</td>
</tr>
</tbody>
</table>

E

Before you attend a lecture you should do some research.

1. How could you research the lecture topics on the right?
2. What information should you record?
3. How could you record the information?

F

You are going to do some research on Grunig and Hunt’s four models of public relations communication. You must find:

1. a dictionary definition
2. an encyclopedia explanation
3. a useful Internet site

Student A
- Do some research on the press agenty/publicity model.
- Tell your partner about your findings.

Student B
- Do some research on the two-way asymmetrical model.
- Tell your partner about your findings.
3.4 Extending skills
asking for information • reporting information

A Look at Table 1 on the opposite page.
1 Cover the definitions in the second column. With a partner, discuss definitions for the terms in column one.
2 Look at column two. Can you match your definitions with those in column two?
3 Match the terms in column one with the definitions in column two.

B You are going to listen to a lecture on theory and research.
1 Make a list of points you expect the lecturer to cover.
2 Listen to Part 1 of the lecture. Make notes. If necessary, ask other students for information.

C You are going to listen to a continuation of the lecture.
1 What is the lecturer going to talk about now? (Clue: You have researched one of these!)
2 Listen to Part 2 of the lecture. Make notes. If necessary, ask other students for information.
3 Add notes from your research (Lesson 3.3, Exercise F).

D Look at the handout on the opposite page.
1 Describe how you could use each model as a public relations practitioner.
2 Listen to Part 3 of the lecture. Check your ideas.
3 Are theory and research important? What is the lecturer’s conclusion?
4 Do you agree with the lecturer? Give your reasons.

E Using the information in your notes, prepare a presentation entitled Public relations research is ... .
1 Include information from your lecture notes and research.
2 Discuss with a partner.
3 If necessary, ask other students for information.

F Give an example of a project or campaign that illustrates each of Grunig and Hunt’s four models of public relations:
• the press agentry or publicity model
• the public information model
• the two-way asymmetrical model
• the two-way symmetrical model

G The following words can be used as either verbs or nouns.

<table>
<thead>
<tr>
<th>approach</th>
<th>format</th>
<th>interview</th>
<th>market</th>
<th>question</th>
<th>range</th>
</tr>
</thead>
<tbody>
<tr>
<td>research</td>
<td>study</td>
<td>survey</td>
<td>target</td>
<td>telephone</td>
<td></td>
</tr>
</tbody>
</table>

1 Write two sentences for each word using the word as both a verb and a noun.
2 Practise saying each word.
3 Read your sentences to a partner.
4 Does your partner agree with your use of the word? If not, discuss why.
Check in a dictionary if you are unsure.
### Table 1

<table>
<thead>
<tr>
<th>TERMINOLOGY</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation research</td>
<td>1 a set of methodologies that allows the researcher to generalize to a larger audience, but often fails to gain in-depth understanding of the client object or product; a set of methodologies that follows scientific or social scientific methods</td>
</tr>
<tr>
<td>Formative research</td>
<td>2 an informal research methodology that involves the analysis of existing data</td>
</tr>
<tr>
<td>Ethnographic research</td>
<td>3 an informal research methodology that relies on social science tools and techniques to identify how individuals and groups think, behave and inter-relate in their natural environment</td>
</tr>
<tr>
<td>Qualitative research</td>
<td>4 determines the relative effectiveness of a public relations campaign by measuring changes in the levels of awareness, understanding, attitudes, opinions or behaviours of a targeted audience against a predetermined set of criteria</td>
</tr>
<tr>
<td>Quantitative research</td>
<td>5 usually refers to studies that are highly objective, using closed, forced-choice questionnaires; this research relies heavily on statistics and numerical measures</td>
</tr>
<tr>
<td>Secondary research</td>
<td>6 refers to studies that are subjective, but nevertheless in-depth, using an open-response format that reflects an ethno-methodological orientation</td>
</tr>
</tbody>
</table>

---

## Grunig and Hunt’s four models of public relations

<table>
<thead>
<tr>
<th>MODELS</th>
<th>PRESS AGENCY/ PUBLICITY</th>
<th>PUBLIC INFORMATION</th>
<th>TWO-WAY ASYMMETRICAL</th>
<th>TWO-WAY SYMMETRICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>propaganda</td>
<td>dissemination of information</td>
<td>scientific persuasion</td>
<td>mutual understanding</td>
</tr>
<tr>
<td>Nature of communication</td>
<td>one-way, truth not essential</td>
<td>one-way, truth important</td>
<td>two-way imbalanced</td>
<td>two-way balanced</td>
</tr>
<tr>
<td>Research</td>
<td>little, press clippings only</td>
<td>little - readability tests, possibly some readership surveys</td>
<td>feedback, formative research, evaluation of attitudes</td>
<td>formative research, evaluation of understanding</td>
</tr>
<tr>
<td>Historical figures</td>
<td>PR Barnum</td>
<td>Ivy Lee</td>
<td>Edward Bernays</td>
<td>Bernays, educators</td>
</tr>
<tr>
<td>Where practised</td>
<td>sports, theatre, product promotion</td>
<td>government, non-profit organizations, structured companies</td>
<td>competitive business</td>
<td>regulated business, modern flat structure companies</td>
</tr>
</tbody>
</table>

**Stress within words**

Nouns, verbs, adjectives and adverbs are called **content words** because they carry the meaning.

**One-syllable words**

Some content words have **one syllable** or sound. This is always stressed.

Examples: ‘mail, ‘poll

**Two-syllable words**

Some content words have **two syllables**. Two-syllable nouns and adjectives are often stressed on the first syllable. Two-syllable verbs are often stressed on the second syllable.

Examples:

<table>
<thead>
<tr>
<th>Nouns</th>
<th>‘survey, ‘panel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjectives</td>
<td>‘foreign, ‘social</td>
</tr>
<tr>
<td>Verbs</td>
<td>per’suade, re’cruit</td>
</tr>
</tbody>
</table>

**Multi-syllable words**

Some content words have **three or more syllables**. Multi-syllable words are normally stressed three syllables from the end.

Examples:

Ooo ooOoo ooOoo

This is true for most words ending in:

| -izel-ise | 'advertise, 'organize |
| -sis      | a'nalysis, h'yposis |
| -ate      | 'formulate, di'scriminate |
| -ify      | 'classify, 'specify |
| -ical     | theo'retical, socio'logical |
| -ity      | proba'bility, multi'plicity, di'versity, 'quantity |
| -ular     | par'ticular, 'regular |
| -al       | ma'terial, adver'torial, ana'lytical |

**Exceptions:**

Multi-syllable words ending in the following letters are normally stressed two syllables from the end.

| -ance     | per'formance, ac'ceptance, de'fiance |
| -tion     | insti'tution, distri'bution |
| -sion     | con'version, de'cision, con'fusion, ex'tension |
| -ent      | e'fficient, co'herent, a'chievement |

Stress sometimes moves to fit the patterns above when you add a suffix.

Examples: ‘formulate formu'lation
Getting information from other people

From the lecturer
We can sometimes ask a lecturer questions at the end of a lecture. Introduce each question in a polite or tentative way.
Examples:
Could you please go over the bit about formative research again?
I didn’t quite understand what you said about focus groups.
I wonder if you could repeat the name of the theorists who identified the four PR eras?
Would you mind giving the source of that quotation again?

From other students
It is a good idea to ask other students after a lecture for information to complete your notes.
Examples:
What did the lecturer say about quantitative research?
Why did she say that web-based surveys are more passive than e-mail surveys?
I didn’t get the bit about the omnibus polls.

Be polite!
In some situations, it can sound impolite to ask people a direct question. We may add a polite introduction.
Examples:
Does ‘ethnographic study’ mean the same as ‘participant observation’?
⇒ Do you know if ‘ethnographic study’ and ‘participant observation’ mean the same?
What does ‘methodology’ mean?
⇒ Can you remember what ‘methodology’ means?

Reporting information to other people
We often have to report research findings to a tutor or other students in a seminar. Make sure you can give:
• sources – books, articles, writers, publication dates
• quotes – in the writer’s own words
• summary findings – in your own words
4 RESEARCHING PR CAREERS USING TECHNOLOGY

4.1 Vocabulary

understanding jargon • abbreviations and acronyms • verb and noun suffixes

A Study the words and phrases in box a.

1. Which words or phrases relate to computers and the Internet? Which relate to books and libraries? Find two groups of words.
2. Find pairs of words and phrases with similar meanings, one from each group.
3. Check your ideas with the first part of *The Computer Jargon Buster* on the opposite page.

B Complete the instructions for using the Learning Resource Centre with words or phrases from box a.

C Study the abbreviations and acronyms in box b.

1. How do you say each one?
2. Divide them into two groups:
   - abbreviations
   - acronyms

See Vocabulary bank

b CAL DVD HTML HTTP
   ISP PIN ROM URL USB
   WAN WWW

D Test each other on the items in Exercise C.

1. What do the letters stand for in each case?
2. What do they mean?
3. Check your ideas with the second part of *The Computer Jargon Buster* on the opposite page.

E The items in box c are all abbreviations of job titles.

1. What do you think they stand for?
2. Check your ideas with *Latest vacancies in PR* on the opposite page.

F Study the nouns in box d.

1. Make a verb from each noun.
2. Make another noun from the verb.

---

A books browse/search catalogue
close cross-reference database
electronic resources exit/log off hyperlink
index library log in/log on look up
menu open page search engine
table of contents web page world wide web

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**HADFORD University**

**Learning Resource Centre**

Instructions for use:

You need to find out about careers in public relations. If you want to access web pages on the ____________, you must first ____________ with your username and password. You can use any ____________ but the default is Google. ____________ for web pages by typing one or more keywords in the search box and clicking on *Search*, or pressing *Enter*. When the results appear, click on a ____________ (highlighted in blue) to jump to the ____________. Click on *Back* to return to the results listing.

You can also use the college ____________ of learning resources. Click on *Careers in Public Relations* on the main ____________.

---

c AE AM BDM CCO CEO
   CIO GM RDM SVP

d computer concept industry priority standard
The Computer Jargon Buster

There are many common words used about books and libraries which are translated into jargon words when we talk about using computers and the Internet for similar functions.

<table>
<thead>
<tr>
<th>Abbr./Acr.</th>
<th>What it stands for</th>
<th>What it means</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAL</td>
<td>computer-assisted learning</td>
<td>using computers to help you learn</td>
</tr>
<tr>
<td>DVD</td>
<td>digital versatile disk</td>
<td>a disk for storing data, including sound and pictures</td>
</tr>
<tr>
<td>HTML</td>
<td>hypertext markup language</td>
<td>a way to write documents so they can be displayed on a website</td>
</tr>
<tr>
<td>HTTP</td>
<td>hypertext transfer protocol</td>
<td>a set of rules for transferring files on the WWW, usually included at the beginning of a website address (e.g., <a href="http://www">http://www</a>. )</td>
</tr>
<tr>
<td>ISP</td>
<td>Internet service provider</td>
<td>a company that enables access to the Internet</td>
</tr>
<tr>
<td>PIN</td>
<td>personal identification number</td>
<td>a collection of numbers or letters which are used like a password to identify someone</td>
</tr>
<tr>
<td>ROM</td>
<td>read-only memory</td>
<td>a type of permanent computer or disk memory that stores information that can be read or used but not changed</td>
</tr>
<tr>
<td>URL</td>
<td>uniform resource locator</td>
<td>a website address, e.g., <a href="http://www.garneteducation.com">http://www.garneteducation.com</a></td>
</tr>
<tr>
<td>USB</td>
<td>universal serial bus</td>
<td>a standard way to connect things like printers and scanners to a computer</td>
</tr>
<tr>
<td>WAN</td>
<td>wide area network</td>
<td>a way of connecting computers in different places, often very far apart</td>
</tr>
<tr>
<td>WWW</td>
<td>world wide web</td>
<td>a huge collection of documents that are connected by hypertext links and can be accessed through the Internet</td>
</tr>
</tbody>
</table>

Latest vacancies in PR

Job title – Business Development Manager and Client Relations
Employer – Cadbury, South Africa Click here for further information

Job title – Account Executive, IT and Systems
Employer – TelCom Click here for further information

Job title – Account Manager, Healthcare Marketing
Employer – Burson-Marsteller, Munich office Click here for further information

Job title – Senior Vice President and Chief Communications Officer
Employer – Age Concern, London Click here for further information

Job title – Regional Development Manager
Employer – Save the Children, Brazil Click here for further information

Job title – Chief Information Officer, PR
Employer – London Healthcare Click here for further information
4.2 Reading
preparation for reading research • topic development

A Discuss these questions.
1 What careers do you associate with the public relations industry?
2 There are more jobs in this industry now than 20 years ago. What development in society has caused this?
3 Describe a successful career in this industry.

B Look at the title of the text on the opposite page.
1 What do you think it means?
2 What would you like to know about this topic? Make a list of questions.

C One student wrote ideas about PR as a career before reading the text on the opposite page.
1 Write A (I agree), D (I disagree) or ? (I'm not sure) next to the ideas on the right.
2 Add any other ideas you have.

D Read all the topic sentences in the text on the opposite page.
1 What is the structure of this text? Choose Structure A or B (on the right).
2 What do you expect to find in each paragraph?

E Read the text and check your predictions.

F Answer these questions.
1 Identify some of the communication tools used in PR today.
2 What skills and personal characteristics do people need for a successful career in PR?
3 Describe the range of organizations offering careers for PR practitioners.

G Topics sometimes develop inside a paragraph.
1 Does the topic develop in each paragraph of the text? If so, underline the word or words which introduce the change.
2 What is the effect of the word or words on the development of the topic?
See Skills bank
Career paths: Employment opportunities in public relations

It is anticipated that, in the future, the growth in PR jobs will accelerate. They will increase at a higher rate than the average for all other jobs combined. However, in general job searches, the term *public relations* often does not appear under the lists of industries or professions. *Prospects*, the official website for UK graduates, states that there is very little standardization of PR job titles, and professional titles in PR vary depending on the agency or organization.

A typical career path in public relations has many levels. Someone starting out in the industry may progress from entry-level account assistant, upwards through promotions, to account executive, account supervisor, vice president and senior vice president. Alternatively, job titles may include junior consultant, consultant, senior consultant/account manager and group account manager. Opportunities exist in a wide range of areas, either in-house or in a consultancy. Career choices range from management roles to specialization in a particular area (e.g., internal communications, investor relations) or in an industry sector (e.g., healthcare, property). Many PR professionals open their own agency.

To be successful in the job market, today’s PR graduates need to be good communicators. Not surprisingly, good oral communication and written skills are essential. However, flexibility is also important. In addition, it is important to meet deadlines. PR practitioners use all forms of media and communication to build, maintain and manage the reputation of organizations. An awareness of what is current in news items, and a passion for finding out new information, are necessary skills. PR is no longer a matter of dealing with traditional media and traditional channels, such as writing press releases for newspapers. There is a whole range of new communication tools, including blogs, wikis and podcasts. Consequently, knowledge of social media, and the new media channels and tools for targeting prime stakeholders, is essential for today’s PR practitioner. Edelman, the world’s largest independent PR agency, lists the following as necessary skills on their UK graduate scheme website: good written and verbal communication, good interpersonal and teamworking skills, creative flair, commitment, enthusiasm and ambition, the ability to present ideas and concepts convincingly, commercial awareness, good time management and organizational skills.

PR, as a profession, offers plenty of variety. Clients may range from public bodies and services, to businesses and voluntary organizations. You might be working in-house for a large multinational corporation, or in a smaller specialist agency dealing with fashion, sport or consumer goods. Job opportunities range from positions in service industries to healthcare organizations, educational institutions or social services organizations. Alternatively, you could work for a charity, non-governmental organization or environmental pressure group. Needless to say, it is also possible to find work in business organizations, financial institutions and government agencies. As international business and cross-cultural relations increase, more positions are becoming available around the world. The US Bureau of Labor Statistics views PR as a growth industry with good career prospects and opportunities. This means there are plenty of opportunities for public relations professionals with the appropriate qualifications, experience and aptitude.

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A possible PR career path

Senior Vice President (senior)

Vice President

Account Supervisor (middle)

Account Executive

Account Assistant (entry-level)

---

33
4.3 Extending skills

A Discuss these questions.
1 You want to find out about careers in public relations. Where would you look for the information? Why?
2 What keywords would you use to make this search? Why?

B Your search produces 50 results. How can you select the most useful ones without reading all of them? Look at the list of criteria on the right and add a tick or ‘?’.

C You want to research the following. Choose up to four keywords or phrases for each search.
1 Which country employs the most people in the PR industry?
2 How many people are employed in the UK PR industry?
3 What public relations careers are available in Washington DC?

D Go to a computer and try out your chosen keywords.

4.4 Extending skills

A What information is contained in the results listing of a search engine?
1 Make a list.
2 Check with the results listings on the opposite page.

B Scan the results listings. Answer these questions.
1 What keywords were entered?
2 Why was the phrase public relations entered with inverted commas?

C Answer these questions.
1 Which results contain abbreviations or acronyms? 5 Which results come from non-profit organizations?
2 Where is each website address? 6 Which results come from commercial sites?
3 Why are some words highlighted? 7 What does similar pages mean?
4 Which results have all the keywords? 8 What does cached mean?

D Continue your research on jobs in PR by entering the keywords into a search engine and accessing three of the results.
1 Make notes.
2 Compare your findings with other students.

E Choose the most interesting result. Write a paragraph about the information you discovered. Develop the topic within the paragraph with discourse markers and stance markers.
Public Relations Jobs - Public Relations Employment Agencies
Links to public relations jobs listings, public relations employment agencies, and major PR employers.
www.aboutpublicrelations.net/jobsinpr.htm - Cached - Similar pages

Public Relations Jobs, PR Communications & Manager Jobs, PR ....
Largest Public Relations (PR) Jobs List For Public Relations Positions Search, PR Marketing Jobs,
Entry Level Public Relations (PR) Jobs, PR Communications ...
www.pr crossing.com/ - Cached - Similar pages

Public Relations Specialists
People who handle publicity for an individual or who direct public relations for a small organization
may deal with all aspects of the job. ...
www.bls.gov/oco/ocos086.htm - Cached - Similar pages

Public Relations - Jobs in Public Relations
Public relations is a vital function, involved with getting the company's message out to the media,
investors, clients and the general public.
financecareers.about.com/od/marketing/.../PublicRelations.htm - Cached - Similar pages

PRSA Public Relations and Communications Job, Find Your Dream Job!
Find your dream public relations and communications job by leveraging the PRSA Jobcenter.
Search for jobs or post a résumé today!
www.prsa.org/jobcenter/ - Cached - Similar pages

Capitol Hill and Public Relations jobs in Washington, DC
jobs in public relations, government affairs, broadcasting, and journalism on Capitol Hill, with
nonprofits, corporations and federal agencies in the ...
www.brubach.com/ - Cached - Similar pages

FREELANCE PUBLIC RELATIONS JOBS : FREELANCE WRITING JOBS for PR ....
Current freelance public relations jobs to help freelance PR writers find their next paying writing job.
www.online-writing-jobs.com/jobs/freelance-public-relations-jobs.php - Cached - Similar pages

PR Jobs for Public Relations Professionals from PRGigs.net
Open job listings in the Public Relations profession from PRGigs.net in cities all across the country
for senior Public Relations professionals and those ...
www.pr gigs.net/ - Cached - Similar pages

jobs in public relations
Use PR Week's job search functionality to track down a new Job Vacancy in Public Relations,
Communications & Media Account Management.
www.prweekjobs.co.uk/jobs/ - Cached - Similar pages

Public relations officer: Job description and activities ...
Accessibility links. Skip to main content; Skip to Prospects.ac.uk search; Accessibility help ·
Prospects.ac.uk. The UK's official graduate careers website ...
www.prospects.ac.uk/p/types_of_job/public_relations_officer_job_description.jsp - Cached - Similar pages
Understanding abbreviations and acronyms

An **abbreviation** is a shorter version of something. For example, PC /pi:'si:/ is an abbreviation for **personal computer**.

An **acronym** is similar to an abbreviation, but it is pronounced as a word. For example, CAL /'keil/ is an acronym for **computer-assisted learning**.

We normally write an abbreviation or acronym with **capital letters**, although the full words have lower case letters. However, there are exceptions, such as **www**, which is usually written with lower case letters.

We **pronounce** the vowel letters in **abbreviations** in this way:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>/eɪ/</td>
</tr>
<tr>
<td>E</td>
<td>/ɪ/</td>
</tr>
<tr>
<td>I</td>
<td>/aɪ/</td>
</tr>
<tr>
<td>O</td>
<td>/əʊ/</td>
</tr>
<tr>
<td>U</td>
<td>/juː/</td>
</tr>
</tbody>
</table>

We normally **pronounce** the vowel letters in **acronyms** in this way:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>/æ/</td>
</tr>
<tr>
<td>E</td>
<td>/e/</td>
</tr>
<tr>
<td>I</td>
<td>/i/</td>
</tr>
<tr>
<td>O</td>
<td>/ə/</td>
</tr>
<tr>
<td>U</td>
<td>/ʌ/</td>
</tr>
</tbody>
</table>

Common suffixes

**Suffixes for verbs**

There are some common verb suffixes. They make nouns into verbs. The meaning is basically **make** + noun.

**Examples:**

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ize*</td>
<td>organize, publicize, specialize</td>
</tr>
<tr>
<td>-(i)fy</td>
<td>qualify, classify, simplify, modify</td>
</tr>
<tr>
<td>-ate</td>
<td>coordinate, communicate, graduate</td>
</tr>
<tr>
<td>-en</td>
<td>broaden, written, weaken, shorten</td>
</tr>
</tbody>
</table>

* both -ise and -ize are acceptable in British English

**Suffixes for nouns**

Many nouns are made by adding a suffix to a verb.

This means:
- You can identify many nouns from the suffix.
- You can often discover the verb by removing the suffix. Sometimes you have to make changes to the end of the verb.

**Examples:**

<table>
<thead>
<tr>
<th>Verb</th>
<th>Suffix</th>
<th>Noun</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>organize</td>
<td>+ tion</td>
<td>organization</td>
<td>remove e</td>
</tr>
<tr>
<td>appear</td>
<td>+ nce</td>
<td>appearance</td>
<td>add a or e</td>
</tr>
<tr>
<td>appoint</td>
<td>+ ment</td>
<td>appointment</td>
<td></td>
</tr>
<tr>
<td>convince</td>
<td>+ ing</td>
<td>convincing</td>
<td>remove e</td>
</tr>
<tr>
<td>coordinate</td>
<td>+ ion</td>
<td>coordination</td>
<td>remove e</td>
</tr>
<tr>
<td>qualify</td>
<td>+ ician</td>
<td>qualification</td>
<td>change y to i</td>
</tr>
</tbody>
</table>
Developing ideas in a paragraph

Introducing the topic

In a text, a new paragraph indicates the start of a new topic. The topic is given in the topic sentence, which is at or near the beginning of the paragraph. The topic sentence gives the topic, and also makes a comment about the topic.

Example:
It is anticipated that, in the future, the growth in PR jobs will accelerate. The topic is PR jobs and in particular their future growth. The comment is this growth will accelerate. The sentences that follow then expand or explain the topic sentence.

Example:
They will increase at a higher rate than the average for all other jobs combined.

Developing the topic

A paragraph is normally about the same basic topic (the 'unity' principle). However, within a paragraph, ideas often develop beyond the initial comment. This development is often shown by
- a discourse marker: but, however, etc.
- a stance marker: thankfully, unfortunately, etc.

Discourse markers generally make a connection between the previous information and what comes next. They mainly introduce contrasts or additional information.

Example:
Good communication and written skills are essential. However, flexibility is also important.

Stance markers show the attitude of the writer to the information, i.e., whether he/she is surprised, pleased, unhappy, etc., about the information.

Examples:
Needless to say, it is also possible to find work in business organizations, financial institutions and government agencies.
Not surprisingly, good oral communication and written skills are essential.

Recording and reporting findings

When you do research, record information about the source. Refer to the source when you report your findings.

Examples:
As Petersen and Martin suggest in their 1996 article in the Journal of Public Relations Research …
As the writer of the article on The Guardian Unlimited (March 4, 2008) says …

You should give the full information about the source in your reference list or bibliography. For more information about this, see Unit 10 Skills bank.
5.1 Vocabulary
synonyms, antonyms, etc. • describing trends

A Study the words in box a.
1 What part of speech is each word?
2 Find pairs of opposites.
3 Think of nouns that could relate to each pair.

advocate contribute diminishing
generous increasing low-income mean
one-off oppose regular wealthy withhold

B Study the words in box b.
1 Can you think of a synonym for each word?
2 What part of speech is each word?
3 How do you pronounce each word?
4 Which words can you make into an antonym with a prefix?

charitable healthy hygienic
profitable sustainable viable

C Look at the logos on the opposite page.
1 What organizations do they represent?
2 What does each specialize in?
3 How do these organizations differ from corporations?

D Look at Figure 1 on the opposite page.
1 What is it and what does it show?
2 What does the purple line show?
3 What does the horizontal line (axis) show?

E Discuss the changes shown in Figure 1.
1 List the verbs and adverbs you will need.
2 What happened to private aid in 2005–2006? How can you explain this?

F Study the description of Figure 1 on this page.
1 Complete the first paragraph with a preposition in each space.
2 Complete the other paragraphs with two or more words in each space.

G Look at Figure 1 again. Discuss these questions.
1 What happened to government aid over the six-year period?
2 Private aid is rising more quickly than government aid. What are some possible reasons for this?
3 Why is there no figure for private aid for 2008–2009 on this graph?

---

1 Figure 1 shows a comparison _____ the trends _____.
Australian aid funding _____ the years 2003 to 2009.
There was an increase _____ 20% _____ funding
from private aid _____ the year 2004, whereas funding
from government aid increased only slightly _____ the
same period.

2 In 2005–2006, private aid showed a _____ of over
80%, while government aid _____ by approximately
10% in the same period. Government aid showed a
_____ of about 10% in the period 2005 to 2006. In
contrast, private aid showed a significant _____ of
approximately 40%. Overall, from 2003 to 2008,
government aid maintained a _____ with no
significant changes or fluctuations.

3 On the other hand, private aid started with a _____
in 2004, after which it _____ in 2005–2006, then
_____ . From 2006 to 2007, private aid again _____.
The graph shows that, compared to government aid,
aid from private sources _____ over the six years, i.e.,
private source aid grew to 176 or by 76%, whilst
government aid _____ to 150 or by 50%.
Figure 1: Comparison of trends in private and government funding in Australia

Note:
2. Index is set at 100 in 2003 and the figures take into account inflation
3. 2005–2006 peak is due to the Indian Ocean tsunami

Source: ACFID Annual Report 2008 http://www.acfid.asn.ua/resources/docs_resources/docs_annual-reports/
5.2 Listening  'signpost' language • lexical cohesion

A You are going to hear a lecture on non-government organizations (NGOs).
   1 What do you know about these charities or NGOs?
   2 Look at slide 1. What will the lecturer talk about?
   3 Which charity received the most funds in 2007?
   4 Which charities are most successful in your country?

B Listen to Part 1 of the lecture. How will the lecture be organized? Number these topics.
   - role of non-profit organizations in the economy
   - PR role in non-profit organizations
   - definition of the term non-profit
   - types of non-profit organizations
   - changes affecting non-profit organizations

C Study the topics in Exercise B.
   1 Write some key words for each topic.
   2 What is a good way to make notes?
   3 Make an outline for your notes.

D Listen to Part 2 of the lecture.
   1 Add information to your outline notes.
   2 Which of the topics in Exercise B are discussed?

E Listen to Part 3 of the lecture. Make notes.
   1 Which topics in Exercise B are mentioned?
   2 Which topics mentioned were not in Part 1 of the lecture?
   3 What is a common objective for all non-profit organizations?
   4 What is the lecturer talking about when she loses her place?

F The lecturer used these words and phrases. Match synonyms.
   1 basically  a attention
   2 common  b very important
   3 raising  c fundamentally
   4 exposure  d extensive
   5 vital  e increasing
   6 wide range  f the same

Slide 1

Legend: The 5 Australian NGOs that generated the largest amount of funds for their international development programmes through donations, fundraising, legacies and bequests from the Australian public in 2007.

Source: ACFID Annual Report 2008
http://www.acfid.asn.au/resources/docs_resources/docs_annual-reports/
5.3 Extending skills

A Look at the student notes on the right. They are from the lecture in Lesson 5.2.
1 What do the symbols and abbreviations mean?
2 The notes contain some mistakes. Find and correct them.
3 Make the corrected notes into a spidergram.

B 🎧 Listen to the final part of the lecture.
1 Complete your notes.
2 Why does the lecturer have to stop?
3 What is the research task?

C 🎧 Listen to some stressed syllables. Identify the word below in each case. Number each word.
Example: You hear: 1 in ‘in’/
You write:
advocating   generally
appropriate   implementation
arguably     indicated   1
comparative   marginalized
contributed   monitoring
critique      participated

D Study the extract from the lecture on the right.
1 Think of a word or phrase for each space.
2 🎧 Listen and check your ideas.
3 Match words or phrases from the blue box with each word or phrase from the lecture.
4 Think of other words or phrases with similar meanings.

actually    effectively     it follows that
normally    that is to say

E Discuss the research task set by the lecturer.
1 What kind of information should you find?
2 What do you already know?
3 Where can you find more information?

Types of non-profits (ref. Andreason et al.):
1) private incl. philanthropic (Gates, reg.,
   political, etc.).
2) public
   (i) utility, e.g., health, libraries, police
   (ii) intervention agencies, e.g., water,
   electricity
Role of PR imp. to:
   ↓ public awareness re. activities +
   issues
   raise funds
   infl. + ↑ support base and no. of
   beneficiaries
Target mkt. non-p. = community leaders,
   public officers + gob’t agencies, etc.

According to Aidwatch Australia, there are now over 100 NGOs in Australia.

their role includes providing direct services to
marginalized groups and advocating for changes
in the nature of aid. They also monitor and
critique the implementation of international aid.

, they provide both direct
and indirect services.

, as you
can see in the chart, in 2006, 1,408,837 people,
that’s 6.4% of Australians, supported an overseas
aid and development NGO. That figure includes
regular supporters, and those supporting a
fundraising event or giving a one-off donation.

Of those, 908,221 participated in a regular
donation programme. 2006
must have resulted in a large aid contribution.

, it meant that an impressive
total of $724.9 million was donated that year to
Australian NGOs in the aid and development sector.
5.4 Extending skills  making effective contributions to a seminar

A Study Figure 1 on the opposite page.
1. What do we call this kind of graph? What does it show?
2. Where do you think the information has come from?
3. What were the largest and smallest amounts donated?

B Study the information in Table 1 on the opposite page.
1. What does the table show?
2. What are the sources of the largest donations for non-profit organizations?
3. For which source of funds are personal contacts very important?

C Listen to some extracts from a seminar about the fundraising sources.
1. What is wrong with the contribution of the last speaker in each case? Choose from the following:
   - the student interrupts
   - it is irrelevant
   - the student doesn’t understand the question and misinterprets the graph
   - it is not polite
   - the student doesn’t explain the relevance
2. What exactly does the student say, in each case?
3. What should the student say or do, in each case?

D Listen to some more extracts from the same seminar.
1. How does the second speaker make an effective contribution in each case? Choose from the following:
   - He/she ...
   - disagrees politely with a previous speaker
   - brings in another speaker
   - asks for clarification
   - paraphrases to check understanding
   - gives specific examples to help explain a point
2. What exactly does the student say, in each case?
3. What other ways do you know of saying the same things?

E Make a table of Do’s (helpful ways) and Don’ts (unhelpful ways) of contributing to seminar discussions.

<table>
<thead>
<tr>
<th>Do’s</th>
<th>Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>ask politely for information</td>
<td>demand information from others</td>
</tr>
</tbody>
</table>

F Work in groups. The teacher will ask you to discuss your research question.
1. Discuss your findings with your group (Lesson 5.3, Exercises B and E). Make notes.
2. Take turns in completing Activity Sheet A (Resource 5B).
3. Make notes summarizing the information.

G Form a new group.
1. Discuss your information. Add additional information to your notes.
2. Use your notes to report on your discussion in a class seminar.
   Give reasons for your conclusions.
Figure 1: Graph showing the prospective and actual donations received by one Canadian non-profit organization for the financial year 2009 to 2010. The goal was one million Canadian dollars. Note: The donation levels have been rounded up or down.

Table 1: Fundraising sources for non-profit organizations

<table>
<thead>
<tr>
<th>Source</th>
<th>Characteristics</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals</td>
<td>largest source of funding; ongoing source</td>
<td>small return per individual unit; hard to source</td>
</tr>
<tr>
<td>Corporations</td>
<td>large good source for special programmes/events/initiatives; can be source of large amounts of money; possible sponsorship</td>
<td>funding episodic, e.g., revolving around particular projects, etc.; may have rigid guidelines; accessing critical staff may be problematic</td>
</tr>
<tr>
<td></td>
<td>small money may be ongoing; neighbourhood focus useful; informal approach</td>
<td>small amounts of money; narrow range of interest; personal contacts critical</td>
</tr>
<tr>
<td>Foundations</td>
<td>private usually have large assets; accessible professional staff; clear guidelines</td>
<td>usually start-up funds only; difficult to access key personnel; lengthy application process</td>
</tr>
<tr>
<td></td>
<td>corporate these are endowment funds separate from the corporation; have own professional staff</td>
<td>may have rigid guidelines; lengthy application process</td>
</tr>
<tr>
<td></td>
<td>community pool the assets of many donors; are usually community service organizations</td>
<td>most money earmarked; may have rigid funding criteria</td>
</tr>
<tr>
<td></td>
<td>family receive endowments from individuals or families</td>
<td>hard to access; no professional staff; often only small amounts of money</td>
</tr>
<tr>
<td>Government</td>
<td>local may fund local projects</td>
<td>local government policy may change</td>
</tr>
<tr>
<td></td>
<td>state can be a source of large funds</td>
<td>available only to well-established non-profit organizations; may have rigid funding criteria; may be policy changes</td>
</tr>
</tbody>
</table>
**Vocabulary sets**

It is a good idea to learn words which go together. Why?
- It is easier to remember the words.
- You will have alternative words to use when paraphrasing research findings.
- It is not good style to repeat the same word often, so writers, and sometimes speakers, make use of words from the same set to avoid repetition.

You can create a vocabulary set with:

<table>
<thead>
<tr>
<th>synonyms</th>
<th>words with similar meanings, e.g., profitable/lucrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>antonyms</td>
<td>words with opposite meanings, e.g., advocate/oppose</td>
</tr>
</tbody>
</table>

**Describing trends**

You can use a variety of phrases to discuss trends and statistics.

**Examples:**

<table>
<thead>
<tr>
<th>Go up</th>
<th>No change</th>
<th>Go down</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>rise</td>
<td>stay the same</td>
<td>fall</td>
<td>slightly</td>
</tr>
<tr>
<td>increase</td>
<td>remain at ...</td>
<td>decrease</td>
<td>gradually</td>
</tr>
<tr>
<td>grow</td>
<td>doesn’t change</td>
<td>decline</td>
<td>steadily</td>
</tr>
<tr>
<td>improve</td>
<td>is unchanged</td>
<td>worsen</td>
<td>significantly</td>
</tr>
<tr>
<td>soar</td>
<td></td>
<td>drop</td>
<td>sharply</td>
</tr>
</tbody>
</table>

**Stance**

Speakers often use certain words and phrases to show how they feel about what they are saying.

Common stance words are:

<table>
<thead>
<tr>
<th>adverbs</th>
<th>arguably</th>
<th>naturally</th>
<th>unfortunately</th>
</tr>
</thead>
<tbody>
<tr>
<td>phrases</td>
<td>of course, ...</td>
<td>it's essential to/that ...</td>
<td>we might say that ...</td>
</tr>
</tbody>
</table>

In many cases, different stance words and phrases are used in spoken and written language.

<table>
<thead>
<tr>
<th>Spoken</th>
<th>Written</th>
</tr>
</thead>
<tbody>
<tr>
<td>another thing</td>
<td>additionally</td>
</tr>
<tr>
<td>it seems</td>
<td>evidently</td>
</tr>
<tr>
<td>unfortunately</td>
<td>regrettably</td>
</tr>
<tr>
<td>believe</td>
<td>contend</td>
</tr>
</tbody>
</table>
## Signpost language in a lecture
At the beginning of a lecture, a speaker will usually outline the talk. To help listeners understand the order of topics, the speaker will use phrases such as:

**To start with,** I'll talk about ...  
Then I'll discuss ...  
After that, we'll look at ...  
I'll finish by giving a summary of ...

During the lecture, the speaker may:

<table>
<thead>
<tr>
<th>Action</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>indicate a new topic</td>
<td>Moving on (from this) ...</td>
</tr>
</tbody>
</table>
| say the same thing in a different way | What I mean is, ...  
That is to say, ...  
To put it another way, ... |
| return to the main point | Where was I? Oh, yes.  
To return to the main point ...  
As I was saying ... |

## Seminar language
The discussion leader may:

<table>
<thead>
<tr>
<th>Action</th>
<th>Expression</th>
</tr>
</thead>
</table>
| ask for information | What did you learn about ...?  
Can you explain ...?  
Can you tell me a bit more about ...? |
| ask for opinions | What do you make of ...?  
This is interesting, isn't it? |
| bring in other speakers | What do you think, Majed?  
What's your opinion, Evie? |

Participants should:

<table>
<thead>
<tr>
<th>Action</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>be polite when disagreeing</td>
<td>Actually, I don’t quite agree ...</td>
</tr>
<tr>
<td>make relevant contributions</td>
<td>That reminds me ...</td>
</tr>
<tr>
<td>give examples to explain a point</td>
<td>I can give an example of that.</td>
</tr>
</tbody>
</table>

Participants may:

<table>
<thead>
<tr>
<th>Action</th>
<th>Expression</th>
</tr>
</thead>
</table>
| agree with the previous speaker | I agree, and that's why ...  
That's true, so I think ...  
You're absolutely right, which is why ... |
| disagree with the previous speaker | I don't think I agree with that. In my opinion, ...  
I'm not sure that's true. I think ... |
| link to a previous speaker | As Jack said earlier, ...  
Going back to what Leila said a while ago ... |
| ask for clarification | Could you say more about ...? |
| paraphrase to check understanding | So what you’re saying is ... |
| refer back to establish relevance | Just going back to ... |

Participants may not be sure if a contribution is new or relevant:

I'm sorry. Has anybody made the point that ...?  
I don't know if this is relevant.
6.1 Vocabulary  paraphrasing at sentence level

A  Study the words in box a.
1  Copy and complete the table. Put the words in one or more boxes, in each case.
2  Add affixes to make words for the empty boxes. (Some will not be possible.)
3  What is the special meaning of each word in public relations?
4  Find a synonym for each word in the box.
5  Group the words in box a according to their stress pattern.

B  Read the Hadford University handout.
In your own words:
1  Describe a crisis for an organization and give some examples.
2  Describe how an organization should initially respond to a crisis.

C  Look at photographs 1–6 on the opposite page.
1  What does each photograph show? Categorize them into natural disasters and man-made crises.
2  Write a sentence describing each photograph using words from Exercises A and B.

D  Study the highlighted words in Types of crisis on the opposite page.
1  What part of speech is each word?
2  What is the meaning of each word in crisis management?
3  Find a synonym for each word.

E  Study Crisis management phases on the opposite page.
Choose a verb from box b below to complete the sentences.

F  Student A has written about crisis management on the opposite page, but there are some mistakes.
Change the blue words, so the sentences are true.

G  Now study Student B's notes on the opposite page.
1  Complete the notes using the appropriate form of the verbs in brackets.
2  Match each sentence with a corrected sentence from Exercise F.
Types of crisis

**Act of God:** due to the unpredictability of nature so is sudden and unexpected, e.g., flood, volcanic eruption, earthquake, tsunami, tornado.

**Man-made crisis:** occurs as a result of a human act and therefore is potentially preventable, e.g., terrorism, epidemic, fire disaster, labour or civil unrest, shooting, plane crash, product tampering.

**Emerging crisis:** allows time for research and planning but may suddenly erupt, e.g., employee dissatisfaction, substance abuse in an organization, bad business practices, risk of vehicle malfunction, chemical accident at a plant.

**Sustained crisis:** persists for months/years despite management efforts to defuse it, e.g., persistent rumours regarding downsizing, retrenchment, closure, mergers, takeovers.

Crisis management phases

**Issues management:** (1) _________ data and (2) _________ communication strategies.

**Planning prevention:** (3) _________ the environment via warning systems, (4) _________ information within the organization.

**The crisis:** targeting messages, (5) _________ negative publicity, (6) _________ the company’s response.

**Post-crisis:** (7) _________ the crisis plan, continue to inform the media, monitor the issues, (8) _________ to the stakeholders.


Student A

1. An organization has to take responsibility when damage to their product is caused by an external agent.

2. Sometimes equipment or technology failure can cause a product to be defective or potentially dangerous.

3. The circulation of true and damaging information about an organization can be detrimental.

4. There is very little warning before an earthquake or a tsunami, and therefore no time for general planning.

Student B

a. Acts of nature are _________ (predict).

b. Rumours can be _________ (harm) for an organization.

c. Product _________ (tamper) by someone outside the organization is not the fault of the organization.

d. A _________ (malfunction) piece of machinery can cause an industrial accident.
6.2 Reading
identifying subject-verb-object in long sentences • paraphrasing

A
Discuss these questions.
1 What is a crisis for an organization?
2 What are the processes involved in crisis management?

B
Study Figure 1.
1 What does it show?
2 Read each box. Use the information in each box to write a paragraph describing the components of the crisis management plan.

C
Look at the title, the introduction and the first sentence of each paragraph on the opposite page.
1 What will the text be about?
2 Using your ideas from Exercise A, B and C1, write some research questions.

D
Read the text. Does it answer your questions?

E
Study the highlighted sentences in the text. Find and underline the subject, verb and object or complement in each sentence. See Skills bank

F
Two students paraphrased part of the text.
1 Which part of the text are these paraphrases of?
2 Which paraphrase is better? Why?

Student A
1 SI contracted the PR agency to resolve the problem and save their reputation.
2 The PR agency had a meeting with company directors to understand the case chronology and legal position.
3 The agency also met with the protestors to establish their intentions.
4 The settlement package was examined thoroughly.
5 According to Indonesian law, the workers were not entitled to any compensation.

Student B
1 A PR agency was engaged for the resolution of the dispute and reputation management.
2 The agency investigated the background to the dispute.
3 Meetings were organized with the strikers.
4 The agency investigated the company’s offer to the strikers.
5 Legally, the workers’ entitlement was nothing, therefore the settlement package was generous.

G
Work in groups. Write a paraphrase of a different part of the text. See Vocabulary bank
Crisis management case study

Maintaining a company’s reputation during a company merger

In 2005, two global security companies in Indonesia merged. They were Securicor Indonesia (SI) and Group4Falck (G4FI). All SI guards were offered a transfer to G4FI without losing any entitlements. The majority of SI’s guards (1,500 people) accepted this offer. However, 268 guards wanted to be dismissed, paid severance and then re-employed. The company declined this request. The 268 guards then went on strike and protested in front of SI’s premises. Because their strike was illegal (without notification to the police), the workers were considered absent without leave. Under Indonesian law, if workers do not go to work for five consecutive days, they are considered to have resigned. In this circumstance, the company had no obligation to pay the strikers severance pay.

Over the duration of the strike action, the company gave each employee three warning letters to return to work, but only nineteen did so within the five-day time frame. The rest were viewed by the company as having resigned. However, these workers filed a court case for reinstatement. They argued that their employment contracts were unjustly terminated without compensation. The conflict between the ex-workers and management of SI continued for over a year. During this period, SI and their global headquarters were unprepared for media and client queries. Due to their lack of prepared responses, the media portrayed SI negatively.

In June 2006, SI approached the PR agency, Indo Pacific Edelman. SI asked Indo Pacific Edelman to resolve the issue and preserve the company’s reputation. Research by the PR agency focused on three main areas. In order to understand the case chronology, and the legal standpoint, they had meetings with company executives at SI. The PR agency also held discussions with the protesters. The purpose was to identify the intentions of the protesters. Indo Pacific Edelman thoroughly examined the settlement package offered by the company. This was a salary for three to nine months, depending on years of service. Under Indonesian law, the workers were not entitled to anything.

The PR agency then developed a crisis management plan. This covered six major areas. These included communication objectives, the measurement of success, the desired outcomes, the messages, the communication vehicles and ongoing client consultations (see Figure 1 opposite). Activities were divided between the PR agency and their client, SI. This allowed for a more effective implementation of the plan. The focus for SI was on using key messages. They approached ex-employees individually to encourage them to settle. Legally, the ex-employees had no entitlements. The PR agency counselled SI in their responses to ex-employees. Current employees were also updated on the progress of the situation. In addition, SI clarified questions from customers.

The activities of the PR agency included a focus on two areas. The first was the media. The second was dealing with SI staff, management and clients. The PR agency’s activities with the media included Q&A documents (for media questions), as well as arranging media briefings with local and international media (to explain the case). The SI focus included messages for local and regional management, update letters for Securicor clients and scripts for customer service staff making telephone calls to clients. It also included preparation of FAQs (frequently asked questions) and documents for customer services and marketing staff. Media coverage was monitored by the PR agency. Media statements and case chronology were updated regularly. The PR agency monitored client responses and feedback from the protesting ex-employees. The SI director also spoke to the international media. He explained that the issue was not a case of non-compliance from a multinational company. Instead, the issue was the sanctioning of employees for absence without leave. The media accepted this explanation.

Less than two months after the appointment of the PR agency, the situation was resolved. The Supreme Court ruled, in August 2006, that the ex-workers should be reinstated. Instead, however, the workers accepted a negotiated payment and SI lost no clients as a result of the merger.

Case study reproduced with kind permission of Indo Pacific Edelman.
6.3 Extending skills

A. Study the words in box a from the text in Lesson 6.2.
1. What part of speech are they in the text?
2. Think of a word or phrase with a similar meaning to each word.

B. Complete the summary with words from Exercise A.

C. Study the words in box b.
1. What is each base word and its meaning?
2. How does the affix change the base meaning of each word?
3. What is the meaning in the text in Lesson 6.2?

D. Study sentences A–D on the opposite page.
1. Copy and complete Table 1. Put the parts of each sentence in the correct box.
2. Rewrite the main part of each sentence, changing the verb from active to passive or vice versa.

E. Look at the ‘Other verbs’ column in Table 1.
1. How are the clauses linked to the main part of the sentence?
2. In sentences A and B, what does each relative pronoun refer to?
3. Make the clauses into complete sentences.

6.4 Extending skills

A. Make one sentence for each box on the right, using the method given in red. Include the words in blue. Write all the sentences as one paragraph.

B. Study the notes on the opposite page which a student made about a crisis situation. Write up the communication strategy. Include the ideas from Exercise A.
1. Divide the notes into sections to make suitable paragraphs.
2. Decide which ideas are suitable topic sentences for the paragraphs.
3. Make full sentences from the notes, joining ideas where possible to make one continuous text.

In Indonesia, the management of a security company were in dispute with 268 ex-workers involved in a strike and protest ________ against the company. The workers were ________ to have resigned due to absence without leave. The issue had been ongoing for a year. Media coverage was extensive, with the company ________ negatively. The company ________ a PR agency to ________ the dispute and neutralize the publicity.

The desired ________ for the company was to achieve a negotiated ________ with ex-employees and to ensure continued understanding and support from existing employees and clients. It was also to get the media to understand that the ________ was about disciplinary action, not non-compliance by a multinational company, and was therefore not newsworthy.

A communication strategy is important for a crisis situation. A communications team needs a variety of media skills.

relative, passive The first step

Create a database of all stakeholders. Employees are the most important. Include stakeholders’ current contact details.

relative, passive In addition

Use modern technology. Use messaging systems, e.g., e-mail, etc. Stakeholders should receive no more than three main messages.

passive, ellipsis Finally

In the event of a crisis, the crisis team has crisis-specific messages prepared. A quick response based on the facts at hand is possible.

relative, passive As a result
Airline travel in Europe in 2010 was disrupted by ash which came from the volcanic eruption in Iceland.

Various health measures were implemented by government and health agencies in 2003, which were introduced in response to the SARS crisis.

Having recalled and destroyed 31 million Tylenol capsules, Johnson and Johnson introduced tamper-resistant packaging.

Following the World Trade Center attacks in New York in 2001, security measures were increased by airport authorities.

Table 1: Breaking a complex sentence into constituent parts

<table>
<thead>
<tr>
<th>Main S</th>
<th>Main V</th>
<th>Main O/C</th>
<th>Other V + S/O/C</th>
<th>Adv. phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Airline travel in Europe</td>
<td>was disrupted</td>
<td>(by) ash</td>
<td>which came from the volcanic eruption</td>
<td>in 2010 in Iceland</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Communication strategy in a crisis situation

- communications team - incl. CEO, legal counsel, PR exec., personnel + ops execs - identify?
- communications people = diff. people for diff. media
- spokesperson training → be prepared, optimize the response
- notification systems → use mod. technol. Multiple methods, e.g., e-mail, etc.
  - create stakeholders database
  - update contact info.
- stakeholders - identify + know. NB: Most imp. = the employees
- vulnerability audit → may anticipate crisis
- holding statements → based on risks identified in vulnerability audit
  Can be issued as soon as crisis breaks
- crisis team → assesses crisis situation + develops response based on facts at hand
- crisis management team → develops crisis-specific messages:
  - no more than 3 main messages for ALL stakeholders
  - some specific messages to indiv. grps. of stakeholders
- riding out the storm, i.e., always some stakeholders who don’t react as expected:
  - analyze their reactions objectively
  - does the problem lie with you or them?
  - will additional communication assist?
- without adequate communications:
  - operational response can break down
  - stakeholders become confused
  - organization perceived as inept or even criminally negligent

Adapted from Bernstein, J. (2010). The 10 Steps of Crisis Communications, from www.bernsteincrisismanagement.com
**Reporting findings**

You cannot use another writer’s words unless you directly quote. Instead, you must restate or **paraphrase**.

There are several useful ways to do this:

<table>
<thead>
<tr>
<th>Method</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>use a synonym of a word or phrase</td>
<td>changes expenses</td>
</tr>
<tr>
<td></td>
<td>most employees</td>
</tr>
<tr>
<td></td>
<td>the majority of the employees</td>
</tr>
<tr>
<td>change negative to positive and vice versa</td>
<td>the media portrayed SI negatively</td>
</tr>
<tr>
<td></td>
<td>SI was not portrayed positively</td>
</tr>
<tr>
<td>use a replacement subject</td>
<td>there was monitoring of media coverage</td>
</tr>
<tr>
<td></td>
<td>the PR agency monitored media coverage</td>
</tr>
<tr>
<td>change from active to passive or vice versa</td>
<td>the company increased security measures</td>
</tr>
<tr>
<td></td>
<td>security precautions were enhanced by the organization</td>
</tr>
<tr>
<td>change the order of information</td>
<td>in other countries, a government department is responsible for this</td>
</tr>
<tr>
<td></td>
<td>a government department is in charge of this in other countries</td>
</tr>
</tbody>
</table>

When reporting findings from one source, you should use all the methods above.

**Example:**

<table>
<thead>
<tr>
<th>Original text</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under Indonesian law, the workers were not entitled to anything.</td>
<td>The company did not have to make any payments to the employees to comply with legal requirements in Indonesia.</td>
</tr>
</tbody>
</table>

**Important**

When paraphrasing, you should aim to make sure that 90% of the words you use are different from the original. It is not enough to change only a few vocabulary items: this will result in plagiarism. A paraphrase should only be used in conjunction with a clear acknowledgement of the source.

**Example:**

<table>
<thead>
<tr>
<th>Original text</th>
<th>Plagiarism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many incidents could have been averted if the organization had responded quickly with the right message.</td>
<td>Many situations could have been avoided if the company had responded rapidly with the appropriate message.</td>
</tr>
</tbody>
</table>
**Finding the main information**

Sentences in academic and technical texts are often very long.

Example:
Over the duration of the strike action, the company gave each of the guards who wanted to be dismissed then re-employed three warning letters to return to work, but only nineteen did so within the time frame.

You often don’t have to understand every word, but you must identify the subject, the verb and the object, if there is one.

For example, in the sentence above, we find:
- **subject** = the company
- **verb** = gave
- **object 1** = each of the guards
- **object 2** = warning letters

**Remember!**

You can remove any leading prepositional phrases at this point to help you find the subject, e.g., *Over the duration of the strike action,* ...

You must then find the main words which modify the subject, the verb and the object or complement.

In the sentence above we find:
- *Which guards?* = each of the guards who wanted to be dismissed then re-employed
- *How many letters?* = three
- *Why warning letters?* = to return to work

**Ellipsis**

Sometimes, if the meaning is clear, words are implied rather than actually given in the text.

Example:
This was a salary for three to nine months, (the salary) depending on years of service.
7 EXTERNAL INFLUENCES ON PUBLIC RELATIONS

7.1 Vocabulary

compound nouns • fixed phrases

A Study the words in box a.
1 Match nouns in column 1 with nouns in column 2 to make compound nouns.
2 Which word in each phrase has the strongest stress?

B Study the phrases in box b.
1 Complete each phrase with one word.
2 Is each phrase followed by:
   • a noun (including gerund)?
   • subject + verb?
   • an infinitive?
3 What is each phrase used for?

C Read extracts A–G on the right.
1 Complete each sentence with a phrase from box b.
2 Which factor of change do most of the extracts relate to?

D Look at pictures 1–8 on the opposite page.
1 What do they show?
2 Match one or more of the pictures with each of the factors in Figure 1.

E Look at Figure 1 again. Match the phrases A–F below Figure 1 with the relevant factor in the diagram. Use each group of phrases once only.

F Read the extract below.
1 Complete each sentence with a phrase from box c.
2 Write a title for the extract.

What must public relations companies ____________ when they are considering ____________ a foreign subsidiary?
There are ____________ factors. For example, at the process, companies must consider the relationship between the government and the media.
__________ the public relations company, it will be easier to operate where the media is not under political control and there is a relationship _____________.
__________, it is important that ____________ effective systems operate that ____________ corporate values and good business practices in order to conduct business efficiently.

a 1

business corporate credibility
corporate sector information
information media practices
media public gap trust
workforce technology view

b as shown ... as well ... in addition ...
in order ... in such a way ...
in the case ...
known ... the end ...
the use ...

A in Figure 1, social change is a factor which influences the practice of public relations in the 21st century.
B ____________ of the world wide web has heightened the need for transparency in communications because local issues can instantly become international ones.
C ____________ of female practitioners within the industry, they are under-represented in senior positions, status and income, although they represent the majority of public relations students at tertiary level.
D ____________ as training in public relations and business, public relations practitioners must also have an understanding of politics and other cultures, ____________ to operate successfully in today's global environment.
E ____________ to changing public relations communication from monologue to dialogue, the Internet has broadened stakeholders to include multiple groups.
F The increased use of social media in the 21st century marks the beginning of ____________ of traditional print media.
G Corporate public relations has changed ____________ during the 21st century that its activities now give more profile to dialogue and activities with non-governmental organizations (NGOs).

C a number of a variety of
at the same time bear in mind based on
deal with from the point of view of
the beginning of the setting up of
Figure 1: Factors influencing public relations

<table>
<thead>
<tr>
<th>Category</th>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Business practices, Corporate values, Government procurement + contracts</td>
</tr>
<tr>
<td>B</td>
<td>Humanitarian assistance, migration/refugees, Resource depletion + environmental protection, Agricultural + food security</td>
</tr>
<tr>
<td>C</td>
<td>Standardized systems, Reporting + performance monitoring, Employee recruitment + training</td>
</tr>
<tr>
<td>D</td>
<td>Political control/influence of the media, Regulations controlling the PR industry, Tax regimes</td>
</tr>
<tr>
<td>E</td>
<td>Country development, Foreign exchange management + capital controls, Quality + training of the workforce</td>
</tr>
<tr>
<td>F</td>
<td>Foreign ownership regulations, Repatriation of profits, Cross-border mobility of employees, Cultural + language differences</td>
</tr>
</tbody>
</table>
7.2 Listening

A You are going to hear this lecture on the right. Write three questions you would like answered.

B 🎧 Listen to Part 1 of the lecture.
   1 What is the lecturer going to talk about today? Write yes, no or not mentioned.
      • international regulations
      • international public relations
      • corporate public relations
      • disclosure in public relations
      • currency fluctuations
   2 What is another word for transparency?

C 🎧 Listen to Part 2 of the lecture.
   1 Make notes in an appropriate form.
   2 What is another word for culture?
   3 How do you think culture might affect the practice of global public relations?

D Match each phrase in the first column of the table on the right with the type of information that can follow.

E 🎧 Listen to Part 3 of the lecture.
   1 Makes notes on the information that comes after the phrases in Exercise D.
   2 Were your questions in Exercise A answered?

F 🎧 Listen for sentences 1–4 in Part 4 of the lecture. Which sentence (a or b) follows in each case? Why? See Skills bank

1 The US-based public relations company, Edelman, surveys the public for their opinion on the performance of businesses and government.
   a The results of the annual survey are published in the Edelman Trust Barometer.
   b Published in the Edelman Trust Barometer are the results of the annual survey.

2 In the UK, France and Germany, trust in business was the lowest of all nations surveyed.
   a In these countries, there was only an 8% increase in business trust in the 2010 survey.
   b There was only an 8% increase in business trust in 2010 in these countries.

3 Trust in business in the US had reached a 10-year low in 2009.
   a In the 2010 survey, there was a 34% increase in trust.
   b What was surprising in the 2010 survey was that there was a 34% increase in trust on 2009.

4 Media was the only institution to lose trust around the world.
   a This mainly reflected the views of the 35 to 64 age group.
   b What was interesting was that this mainly reflected the views of the 35 to 64 age group.

G This lecturer is not very well organized. What problems are there in the lecture?
7.3 Extending skills

A. Listen to some stressed syllables. Identify the word below in each case. Number each word.

Example:
You hear: 1 sou /zəʊ/ You write:
benefit ___ diversity ___
calculate ___ exchange ___
contributing ___ instability ___
criteria ___ maximize ___

optimal ___ population ___
resource ___ significant ___

B. Listen to the final part of the lecture from Lesson 7.2.
1. Complete the notes on the right by adding a symbol in each space.
2. What research task(s) are students asked to do?

C. Study the phrases from the lecture in the blue box. For which of the following purposes did the lecturer use each phrase?

- to introduce a new topic
- to emphasize a major point
- to add a point
- to finish a list
- to give an example
- to restate

D. Rewrite these sentences to give a special focus. Begin with the words in brackets.

1. Edelman came up with the idea of an annual Trust Barometer. (It)
2. In 1999, the first Edelman Trust Barometer was published. (It)
3. Trust in US business has dropped dramatically over the last decade. (What)
4. Public relations has changed due to a number of factors over the last decade. (The reason)
5. Organizations cannot survive without PR, so there will be an increasing number of PR practitioners. (The advantage)

See Skills bank

E. Choose one section of the lecture. Refer to your notes and give a spoken summary. Use the fixed phrases and ways of giving special focus that you have looked at.

See Vocabulary bank and Skills bank
7.4 Extending skills

making effective contributions to a seminar

A

Look at Figure 9 on the opposite page.

1. What does it show?
2. Which factors were the most important to corporate reputation in 2010?
3. Where does the information come from?

B

Listen to the first extract from a seminar about measuring corporate performance.

1. What question will the students discuss?
2. Who are stakeholders?
3. What is sustainable development?

C

Look at Figure 10 on the opposite page.

1. What does it show?
2. Which stakeholders' interests should be the top priority?
3. Where are shareholders positioned in terms of priority?

D

Listen to Extract 2 of the seminar.

1. Are these sentences true or false?
   a. Multinational companies need to address the concerns of all stakeholders, not just investors. __________
   b. Social and environmental responsibility is just as important as financial considerations. __________
   c. The Global Reporting Initiative only looks at financial reporting. __________
2. What is non-financial performance? How is it measured, and by whom?

E

Study the phrases in the blue box.

1. Write a, b, c, or d next to each phrase to show its use.
   a. introducing
   b. asking for clarification
   c. agreeing/disagreeing
   d. clarifying
2. Listen to Extract 2 again to check your answers.

F

Work in groups to research the main criteria affecting the way corporate performance is measured in the 21st century. Each person should choose a different criterion. Report back orally to your group. Use fixed phrases to ask for and give clarification.

- Student A: read about economic measurements on page 102.
- Student B: read about the Triple Bottom Line (TBL) on page 104.
- Student C: read about environmental sustainable development on page 104.
- Student D: read about reputation management on page 102.
What shapes your trust in a company?

<table>
<thead>
<tr>
<th>Factor</th>
<th>US 2006 %</th>
<th>US 2010 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality products and services</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Attentiveness to customer needs</td>
<td>47</td>
<td>83</td>
</tr>
<tr>
<td>Strong financial performance</td>
<td>42</td>
<td>79</td>
</tr>
<tr>
<td>Fair pricing</td>
<td>38</td>
<td>75</td>
</tr>
<tr>
<td>A well-known brand</td>
<td>37</td>
<td>72</td>
</tr>
<tr>
<td>Good employee relations</td>
<td>35</td>
<td>64</td>
</tr>
<tr>
<td>Socially responsible</td>
<td>33</td>
<td>58</td>
</tr>
<tr>
<td>Visible CEO</td>
<td>23</td>
<td>48</td>
</tr>
<tr>
<td>Dialogue with stakeholders</td>
<td>23</td>
<td>47</td>
</tr>
<tr>
<td>Employee/CEO blogs</td>
<td>12</td>
<td>45</td>
</tr>
</tbody>
</table>

How important are these factors to corporate reputation?

<table>
<thead>
<tr>
<th>Factor</th>
<th>US 2010 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transparent and honest practices</td>
<td>83</td>
</tr>
<tr>
<td>Company I can trust</td>
<td>83</td>
</tr>
<tr>
<td>High-quality products or services</td>
<td>79</td>
</tr>
<tr>
<td>Communicates frequently</td>
<td>75</td>
</tr>
<tr>
<td>Treats employees well</td>
<td>72</td>
</tr>
<tr>
<td>Good corporate citizen</td>
<td>64</td>
</tr>
<tr>
<td>Prices fairly</td>
<td>58</td>
</tr>
<tr>
<td>Innovator</td>
<td>48</td>
</tr>
<tr>
<td>Top leadership</td>
<td>47</td>
</tr>
<tr>
<td>Financial returns</td>
<td>45</td>
</tr>
</tbody>
</table>

The questions were asked differently in 2006 and 2010.

2006: When you think of companies that you trust, how much, if at all, has each of the following attributes contributed to your trust? Please use a nine-point scale where 1 = "has not contributed at all" and 9 = "has contributed a great deal." Informed publics aged 35–64.

2010: How important are each of the following factors to the overall reputation of the company? Please use a nine-point scale where 1 = "not at all important" and 9 = "extremely important" to overall reputation. Informed publics aged 35–64.

Figure 9: Factors affecting trust and corporate reputation

Question asked:

When a CEO makes business decisions for his or her company, which stakeholder should be most important to his or her decision? Informed publics aged 25–64 in 22 countries.

Figure 10: Importance of stakeholders to business decisions

2010 Edelman Trust Barometer

Source Figures 9 and 10: www.edelman.co.uk
**Recognizing fixed phrases from public relations (1)**

There are many fixed phrases in the field of global public relations.

**Examples:**

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Meaning in the discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>media coverage</td>
<td>the reporting of news by the media</td>
</tr>
<tr>
<td>transparency</td>
<td>openness in business practice, disclosure and lack of ambiguity</td>
</tr>
<tr>
<td>stakeholders</td>
<td>a group of parties, including employees, shareholders, customers and government, that a corporation is responsible to</td>
</tr>
</tbody>
</table>

Keep a list of fixed phrases used in public relations and remind yourself regularly of the meaning.

**Recognizing fixed phrases from academic English (1)**

There are also a large number of fixed phrases which are commonly used in academic and technical English in general.

**Examples:**

<table>
<thead>
<tr>
<th>Phrase</th>
<th>What comes next?</th>
</tr>
</thead>
<tbody>
<tr>
<td>As we have seen ...</td>
<td>a reminder of previous information</td>
</tr>
<tr>
<td>An important concept is ...</td>
<td>one of the basic points underlying the topic</td>
</tr>
<tr>
<td>As you can see, ...</td>
<td>a reference to an illustration OR a logical conclusion from previous information</td>
</tr>
<tr>
<td>As shown in ...</td>
<td>a reference to a diagram or table</td>
</tr>
<tr>
<td>... in such a way that ...</td>
<td>a result of something</td>
</tr>
<tr>
<td>In addition to (X, Y)</td>
<td>X = reminder of last point, Y = new point</td>
</tr>
<tr>
<td>As well as (X, Y)</td>
<td>a reference to a particular topic or, more often, sub-topic</td>
</tr>
<tr>
<td>In the case of ...</td>
<td>a reference to a particular topic or, more often, sub-topic</td>
</tr>
<tr>
<td>At the same time, ...</td>
<td>an action or idea which must be considered alongside another action or idea</td>
</tr>
<tr>
<td>... based on ...</td>
<td>a piece of research, a theory, an idea</td>
</tr>
<tr>
<td>Bear in mind (that) ...</td>
<td>key information which helps to explain (or limit in some way) previous information</td>
</tr>
<tr>
<td>The point is ...</td>
<td>the basic information underlying an explanation</td>
</tr>
<tr>
<td>in order to (do X, Y)</td>
<td>X = objective, Y = necessary actions/conditions</td>
</tr>
<tr>
<td>In financial terms, ...</td>
<td>the cost of something previously mentioned</td>
</tr>
<tr>
<td>In other words, ...</td>
<td>the same information put in a different way</td>
</tr>
<tr>
<td>Looking at it another way, ...</td>
<td>a result from previous information</td>
</tr>
<tr>
<td>In this way ...</td>
<td>an example</td>
</tr>
<tr>
<td>Say ...</td>
<td>an explanation of X</td>
</tr>
</tbody>
</table>

Make sure you know what kind of information comes next.
'Given' and 'new' information in sentences

In English, we can put important information at the beginning or at the end of a sentence. There are two types of important information.

1. Information which the listener or reader already knows, from general knowledge or from previous information in the text. This can be called 'given' information. It normally goes at the beginning of the sentence.

2. Information which is new. This can be called 'new' information. It normally goes at the end of a sentence.

Example:

In Lesson 7.2, the lecturer is talking about the responses to Edelman's Trust Barometer survey, so the survey response in general = given information.

<table>
<thead>
<tr>
<th>Given</th>
<th>New</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese respondents had the greatest trust ...</td>
<td>The reason for this was the growing wealth of Chinese people ...</td>
</tr>
<tr>
<td>Compared to the previous year ...</td>
<td>... there was also an increased trust in their government.</td>
</tr>
</tbody>
</table>

Giving sentences a special focus

We sometimes change the normal word order to emphasize a particular point, e.g., a person, an object, a time.

Examples:

| Normal sentence | The US bank was the lowest ranked on trust after the 2007 world financial crisis. |
| Focusing on subject | It was the US bank which was ... |
| Focusing on object | It was on trust that the US bank was ranked lowest. |
| Focusing on time | It was after the 2007 world financial crisis that the US bank ... |

Introducing new information

We can use special structures to introduce a new topic.

Examples:

Stakeholder demands for transparency is my topic today.

→ What I'm going to talk about today is stakeholder demands for transparency.

The decrease in trust in US businesses is very important.

→ What is very important is the decrease in trust in US businesses.

Currency fluctuations cause problems.

→ The reason for the problem is currency fluctuations.

Political or economic instability results in a high risk of payment default.

→ The result for political or economic instability is a high risk of payment default.

Clarifying points

When speaking, there are many expressions which we can use to clarify points.

Examples:

Let me put it another way ... What I'm trying to say is ...
Look at it this way ... The point/thing is ...
8.1 Vocabulary

A Study the words and phrases in box a. What do they relate to?

B Study the diagram on the opposite page.
   1 What does the diagram illustrate? What happens at each stage of the process?
   2 Which aspects of marketing are shown in pictures A–C?

C Look up each noun in box b in a dictionary.
   1 Is it countable, uncountable or both?
   2 What is its marketing meaning?
   3 What is a good synonym?
   4 What useful grammatical information can you find?

D Study the two lists of verbs in box c.
   1 Match the verbs with similar meanings.
   2 Make nouns from the verbs if possible.

E Look at the Hadford University handout.
   1 How does the writer restate the heading?
   2 Find synonyms for the blue words. Use a dictionary if necessary.
   3 Rewrite each sentence to make paraphrases of the text. Use:
      • synonyms you have found yourself
      • synonyms from Exercise C
      • the nouns you made in Exercise D
      • passives where possible
      • any other words that are necessary
   Example:
   Most small businesses are undercapitalized. ➔ It is common for many small companies to be short of capital.

F Study the information about the Hadford University course on the opposite page.
   1 Match the skills (A–P) with the modules (1–16).
   2 Which modules would you follow if you wanted to learn more about brand building?
   3 Which modules would be relevant to a business that had noticed the problems in box d in their organization?

---

A advertising    direct mail
   internal marketing    localization
   word of mouth

B expense    objective    opportunity
   perception    staff    strategy    trade    turnover

C 1
   achieve    allocate (to)    attract
   boost    decline    gain
   perceive    retain

   2
   appeal (to)    go down
   keep    manage (to)    profit
   promote    reserve (for)    see

---

HADFORD University

Budget marketing

Most small businesses are undercapitalized. Even if they have allocated funds to marketing, new owners often find that the actual expenses are much higher. They also often find that marketing is a great deal less effective than they had anticipated. Therefore, companies need to use strategies that reduce the cost of marketing. For example, competitions appropriate to the product are very visible to the target audience. These strategies can mean the difference between survival and collapse.

Usually, small business owners cannot call upon specialist external marketing support without having to pay costly fees. So the more they can use the skills of in-house staff, the less work they need to outsource, and the more cost-effective the marketing becomes. The perception that you can do without marketing altogether is false.

D a brochure that is unclear
   high staff turnover
   spending more than the business earns
The Integrated Marketing Communications course offers the following modules:

<table>
<thead>
<tr>
<th>Module</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Integrated Marketing Communications</td>
<td>A Deal with harmful situations</td>
</tr>
<tr>
<td>2 Workplace Procedures</td>
<td>B Manage quality customer service</td>
</tr>
<tr>
<td>3 Marketing of Non-Profit Organizations</td>
<td>C Monitor work operations</td>
</tr>
<tr>
<td>4 Information Technology</td>
<td>D Develop and implement a business plan</td>
</tr>
<tr>
<td>5 Product Information</td>
<td>E Manage projects</td>
</tr>
<tr>
<td>6 Brand Management</td>
<td>F Provide on-site event management services</td>
</tr>
<tr>
<td>7 Sales and Marketing</td>
<td>G Develop and implement forms of media exposure</td>
</tr>
<tr>
<td>8 Database Marketing</td>
<td>H Develop and manage marketing strategies</td>
</tr>
<tr>
<td>9 Event Management</td>
<td>I Use computer stakeholder information to create targeted communication to market sectors</td>
</tr>
<tr>
<td>10 Risk Management</td>
<td>J Plan and manage meetings</td>
</tr>
<tr>
<td>11 Business Development</td>
<td>K Manage finances within a budget</td>
</tr>
<tr>
<td>12 Financial Management</td>
<td>L Judge the effectiveness of various marketing communications tools to maximize overall communication effectiveness</td>
</tr>
<tr>
<td>13 Project Management</td>
<td>M Integrate technology into processes</td>
</tr>
<tr>
<td>14 Leadership</td>
<td>N Access and interpret product information</td>
</tr>
<tr>
<td>15 Media Presentation</td>
<td>O Develop and manage strategies for non-profit organizations</td>
</tr>
<tr>
<td>16 Customer Service</td>
<td>P Achieve and maintain a strong, successful brand for clients</td>
</tr>
</tbody>
</table>
8.2 Reading

recognizing essay types • understanding complex sentences with passives • defining terms

A
Look at the phrases in the blue box.
1. What type of marketing process is most likely to be successful for each? Give examples.
2. What should you consider in the marketing process in each case?
3. What could go wrong in the marketing process?

B
Look at the four essay types on the right.
1. What should the writer do in each type?
2. Match each essay type with one of the questions below the slide (A–D).
3. What topics should be covered in each essay question?

C
Read the title of the text on the opposite page and the first sentence of each paragraph.
1. What will the text be about?
2. Choose one of the essay questions in Exercise B. Write four research questions which will help you to find information for your essay.

D
Read the text.
1. Using your own words, make notes from the text on information for your essay question.
2. Work with another person who has chosen the same essay question as you. Compare your notes.

E
Study the highlighted sentences in the text.
1. Make the subjects and their verbs bold and underline the head words of the noun phrase.
2. Which is the main subject and verb for each sentence?

F
Study the table on the right.
1. Match each word or phrase with its meaning.
2. Underline the words or phrases in the text which the writer uses to give the definitions.

See Vocabulary bank

<table>
<thead>
<tr>
<th>Word/phrase</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 localization</td>
<td>is aimed at clients outside the organization</td>
</tr>
<tr>
<td>2 integration</td>
<td>is a smaller, more specialized market sector</td>
</tr>
<tr>
<td>3 niche market</td>
<td>means ensuring that services and products are suitable for the local market</td>
</tr>
<tr>
<td>4 external marketing</td>
<td>is the product knowledge and service and sales skills of people within the company</td>
</tr>
<tr>
<td>5 internal marketing</td>
<td>is a combined approach to marketing communications planning</td>
</tr>
</tbody>
</table>
Public relations and marketing in the 21st century

Businesses have known for a long time that success is increased by good marketing, but misconceptions about marketing are widespread. There have been significant changes in the communication environment which affect public relations marketing.

Marketing is often considered to be ‘just’ advertising and selling, but these represent only a small part of the ‘marketing mix’. This narrow perception ignores the broader aspects of marketing, which include the development of services, distribution and pricing. Localization, which involves ensuring that services and products are placed in a local setting, is also important.

The basic objective of marketing is to attract new customers. It is also used to attract repeat trade from existing customers. Public relations has often been used to boost existing products and services, for example by creating or renewing visibility. Public relations and marketing should be coordinated to ensure that the same objectives are achieved by both. Efficiency in marketing is required to achieve this. In order to attract more customers, both external and internal marketing should be implemented. External marketing is focused on potential clients outside the organization. Examples are advertising, special promotions and direct mail. Simultaneously, internal marketing (service and sales skills) needs to be developed. The distinction between the two is very important. Without good internal marketing, the results of any campaign to attract new customers will be disappointing. Potential customers will be attracted to the company, but then lost through poor sales techniques or poor after-sales service.

Public relations and marketing come under the heading of communication. PR tends to deal with issues rather than specifically with products. Instruments used in public relations include publicity releases, employee training seminars, communications and events management. Whereas advertising sells, the public relations practitioner’s role is to inform, through publicity-related activities. These activities include editorial media coverage, special events, company image programmes and promotional activities.

In the past, the focus was on specialization. The key to 21st century marketing is integration. Integration is a recent approach to marketing communications planning, driven by technology and customers. Today, many practitioners, especially those working in promotions and events, describe themselves as a ‘total service agency’. In other words, their focus is on an integrated marketing and communication approach. Integrated marketing has had a significant impact on improving marketing efficiency. Caywood (1997) described integrated marketing as the integration of advertising, public relations, direct marketing and sales promotion into a comprehensive plan. There are many terms referring to this practice. For example, the term ‘marcoms specialist’ is used to describe public relations practitioners who have a greater focus on the marketing and sales aspects. It is possession of core skills that enables better results to be obtained in less time by experienced marcoms professionals. However, creativity may be compromised. Conflicts may arise between short-term sales promotion goals and long-term image advertising goals. Internal power struggles between specific managers may result in a lack of coordination. The agency may lack people with real experience of all the marketing communications disciplines. Today’s marketing, via the Internet, involves interactive communication. It requires an integrated approach. Messages are more credible if every communication has a consistent message and strategy.

Advances in communications technology have accelerated the movement towards personalized marketing communications. Increasingly, Internet or online marketers today are using new, interactive, highly targeted media – rather than the one-way interruption messaging of the past.

The marketing communications environment has also changed. Previously, the focus was on the mass market. Today, the niche market is significant. This involves targeting a smaller, often specialized market sector. For example, instead of offering a general office cleaning service, a company may focus on the cleaning of windows only. Internet users are looking for products, or niche products, that will provide them with a solution. This also involves niche marketing research by the marketer. For example, he/she will need to understand the niche words and phrases that grab the attention of the Internet user.

Internet or online marketers today get exposure on the Internet by using social media sites, starting a blog, etc. Marketers may use tools such as affiliate marketing, in which traffic from one website is directed to another. To create an awareness of a product or service, marketers focus on a target audience. Messages are not necessarily promotional, but are more about delivering useful content. They may range from company news messages to showing the company supporting a specific cause. This reflects a new approach, where the focus of marketing starts with understanding what consumers are interested in, and adjusting products and services towards that. The marketing focus of the 21st century is customer-centric – from the customer standpoint – rather than from a product or service standpoint.

8.3 Extending skills  passives in dependent clauses • essay plans

A Find the words in the blue box in the text in Lesson 8.2.
1 What part of speech is each word?
2 Think of another word which could be used in place of the word in the text. Use your dictionary if necessary.

B Study sentences A–D from the text in Lesson 8.2.
1 Identify the dependent clause.
2 Copy the table under the sentences and write the parts of each dependent clause in the table.
3 Rewrite the sentence using an active construction.
   Example:
   A Businesses have known for a long time that good marketing increases their success.

C Read the essay plans and extracts on the opposite page.
1 Match each plan with an essay title in Lesson 8.2.
2 Which essay is each extract from?
3 Which part of the plan is each extract from?

D Work with a partner.
1 Write another paragraph for one of the plans.
2 Exchange paragraphs with another pair. Can they identify where it comes from?

8.4 Extending skills  writing complex sentences • writing essay plans • writing essays

A Make complete sentences from these notes. Add words as necessary.

A advantage of IM – encourages development of specific knowledge + expertise
B disadvantage – may not deliver – client – full potential – creativity compromised
C integrated marketing – comprehensive plan – advertising, PR, IT, direct marketing, sales
D in conclusion – integrated marketing – reflects – industry focus + client focus – integrated communications
E integrated marketing – needs – able + willing team – to contribute – integrated approach + coordinated management
F not work – without able + willing team – prepared to contribute – system thinking – + coordinated management – making knowledge productive
G reasons – used today – technological change – cost – customer + consumer demand
H works well – integrated thinking – teamwork – marketers accessing variable components – give customers – solid foundations – their communications strategy

Subject | Verb | By whom/what
-------|------|--------------
success | is increased | by good marketing
Essay plans

1. Introduction: why Internet marketing an imp. mktg. approach today; aims of essay
2. Define Internet marketing = using the Internet to send marketing messages
3. Importance of efficiency for competitiveness today: role of Internet in providing an efficient marketing approach - new technologies, built-in response mechanisms, very cheap, quick, very efficient, easily personalized, target person directly; research = good response rate, recipients can number thousands, therefore increasingly popular
4. BUT databases need constant updating, increasingly sophisticated anti-spam software, therefore many marketing e-mails are deleted - can this be overcome? Also imp. to note protocols = compliance with legal requirements
5. Conclusion: successful marketing approach enabled through technological advances, cost and time efficiencies, and ability to target customers directly and interactively; however, technological advances also bring challenges

1. Introduction: importance of marketing both within and outside of an organization; give essay aims
2. Define external marketing = potential clients outside organization; incl. advertising, special promotions, direct mail, etc.
3. Factors affecting external marketing = outside organization's control; incl. economic, political, demographic, + changes within the industry
4. Define internal marketing = occurs within the organization; generally under control of the organization
5. Focus of internal marketing = customer relationship management, e.g., sales activities, marketing, customer service and technical support
6. Internal marketing success is shaped by overall organizational systems, goals, culture + management/employee relationship
7. Conclusion: internal + external marketing should be developed simultaneously

Essay extracts

1. If an organization is to be successful, it must have effective systems. It must also ensure that its employees have the appropriate skill sets, and understand and support the organization’s core values. Good internal marketing depends on the service and sales skills of people within the organization. It is important in preventing the loss of potential customers. If conflict exists between individuals or between departments in the organization, or management lack competent interpersonal skills, it will be difficult to implement internal marketing. Internal marketing may also be compromised if the concept is not clearly understood by management and staff, or where there is resistance to change within the organization. The creation of an enabling culture in an organization means that employees are involved in decision making, and therefore employee attitudes towards the organization – and their role within it – will be positive. Good internal marketing is important for promoting employee morale, which in turn leads to better performance.

2. Marketers today are taking advantage of the Internet because of its ability to spread information rapidly, efficiently and simultaneously to a vast number of people. Also referred to as e-marketing, affiliate marketing, desktop advertising or online marketing, Internet marketing involves marketing products and services over the Internet. Research has shown that a good response rate can be achieved through the Internet in significantly less time than through traditional marketing or public relations. The distribution costs to a global audience via the Internet is also significantly lower. One unique quality of Internet marketing is its interactive nature. That is, communication and responses between the marketer and the user are instant. Effective Internet marketing is not just about building or promoting a website, or placing a banner ad on another website. It is more about delivering content that is useful and easily customized. To create an awareness of a product or service, Internet marketers focus on a target audience or niche market. Research is therefore necessary in order to understand niche words and phrases that grab the attention of the Internet user for use in postings, blogs, articles and web pages.

Essay question

Echid was an online distributor of non-toxic plastic educational toys for infants. The Echid website focused on providing parents with interesting activities for their child using the company’s products. The activities were developed by a certified pediatric researcher to help the children have fun while developing their fine motor skills. Echid’s goals included producing safe toys, manufactured in an environmentally friendly way. Although the customers who bought the products were impressed with them, Echid was not achieving its sales goals. Identify possible reasons for the lower than expected sales and suggest some solutions.
Understanding new words: using definitions

You will often find new words in academic texts. Sometimes you will not be able to understand the text unless you look the word up in a dictionary, but often a technical term will be defined or explained immediately or later in the text.

Look for these indicators:

<table>
<thead>
<tr>
<th>is or are</th>
<th>External marketing is focused on ... clients outside the organization.</th>
</tr>
</thead>
<tbody>
<tr>
<td>brackets</td>
<td>... internal marketing (service and sales skills) ...</td>
</tr>
<tr>
<td>or</td>
<td>... Internet or online marketers today ...</td>
</tr>
<tr>
<td>which</td>
<td>... broader aspects of marketing, which include the development of services, distribution and pricing.</td>
</tr>
<tr>
<td>a comma or a dash (–)</td>
<td>... affiliate marketing, in which traffic from one website is directed to another.</td>
</tr>
<tr>
<td>immediately after the word or phrase</td>
<td>... customer-centric – from the customer standpoint ...</td>
</tr>
<tr>
<td>phrases such as that is, in other words</td>
<td>... 'marcoms specialist': that is, a PR practitioner who has a greater focus on the marketing and sales aspects. In other words, someone with ... skills.</td>
</tr>
</tbody>
</table>

Remember!

When you write assignments, you may want to define words yourself. Learn to use the methods above to give variety to your written work.

Understanding direction verbs in essay titles

Special verbs called direction verbs are used in essay titles. Each direction verb indicates a type of essay. You must understand the meaning of these words so you can choose the correct writing plan.

<table>
<thead>
<tr>
<th>Kind of essay</th>
<th>Direction verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptive</td>
<td>State ...  Say ...  Outline ...  Describe ...  Summarize ...  What is/are ...?</td>
</tr>
<tr>
<td>Analytical</td>
<td>Analyze ...  Explain ...  Comment on ...  Examine ...  Give reasons for ...  Why ...?  How ...?</td>
</tr>
<tr>
<td>Comparison/evaluation</td>
<td>Compare (and contrast) ...  Distinguish between ...  Evaluate ...  What are the advantages and/or disadvantages of ...?</td>
</tr>
<tr>
<td>Argument</td>
<td>Discuss ...  Consider ...  (Critically) evaluate ...  To what extent ...?  How far ...?</td>
</tr>
</tbody>
</table>
Choosing the correct writing plan

When you are given a written assignment, you must decide on the best writing plan before you begin to write the outline. Use key words in the essay title to help you choose – see Vocabulary bank.

<table>
<thead>
<tr>
<th>Type of essay — content</th>
<th>Possible structure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptive writing</strong></td>
<td>• introduction</td>
</tr>
<tr>
<td>List the most important points of something: e.g., in a narrative, a list of key events in chronological order; a description of key ideas in a theory or from an article you have read. Summarize points in a logical order. Example: What is niche marketing? Describe some of the strategies for successful niche marketing.</td>
<td>• point/event 1</td>
</tr>
<tr>
<td>• point/event 2</td>
<td></td>
</tr>
<tr>
<td>• point/event 3</td>
<td></td>
</tr>
<tr>
<td>• conclusion</td>
<td></td>
</tr>
<tr>
<td><strong>Analytical writing</strong></td>
<td>• introduction</td>
</tr>
<tr>
<td>List the important points which in your opinion explain the situation.</td>
<td>• definitions</td>
</tr>
<tr>
<td>Justify your opinion in each case. Look behind the facts at the how and why, not just what/who/when. Look for and question accepted ideas and assumptions. Example: Explain why Internet marketing has become such an important approach in marketing today.</td>
<td>• most important point: example/evidence/reason 1</td>
</tr>
<tr>
<td></td>
<td>example/evidence/reason 2 etc.</td>
</tr>
<tr>
<td></td>
<td>• next point:</td>
</tr>
<tr>
<td></td>
<td>example/evidence/reason 3 etc.</td>
</tr>
<tr>
<td></td>
<td>• conclusion</td>
</tr>
<tr>
<td><strong>Comparison/evaluation</strong></td>
<td>• introduction</td>
</tr>
<tr>
<td>Decide on and define the aspects to compare two subjects. You may use these aspects as the basis for paragraphing. Evaluate which aspect(s) is/are better or preferable and give reasons/criteria for your judgment. Example: What are the advantages and disadvantages of integrated marketing?</td>
<td>• state and define aspects</td>
</tr>
<tr>
<td></td>
<td>Either:</td>
</tr>
<tr>
<td></td>
<td>• aspect 1: subject A v. B</td>
</tr>
<tr>
<td></td>
<td>• aspect 2: subject A v. B</td>
</tr>
<tr>
<td></td>
<td>Or:</td>
</tr>
<tr>
<td></td>
<td>• subject A: aspect 1, 2, etc.</td>
</tr>
<tr>
<td></td>
<td>• subject B: aspect 1, 2, etc.</td>
</tr>
<tr>
<td></td>
<td>etc.</td>
</tr>
<tr>
<td></td>
<td>conclusion/evaluation</td>
</tr>
<tr>
<td><strong>Argument writing</strong></td>
<td>• introduction: statement of issue</td>
</tr>
<tr>
<td>Analyze and/or evaluate, then give your opinion in a thesis statement at the beginning or the end. Show awareness of difficulties and disagreements by mentioning counter-arguments. Support your opinion with evidence. Example: ‘Both external and internal marketing are needed to attract more customers.’ To what extent do you agree with this statement?</td>
<td>• thesis statement giving opinion</td>
</tr>
<tr>
<td></td>
<td>• define terms</td>
</tr>
<tr>
<td></td>
<td>• point 1: explain + evidence</td>
</tr>
<tr>
<td></td>
<td>• point 2: explain + evidence</td>
</tr>
<tr>
<td></td>
<td>etc.</td>
</tr>
<tr>
<td></td>
<td>• conclusion: implications, etc.</td>
</tr>
<tr>
<td></td>
<td>Alternatively:</td>
</tr>
<tr>
<td></td>
<td>• introduction: statement of issue</td>
</tr>
<tr>
<td></td>
<td>• define terms</td>
</tr>
<tr>
<td></td>
<td>• for: point 1, 2, etc.</td>
</tr>
<tr>
<td></td>
<td>• against: point 1, 2, etc.</td>
</tr>
<tr>
<td></td>
<td>• conclusion: statement of opinion</td>
</tr>
</tbody>
</table>
A Match the words to make fixed phrases.

1 economic □ □ a relations  
2 statutory □ □ b system  
3 environmental □ □ c obligation  
4 monitoring □ □ d resources  
5 natural □ □ e community  
6 local □ □ f development  
7 social □ □ g management  
8 community □ □ h audit

B Study the words and phrases in the blue box.

1 Complete each phrase in column 2 with a word from column 1.
2 Which phrase can you use to:
   • agree only partly with a point?
   • begin talking about several points?
   • talk about a particular example?
   • introduce the first of two ideas?
   • introduce the second of two ideas?
   • focus on the most important point?
   • give a reason for a point?
   • mention an idea?
   • talk about certain circumstances?

C Read the extract from the Hadford University handout about corporate social responsibility on this page.

1 Match the blue words in this extract with the definitions on the opposite page.
2 Use your dictionary to check words you do not know.
3 Look at the pictures on the opposite page. How do they relate to corporate social responsibility? Include the blue words from the handout.

D Complete the table on the right.

<table>
<thead>
<tr>
<th>Base form</th>
<th>Other related forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>audit</td>
<td>auditor audited</td>
</tr>
<tr>
<td>benefit</td>
<td></td>
</tr>
<tr>
<td>comply</td>
<td></td>
</tr>
<tr>
<td>ethics</td>
<td></td>
</tr>
<tr>
<td>exploit</td>
<td></td>
</tr>
<tr>
<td>invest</td>
<td></td>
</tr>
<tr>
<td>philanthropy</td>
<td></td>
</tr>
<tr>
<td>profit</td>
<td></td>
</tr>
<tr>
<td>sustain</td>
<td></td>
</tr>
</tbody>
</table>
Definitions

A. an organization that is part of the United Nations and encourages non-exploitative forms of employment and labour conditions for men and women

B. refers to the complete ownership of assets of a country by non-resident individuals or organizations with no headquarters in that country

C. implies that non-exploitative forms of labour have been used in the production of the goods sold under this labelling criterion

D. refers to the basic facilities, including access to safe drinking water, sanitation and primary health care, needed for the functioning of a community or country

E. the term refers to development that is capable of continuing with a minimal long-term effect on the environment

F. a material source of wealth, including fresh water, oil or mineral deposits, that occurs in a natural state and has economic value
9.2 Listening  using the Cornell note-taking system

A Study the slide on the right. What questions do you think the lecturer will answer?

B 🎧 Listen to Part 1 of the lecture.
   1 Complete the Notes section below.
   2 What is the lecturer’s story about? Why is it not given in the notes?
   3 Complete the Summary section.
   4 Answer the Review questions.

C 🎧 Create a blank Cornell diagram. Listen to Part 2 of the lecture.
   1 Complete the Notes section.
   2 Write some Review questions.
   3 Complete the Summary section.
   4 Were your questions in Exercise A answered?

D 🎧 Study the phrases in column 1 of the blue box. Listen to some sentences from the lecture. Which type of information in column 2 follows each phrase?

<table>
<thead>
<tr>
<th>Review</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different ideas/definitions re CSR?</td>
<td>How businesses relate to, and impact on, a society's needs + goals.</td>
</tr>
<tr>
<td>(2 research sources)</td>
<td>CSR = set of policies, ________ and ________, integrated in ALL operations and decision-making processes.</td>
</tr>
<tr>
<td>Lack of clarity re. monitoring of CSR?</td>
<td>No formal monitoring system or ________ for systematic monitoring. Must select from different standards, e.g., ILO standards for trade labelling.</td>
</tr>
<tr>
<td>Impact of growth in consumer power on CSR? (2 points)</td>
<td>1) ↑ consumer demand for responsible behaviour from corps</td>
</tr>
<tr>
<td>Impact of global warming on CSR?</td>
<td>Global warming = concern re CSR + more emphasis on environmental ________, e.g., better use of resources + ↓ in output of ________ gases.</td>
</tr>
<tr>
<td>Problem re. sustainability?</td>
<td>↑ action re. sustainability in all sectors. Varies between countries, e.g., imp in Japan and ________, but not in ________</td>
</tr>
</tbody>
</table>

Summary
9.3 Extending skills

A Study the words and phrases in box a.
1 Mark the stressed syllables.
2 🎧 Listen and check your answers.
3 Which word or phrase in each group has a different stress pattern?

B Study the phrases in box b.
1 Do you think the phrases show a digression (start or end) or a relevant point? Write D or R.
2 Look at the D phrases. Do they start or end the digression?

C 🎧 Listen to the final part of the lecture from Lesson 9.2.
1 Take notes using the Cornell system. Leave spaces if you miss information.
2 What topic does the lecturer mention that is different from the main subject?
3 Why does the lecturer mention this topic?
4 What is your research task?
5 Compare your notes in pairs. Fill in any blank spaces.
6 Complete the Review and Summary sections.

D 🎧 What information does the lecturer provide about sources? Listen to the extracts and complete the table below.

<table>
<thead>
<tr>
<th>Extract 1</th>
<th>Extract 2</th>
<th>Extract 3</th>
<th>Extract 4</th>
<th>Extract 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of writer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title and date of source</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of reference</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevant to ...?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introducing phrase</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E Use your notes to write 75–100 words about foreign direct investment.

F Work in groups. Study the six corporations providing CSR programmes in box c. Choose one organization for your research. Discuss these questions:
1 What kind of information will you need to find?
2 What ideas do you have already?
3 Where can you go to find more information?

C Anglo American
Barclays
3M
BAA
GKN
Royal Mail Group
9.4 Extending skills  

A Look at the words in the blue box. Identify their stress patterns.

B Work in pairs.
   Student A: Think of good ways to take part in a seminar.
   Student B: Think of bad ways to take part in a seminar.

C You are going to hear some students in a seminar. They have been asked to discuss the question: ‘What barriers are there to providing effective CSR/sustainability programmes?’
   1 Listen to the seminar extracts. Decide whether each contribution is good or poor.
   2 Give reasons for your opinion.
   3 Think of some additional information to add to the good contributions.

D Work in a group of three or four.
   1 Discuss the information you found on the corporations in Lesson 9.3, Exercise F. Agree on the best examples of corporate social responsibility.
   2 Discuss how best to present this information.
   3 Present your findings on your chosen corporation to the whole class.

E Study Table 1 on this page. In pairs, discuss the following:
   1 What does the table show?
   2 Select one principle in each column and give an example.
   3 Present a brief explanation to your partner.

F Study the information in Figure 1 on the opposite page. In pairs or groups, discuss the following:
   1 What does the information show about sustainability issues identified by UNGC-member CEOs?
   2 What other information not given here might be useful in explaining the data shown in the graph?
   3 What areas of sustainability are missing from the survey?

Table 1: Ten principles for businesses to follow to achieve sustainability

<table>
<thead>
<tr>
<th>Human rights</th>
<th>Labour standards</th>
<th>Environment</th>
<th>Anti-corruption</th>
</tr>
</thead>
<tbody>
<tr>
<td>to support and respect internationally proclaimed human rights</td>
<td>to uphold the freedom of association and recognize the right to collective bargaining</td>
<td>to undertake initiatives to promote greater environmental responsibility</td>
<td>to work against corruption in all its forms, including extortion and bribery</td>
</tr>
<tr>
<td>to ensure they are not complicit in human rights abuses</td>
<td>to eliminate all forms of forced and compulsory labour</td>
<td>to encourage the development and diffusion of environmentally friendly technologies</td>
<td>to eliminate discrimination in respect of employment and occupation</td>
</tr>
</tbody>
</table>

Source: The UN Global Compact Survey 2010
Question asked:
Which of the following global development issues are the most critical to address for the future success of your business? Respondents identified each factor in their top three choices.

Figure 1: Sustainability issues identified by UNGC-member CEOs

Source: United Nations Global Compact CEO Survey 2010
https://microsite.accenture.com
Recognizing fixed phrases from public relations (2)

Make sure you understand these phrases relating to corporate social responsibility.

- carbon emissions
- community relations
- corporate behaviour
- CSR programme
- environmental management
- environmental protection
- equal opportunities
- global warming
- human rights
- international convention
- issue monitoring
- labour conditions
- labour standards
- monitoring system
- public scrutiny
- public support
- social audit
- stakeholder interests
- statutory obligation
- sustainable development

Recognizing fixed phrases from academic English (2)

Make sure you understand these fixed phrases from general spoken academic English.

- As we shall see, ...
- But the real question is ...
- From the point of view of ...
- In a case like this, ...
- In terms of ...
- In the sense that ...
- In this sort of situation, ...
- That's the reason why ...
- Increasingly we find that ...
- It could be argued that ...
- It's true to say that ...
- Many people think that ...
- On the grounds that ...
- On the one hand, ...
- On the other hand, ...
- Research has shown that ...
- So it should be clear that ...
- To some extent ...
- To start with, ...
Using the Cornell note-taking system

There are many ways to take notes from a lecture. One method was developed by Walter Pauk at Cornell University, USA.

The system involves Five Rs.

- **record**
  - Take notes during the lecture.

- **reduce**
  - After the lecture, turn the notes into one- or two-word questions or ‘cues’ which will help you remember the key information.

- **recite**
  - Say the questions and answers aloud.

- **reflect**
  - Decide on the best way to summarize the key information in the lecture.

- **review**
  - Look again at the key words and the summary (and do this regularly).

Recognizing digressions

Lecturers sometimes move away from the main point in a lecture to tell a story or an anecdote. This is called a **digression**. You must be able to recognize the start and end of digressions in a lecture.

Sometimes a digression is directly relevant to the content of the lecture, sometimes it has some relevance and sometimes, with a poor lecturer, it may be completely irrelevant. Sometimes the lecturer points out the relevance.

Don’t worry if you get lost in a digression. Just leave a space in your notes and ask people afterwards.

<table>
<thead>
<tr>
<th>Recognizing the start</th>
<th>That reminds me …</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I remember once …</td>
</tr>
<tr>
<td></td>
<td>By the way, …</td>
</tr>
<tr>
<td></td>
<td>But before we begin …</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recognizing the end</th>
<th>So … to get back to …</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Anyway, where was I?</td>
</tr>
<tr>
<td></td>
<td>Back to the point.</td>
</tr>
<tr>
<td></td>
<td>So, as I was saying …</td>
</tr>
</tbody>
</table>

Understanding the relevance

<table>
<thead>
<tr>
<th>But the point of the story is …</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m sure you can all see that the story shows …</td>
</tr>
<tr>
<td>Do you all know about this? No? Right, well, …</td>
</tr>
</tbody>
</table>

Asking about digressions

<table>
<thead>
<tr>
<th>What was the point of the story about the telecommunications company?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did the lecturer start talking about note-taking?</td>
</tr>
<tr>
<td>I didn’t get the bit about …</td>
</tr>
</tbody>
</table>

Name and introducing phrase

<table>
<thead>
<tr>
<th>If we turn now to Werther and Chandler …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where in Strategic Corporate Social Responsibility …</td>
</tr>
<tr>
<td>What … a company has both primary and secondary stakeholders …</td>
</tr>
</tbody>
</table>
10 INVESTOR RELATIONS

10.1 Vocabulary

A Study the words in box a.
1 Use your dictionary to find out the meanings.
2 What part of speech is each word?

B Read the Hadford University handout.
1 Use your dictionary or another source to check the meanings of the highlighted words and phrases.
2 Which are the stressed syllables in each phrase?

C Look at the pictures on the opposite page.
1 Describe each picture. What does each picture illustrate?
2 Insert words from box c on the opposite page into the gaps (1–12) in Figure 1.

D Study the words in box b.
1 Check the meanings, parts of speech and stress patterns.
2 Put the words into the correct box in the table below, as in the example.

<table>
<thead>
<tr>
<th>Neutral</th>
<th>Marked</th>
</tr>
</thead>
<tbody>
<tr>
<td>rise, increase</td>
<td>rocket, soar</td>
</tr>
<tr>
<td>fall, decrease</td>
<td></td>
</tr>
<tr>
<td>big, large</td>
<td></td>
</tr>
<tr>
<td>good</td>
<td></td>
</tr>
<tr>
<td>small</td>
<td></td>
</tr>
</tbody>
</table>

E Read the extract below from a letter to shareholders.
1 Use a marked word in place of each of the blue (neutral) words.
2 Look at the red phrases. How strong or confident are they?

It is generally accepted that companies need to involve their staff in important decisions. It is clear that the number of departments in our company which empower employees is rising, but it is fair to say that empowerment is not widespread in this organization at present. As a result of our outstanding success this year, we undoubtedly have a good opportunity to improve in this area. We may start to introduce small changes over the next few months. However, you can be confident that we will not make any managerial changes which lead to a fall in profits.
KEY HIGHLIGHTS
I am delighted to announce our first half results which demonstrate the strength of our core businesses.

The Group has significant opportunities for growth and I am confident that our customer-based relationship strategy will continue to deliver value for customers and shareholders in the coming years.

Daniel Waters
Group Chief Executive

RETURN TO PROFITABILITY
- The Group returned to profitability with profit before tax of £1,362 million (first half of 2009: £2,501 million loss).

PRESENTATIONS
- Financial media news delivery/press conferences
- Road shows
- 1 Communication with community
- 2 Annual Meetings
- Shareholder meetings
- Chief Executive Officer/Chief Financial Officer speeches
- 3 Analysts’ conferences/One-on-

DESIRED OUTCOMES:
11 Investor targeting/target going public/being public
Mergers & Acquisitions
Financial corporate action, e.g., 12 maximising price

ARTICLES
- 9 Financial delivery
- Equity story
- 10 Mission
- Core messages/Questions & Answers

COMPLIANCE
- 7 law
- Corporate governance counsel
- 8 Corporate responsibility

PUBLISHING
- 4 Reports
- 5 Investor via Internet, e.g.,
- 6 corporate, blogs, etc.

FIGURE 1

ANNUAL GROUP INVESTOR NEWS one relations SECURITIES SHARE SOCIAL STATEMENT WEBSITE
10.2 Reading

identifying stance and level of confidence • inferring implicit ideas

A Study the sentence on the right. Each phrase in box a could go in the space. What effect would each one have on the base meaning? Mark from *** = very confident to * = very tentative.

B Survey the text on the opposite page.
   1 What will the text be about?
   2 Write three research questions.

C Read the text. Does it answer your questions?

D Answer these questions.
   1 What is another term for investor relations?
   2 One objective of investor relations is to have a positive effect on what?
   3 Which skill sets does an investor relations officer need today?
   4 Why is electronic communication important in investor relations?
   5 Name two types of events usually organized by investor relations officers.

E Find the phrases in box b in the text. Is the writer confident (C) or tentative (T) about the information which follows?

F Look at the writer’s discussion of changes in investor relations.
   1 Underline the marked words.
   2 What does the choice of these words tell you about the writer’s opinion of these changes?
   3 Find neutral words to use in their place.

G Study the example sentence on the right, and then sentences A and B.
   1 Divide sentences A and B into small parts, as in the example sentence.
   2 Underline any joining words (e.g., conjunctions).
   3 Find the subjects, verbs, objects/complements and adverbial phrases which go together.
   4 Make several short simple sentences which show the meaning.

Example:

The term [investor relations] | has traditionally referred to | the way | a public company | provides information | to the individuals and organizations | who own shares (stock) in it.

A Many writers have claimed that an IRO today must have expertise in public relations, finance, accounting and law, as well as proficiency in electronic media.

B Nowadays, electronic shareholder forums permit independent communication among shareholders through the Internet.
What is investor relations?

There is no one definition of the term investor relations (or shareholder/stockholder communications). The term has traditionally referred to the way a public company provides information to the individuals and organizations who own shares (stock) in it. In the past, investor relations focused on the release of financial information. The National Investor Relations Institute (NIRI) views investor relations nowadays as “a strategic management responsibility”. It must provide “the most effective two-way communication between a company, the financial community, and other constituencies…” (http://www.niri.org). So investor relations officers (IROs) help investors understand and properly evaluate a company’s business. The NIRD argues that this “ultimately contributes to a company’s securities achieving fair valuation” (http://www.niri.org).

Investor relations covers any information about a company that may affect its stock price or earnings. In corporate America, much of the data suggests that investor relations should enable the company to acquire capital at the lowest possible cost. Investors are a source of capital for the company, and increased investor interest leads to increases in the company’s stock price. Bragg (2008) argues “Ultimately, the only objective of the investor relations function is to maximize a company’s stock price.” (p. 16). In other words, investor relations contributes to an organization’s bottom line, which is the overall profit or loss made by an organization. IROs are responsible for the investor relations sections of company websites, and the content of the company’s annual reports. A number of large, publicly traded corporations employ IROs to organize and manage events, such as public shareholder meetings, press conferences and private meetings with investors.

As Baird and Zelin state: “since companies have negative and positive information to convey, it is critical to explore how the presentation of such information might influence investors.”

Another dimension of investor relations is compliance with regulatory requirements. This means implementing the rules and regulations covering public companies. Financial disclosure, for example, is controlled by laws and regulations. It is very important that information is released to investors correctly, and at the right time. In the United States, the Sarbanes-Oxley Act of 2002 established requirements for corporate compliance and regulatory governance. It emphasized accuracy in auditing and “mandated a number of reforms to enhance corporate responsibility, enhance financial disclosures, and combat corporate and accounting fraud” (http://www.sec.gov/about/laws.shtml).

Similar regulatory requirements exist in Canada (Bill 198), Japan (J-SOX) and in Europe. For example, the European MiFID Directive covers regulation and compliance for publicly traded European companies.

In the US, investor relations is traditionally the highest paid specialization of public relations. Investor relations is also quoted in Heath (2000) as the “best paid and most influential and closest to top management” (p. 214). A recent survey, in 2006, found investor relations to be the highest paid of the eight public relations specializations measured.

Many writers seem to agree that the nature of investor relations has changed. The investor relations department now seems to have responsibility for almost all of the information that a company issues. Today, a huge amount of information about a company comes into investor relations. (See Figure 1 in the previous lesson.) As a result, it is easy to assume that investor relations would include a noticeable focus on corporate social responsibility and corporate governance. However, the evidence does not support this. It appears, as recent surveys on the qualifications of IROs confirm, that investor relations is mainly focused on a company’s financial status. The majority of professionals in the industry have a finance background. They report to the Chief Financial Officer rather than the Chief Executive Officer of the corporation.

It appears, therefore, that many companies still see the bottom line as the chief concern of investor relations. However, it is obvious that the changes in investor relations, caused by the Internet and the continued globalization of investment markets, have revolutionized communication between an organization and its publics. Nowadays, electronic shareholder forums permit independent communication among shareholders through the Internet. Communication is now two-way and involves ‘transparency’ and real-time disclosures. This includes off-balance sheet transaction disclosures (i.e., of potential liabilities which do not appear in the accounts) and management assessment of internal controls. Radical changes such as XBRL – a global standards-based system for exchanging business information – and other forms of electronic disclosure, has led to automated, computer-processed financial reporting worldwide.

As a result of these developments, many writers have claimed that an IRO today must have expertise in public relations, finance, accounting and law, as well as proficiency in electronic media. Increasingly, IROs should communicate the organization’s corporate governance or corporate social responsibility policy. This highlights the fundamental value of IROs to their organizations.
10.3 Extending skills

A Read the four essay questions. What types of essay are they?

B Look at text A on the opposite page. Copy and complete Table 1.

C Look at text B on the opposite page. Copy and complete Table 2.

D Look again at the solutions in Exercise B (Table 1). What are their possible challenges?

E Read the title of essay 4 again.
   1 Make a plan for this essay.
   2 Write a topic sentence for each paragraph in the body of the essay.
   3 Write a concluding paragraph.

1. Compare the methods a public company might use to communicate with its investors.
2. Give reasons for the rules and regulations covering investor relations.
3. Outline the most important skills required for entry-level public relations practitioners handling investor relations.
4. Describe the changes that have occurred in investor relations and the consequences of these changes for the practitioners and the industry.

Table 1
- Situation
- Problem
- Solutions

Table 2
- Solution
- Argument for
- Argument against

10.4 Extending skills

A Expand these simple sentences. Add extra information. Use the ideas in Lesson 10.3.

1. Investor relations on the Internet has revolutionized communication.
2. Communication is no longer one-way.
3. Investor relations developed rapidly in the USA.
4. Annual Reports allow companies to address current issues.

B Look at text C on the opposite page. Copy and complete Tables 1–3.

C Look at text D on the opposite page.
   1 Complete a further row of Table 1.
   2 How could you write this as a reference?

D What do the abbreviations in the blue box mean?

E Look back at the text on page 81.
   1 Find all the research sources (e.g., Bragg 2008, p. 16).
   2 Mark the page numbers next to the correct reference in the list (C) on the opposite page.
   3 What punctuation is used before and within each direct quote? Why?
   4 What words are used to introduce each direct quote? Why does the writer choose each word?
One of the modern challenges for corporations is keeping financial data on investor relations websites secure. For example, if financial information is prematurely disclosed, it can cause financial loss. Other potential problems are time lags between the time of distribution and posting, and files containing material information being made available online ahead of time. To eliminate these risks, running investor relations websites requires the implementation of management best practices. These include the synchronization of a coordinated, simultaneous effort across multiple channels to ensure that the organization’s information will be released on all channels at the same time. A date and time needs to be set for when the organization wants to publish the information, with information kept offline until that time. Encrypted names should be used for linked files to protect them from identification in the future. File names and locations should be changed frequently to deter security breaches. For additional security, the use of a content management (CMS) publishing tool provides more safeguards than “do-it-yourself” publishing.

Social media platforms such as blogging, Facebook, Twitter and LinkedIn, are powerful communication channels, both in their reach and speed. They offer significant opportunities for investor relations. Research shows that over 50% of institutional investors read financial blogs, and this number is steadily increasing. Bloggers with credibility in the blogger sphere are becoming social media influencers. Their views can drive stock activity just as noted financial journalists do in the print media. Social media can also be used to educate investors, by adding additional information, or clarifying and correcting inaccurate information. But there are also risks involved.

Company employees may inaccurately report, or comment on, company information. Monitoring and responding to the social media requires resources and investment. Alternatively, if comments on corporate blogs are ignored, readers assume that the company is not interested, or is trying to hide something. American IROs may be hesitant to use these channels in case they breach Financial Industry Regulatory Authority (FINRA) regulations.

References


Recognizing fixed phrases from investor relations (3)

Make sure you understand these key phrases from investor relations.

annual report  financial disclosure  public company
corporate compliance  internal disclosure  regulatory
Electronic media  investment markets  governance
Financial community  press conference  securities law
Share/stock price  shareholder communications
Strategic management

Recognizing fixed phrases from academic English (3)

Make sure you understand these key phrases from general academic English.

One of the ...  In this sort of situation ...
In some circumstances, ...  It is obvious/clear that ...
Even so, ...  It appears to be the case that ...
... , as follows: ...  The research/A survey found that ...
The writers assert/maintain/conclude/ assume/state/agree/suggest that ...
Research has shown ...
The evidence does not support this idea.

Recognizing levels of confidence in research or information

In an academic context, writers will usually indicate the level of confidence in information they are giving. There is a strong tendency also for writers to be tentative when stating facts.

Examples:
It appears to be the case that ... / This suggests that ... (tentative)
The evidence shows that ... / It is clear that ... (definite/confident)

When you read a ‘fact’ in a text, look for qualifying words before it, which show the level of confidence.

Recognizing ‘marked’ words

Many common words in English are ‘neutral’, i.e., they do not imply any view on the part of the writer or speaker. However, there are often apparent synonyms which are ‘marked’. They show attitude, or stance.

Examples:
Share prices rose by 10% last year. (neutral)
Share prices soared by 10% last year. (marked)
Soared implies that the writer thinks this is a particularly big or fast increase.

When you read a sentence, think: Is this a neutral word, or is it a marked word? If it is marked, what does this tell me about the writer’s attitude to the information?

When you write a sentence, think: Have I used neutral words or marked words? If I have used marked words, do they show my real attitude/the attitude of the original writer?

Extend your vocabulary by learning marked words and their exact effect.

Examples:

<table>
<thead>
<tr>
<th>Neutral</th>
<th>Marked</th>
</tr>
</thead>
<tbody>
<tr>
<td>go up, rise, increase</td>
<td>soar, rocket</td>
</tr>
<tr>
<td>go down, fall, decrease</td>
<td>slump, plummet</td>
</tr>
<tr>
<td>say, state</td>
<td>assert, maintain, claim, argue, allege</td>
</tr>
<tr>
<td>acquire</td>
<td>grab, seize, snatch</td>
</tr>
</tbody>
</table>
Identifying the parts of a long sentence

Long sentences contain many separate parts. You must be able to recognize these parts to understand the sentence as a whole. Mark up a long sentence as follows:

- Locate the subjects, verbs and objects/complements by underlining the relevant nouns, verbs and adjectives.
- Put a dividing line:
  - at the end of a phrase which begins a sentence
  - before a phrase at the end of the sentence
  - between clauses
- Put brackets round extra pieces of information.

Example:

Many writers have claimed that an IRO today must have expertise in public relations, finance, accounting and law, as well as proficiency in electronic media.

Many writers have claimed that an IRO today must have expertise (in public relations, finance, accounting and law) as well as proficiency in electronic media.

Constructing a long sentence

Begin with a very simple SV(O)(C)(A) sentence and then add extra information.

Example:

| Electronic shareholder forums | permit | independent communication | Nowadays, electronic shareholder forums | permit | independent communication among shareholders | through the Internet. |

Writing a bibliography/reference list

The APA (American Psychological Association) system is probably the most common in the social sciences. Information should be given as shown in the following source references for a book, an Internet article and a journal article. The final list should be in alphabetical order according to the family name of the writer. See the reference list on page 83 for a model.

<table>
<thead>
<tr>
<th>Author or organization</th>
<th>Date (or ‘n.d.’)</th>
<th>Title of book</th>
<th>Place of publication</th>
<th>Publisher</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Author or organization</th>
<th>Date (or ‘n.d.’)</th>
<th>Title of Internet article</th>
<th>Date of retrieval</th>
<th>Full URL</th>
</tr>
</thead>
</table>

More information on referencing (including other systems such as MLA) can be found on: http://owl.english.purdue.edu/owl/resource/560/02/
A Look at the diagram on the opposite page.
1 Name the main types of regulation.
2 Complete each space in the diagram with a word from box c.
3 Discuss how the example of each regulation might influence public relations practice.
4 Give more examples of each type of regulation.

B Study the linking words and phrases in box a.
1 Put them into two groups for:
   a discussing reasons and results
   b building an argument
2 Is each linking word used to join ideas:
   a within a sentence?
   b between sentences?
3 Can you think of similar linking words?
4 Put the linking words in question 1b in a suitable order to list points in support of an argument.

C Study the words in box b.
1 Which words are related to regulations?
2 In pairs, explain your decisions.
3 Are the words nouns, verbs or adjectives?
   What is the stress pattern of each word?
4 What other words or phrases have the same meaning?

D Read the text on the right.
1 Complete each space with a word or phrase from box a or box b. Change the form if necessary.
2 Can you think of other words or phrases with the same meaning as the blue words?
3 Match the words and phrases below with a later word or phrase that refers back to them.

Example:
two college students – the teenagers, the girls breaking (the law)
misleading claims penalty

In 2007, a complaint was made by two college students and, ________, GlaxoSmithKline (GSK) was investigated by New Zealand’s Commerce Commission. The company was charged with breaking the law under the NZ Fair Trading Act over ________ claims about the vitamin C content of Ribena drinks.
The teenagers had tested the Ribena blackcurrant cordial for a science project. Their research showed that Ribena had far less vitamin C than _________. So, the students decided to take action. ________, they wrote to GSK, but received no response.
________, they telephoned the company. ________ a very brief and unsatisfactory statement. ________, they took the matter to the Commission. At first, GSK admitted no immediate _________. They said that the girls had tested the wrong _________. The Commission agreed to _________, and, _________ no detectable level of vitamin C was found, GSK finally pleaded guilty to 15 ________ of breaching the NZ Fair Trading Act.
Their ________ for the offence was a fine of NZ$ 217,500. ________, GSK was ordered to admit, in newspaper advertisements, that some forms of Ribena contained no detectable level of vitamin C, and that the company had misled its customers.
________ that GSK self-reported the _________ to the Australian Competition and Consumer Commission.
From a public relations point of view, this ________ GSK’s reputation. ________, it exposed the company’s poor response to the initial _________. 
Regulations that affect public relations practice

Ethics
- Informal
- 1. Matter of _______
- 2. Self-enforced and self-regulated

Laws
- Formal
- 2. Created in _______
- 3. Violations _______
- according to law

Civil law
- 5. Violations constitute _______
- against the individual, and include

- 7. _______ or misrepresentation of individual or organization
- 8. Libel and _______
- 9. _______ laws

- Ownership/protection of ideas
- 12. _______
- 13. Intellectual _______
- Trademarks
- Trading practices
- 14. _______ law
- Company/commercial law
- 15. Insurance _______
- 16. Unfair _______
- 17. Professional _______
- Disclosure

Criminal law
- 6. Violations = offences against the _______
- including:

- Assault
- 10. _______
- 11. _______
- Treason

conscience contract copyright defamation fraud malpractice moral offences privacy property punishable slander state theft trading
11.2 Listening

recognizing the speaker’s point of view • making notes • writing up notes

A
You are going to listen to a lecture by a guest speaker in the Public Relations faculty at Hadford University. Look at the poster on the right.
1. What is the lecture going to be about?
2. Decide on how you are going to make notes. Prepare a page in your notebook.

B
Listen to Part 1 of the lecture and make notes.
1. What is the focus of the lecturer’s talk?
2. What main factors will the lecturer discuss?
3. What will the lecturer summarize?

C
Listen to Part 2 of the lecture and make notes.

D
Using your notes, answer the questions on the handout on the right.

E
Refer to the model Cornell notes on page 105.
1. Check your answers with the model.
2. Complete the Review and Summary sections of the Cornell notes.

F
The lecturer talks about the issue of ethical behaviour in the practice of PR. Listen again to part of the lecture. Which words tell us whether the information is fact or opinion?

G
Study the phrases in the blue box. Which type of information below follows each phrase in the blue box? Listen to some sentences from the lecture.
- restatement
- definite point
- summary of a source
- example
- statement of a topic
- another point
- tentative point
- clarification
- purpose for speaking

H
Write out one section of your notes in complete sentences.

See Skills bank

HADFORD University

Visiting Speaker: Dr James Gower
15th February 5.00 p.m.
'Regulation of the public relations industry: standards and responsibilities'
Dr Gower will explore key regulations affecting public relations practice in today’s global environment.

1. What did the lecturer discuss first?
2. What examples of this did the lecturer mention?
3. Which laws does the lecturer say he will focus on? Does he do this?
4. Which ethical controversies relate to capitalist business practice?
5. Where is risk management information found in most organizations?
6. Ultimately, what is the purpose of professional ethics?
7. What can compromise the conduct of a PR professional?
8. Because of rapidly evolving technology, US PR practitioners need to be familiar with which Act?
9. Information on the operation and health of a company may fall into the domain of whom?

1. That is to say
2. Don’t misunderstand me
3. To some degree
4. It’s fair to say that …
5. Not only that, but …
6. A case in point …
7. In an attempt to …
8. … gives a good description
9. With respect to …
10. There’s no doubt that …
11.3 Extending skills

stress in phrases • building an argument

A

1. Study the phrases in box a.
   1. Mark the stressed syllables in each phrase.
   2. Listen and check your answers.
   3. Which phrases have adjective + noun? Which word has the stronger stress in these phrases?

B

1. Look at the topics below.
   • transparency
   • misrepresentation
   • conflict of interest
   • disclosure

   1. What would you like to know about these topics?
   2. Prepare a page in your notebook to make some notes.
   3. Listen to Part 3 of the lecture and make notes. If there is information which you miss, leave a space.

C

1. Answer the questions on the Hadford University handout, using your notes.

D

1. Study the stages of building an argument (a–f) in box b.
   1. Put the stages in an appropriate order.
   2. Match each stage (a–f) with a phrase from box c.

E

1. Listen to a section from the lecture.
   Make notes on what the lecturer says for each stage of the argument (a–f).
   2. Check your answers to Exercises D and E1.

F

1. Use your notes from this lesson to write 75–100 words about the main points in the last part of the lecture.

G

1. In groups, discuss the research task set by the lecturer. Talk about these questions:
   1. Which organization will you choose for your ethical dilemma case study?
   2. What are the four ethical issues you need to consider when thinking about your chosen organization?
   3. What do you already know about the ethical issue and how the organization handled it?
   4. What kind of information will you need to find?
   5. Where can you go to find more information?

Report back to the class on your case study. In Lesson 11.4 you will take part in a seminar to discuss your case study.
11.4 Extending skills

stress in phrases • making effective contributions to a seminar

A Study the terms in box a.
   1 Explain the meaning of the terms.
   2 Mark the main stress in each term.

B Study the words in box b. Match the words in columns 1 and 2 to make phrases. (Note there are two phrases using the word interest.)

C Study the words and phrases from an industry jargon web page on the opposite page.
   1 Complete the newspaper headlines A–F with one of the jargon words or phrases.
   2 Match the headlines with paragraphs 1–6 on the opposite page.

D Study the phrases in box c.
   1 What purpose would you use these phrases for in a seminar?
   2 Which phrases can you use for linking your new point to a contribution by another speaker?

E Listen to some students taking part in a seminar. They have been asked to discuss ethical dilemmas, including conflict of interest, misrepresentation, disclosure and transparency. While you listen, make a note of:
   1 the main topic of each extract
   2 further details of each topic

F Discuss your case studies on ethical dilemmas in the practice of PR. One person from the group should report lessons learnt from the discussion about the case studies.

---

A

basic employee rights
fee disclosure regulations
free market economy
insider trading laws
public relations practitioner

---

B

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>conflict of</td>
<td>damage</td>
</tr>
<tr>
<td>insider</td>
<td>goods</td>
</tr>
<tr>
<td>legal</td>
<td>interest</td>
</tr>
<tr>
<td>moral</td>
<td>interest</td>
</tr>
<tr>
<td>public</td>
<td>issues</td>
</tr>
<tr>
<td>reputational</td>
<td>liability</td>
</tr>
<tr>
<td>unsolicited</td>
<td>information</td>
</tr>
<tr>
<td>withholding</td>
<td>trading</td>
</tr>
</tbody>
</table>

---

C

I'd like to start by explaining ...
To carry on from this first point, I want secondly to look at ...
I don't think that is the main reason.
That seems like a very good point X is making.
I'm going to expand the topic by mentioning ...
On the other hand, you might want to say that ...
As well as this issue, we can also look at a very different issue.
So to sum up, we can say that ...
Does anybody have any opinions or anything they would like to add?
I think we need a different viewpoint.
OK, to continue then ...
Following on from what X has said ...
The prime minister has dismissed the allegations that her adviser had resigned after conspiring to set up a blog that would be used to post false rumours about the private lives of senior members of the opposition party.

Arguing it was necessary to ‘counter the misinformation put out by our adversaries’, a Washington-based public relations firm was hired by the Defense Department to pay Iraqi journalists for media coverage that was not antagonistic towards the United States.

Western Tobacco company president has apologized for a scam after a young blogger exposed the company’s fake blog, supposedly posted by a teenage girl listing reasons why she loved smoking Western Tobacco cigarettes.

A London PR man was found out, tried and prosecuted after indulging in some insider trading. The incident occurred after a client had confidentially told him of plans to take over a competitor organization. A colleague was disgusted and went public with the story.

Wellesley Developments Ltd have been prosecuted after it was discovered the company often took illegal cash payments from subcontractors in return for deliberately underestimating the cost of construction and renovation work.

A fictitious, ‘in-house’ commentator has been caught writing enthusiastic appraisals for a cosmetics company brand and products on a blog. The CEO of the cosmetics company apologized today, stating that it was not company practice and that the intern responsible had been fired.

**A** Defense Department guilty of _______ PR

*Northern District Gazette*

**B** PR disaster for developer guilty of _______

*Rural Times*

**C** Press adviser & blogger’s _______ PR disaster

*The Journal*

**D** PR man prosecuted after _______ reveals wrongdoing

*Cityside Post*

**E** PR intern fired for _______

*Sun News*

**F** PR disaster for Western Tobacco: Blogger exposes _______ scam

*Daily Bulletin*

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**Industry jargon**

- **astroturfing** n (U) – a term for formal public relations campaigns in politics and advertising that seek to create the impression of being spontaneous, popular support when it is organised public relations activity. The reference to Astro Turf (artificial grass) is a metaphor to indicate fake grassroots support.

- **flog** n (C) – a term used to describe a fake blog by a PR agency or organization posing as a customer to promote a product or service

- **kickback** n (C) – an amount of money that is paid to someone illegally in exchange for secret help or work

- **low-ball or low ball** v (T) – a slang term, meaning to underestimate or state (a cost) deliberately

- **pay to play** v – secretly paying for editorial placement or editorial influence and failing to disclose the exchange of value (in the form of cash, travel, gifts or future favours) between the professional and the journalist

- **smear campaign** n (C) – an activity intended to harm an individual or group’s reputation by spreading rumours and lies

- **sweetheart deal** n (C) – an abnormally favourable agreement you make in which you get something that is to your advantage, especially by agreeing to give up something else

- **whistle-blower** n (C) – a person who tells someone in authority about something illegal that is happening in an organization
Linking words

We use linking words and phrases to join ideas together in a sequence, to show how the ideas are related.

Some linking words can be used to join independent and dependent clauses in a sentence.

**Examples:**
- The students wrote to GSK because research showed Ribena had far less vitamin C than advertised.
- Because their research showed Ribena had far less vitamin C than advertised, the students wrote to GSK.

Other linking words join sentences in a text.

**Example:**
- In 2007, a complaint was made by two college students and, as a result, GlaxoSmithKline (GSK) was investigated by New Zealand’s Commerce Commission.

When building an argument, it is a good idea to use linking words or phrases to add points.

**Examples:**
- Firstly, ... Another point is ... In addition, ... ... whereas ...
- For example, ... Secondly, ... Moreover, ... Finally, ...

Using words with similar meanings to refer back in a text

It is a good idea to learn several words with similar or related meanings. We often build cohesion in a text by using different words to refer back to something previously mentioned.

**Examples:**

<table>
<thead>
<tr>
<th>First mention</th>
<th>Second mention</th>
</tr>
</thead>
<tbody>
<tr>
<td>two college students</td>
<td>the teenagers</td>
</tr>
<tr>
<td>penalty</td>
<td>fine</td>
</tr>
</tbody>
</table>

Recognizing fixed phrases from academic English (3)

In Units 7 and 9, we learnt some key fixed phrases from general academic English. Here are some more to use when speaking.

- Don’t misunderstand me.
- I’m afraid that just isn’t true.
- in an attempt to ...
- ... is a case in point
- not only that, but ...
- Some people say ...
- the effect of ...
- the history of ...
- the presence of ...
- there is a correlation between ... and ...
- to some degree ...
- to the extent that ...
- What’s more, ...
- with respect to ...
Writing out notes in full
When making notes we use as few words as possible. This means that when we come to write up the notes, we need to pay attention to:

- the use of numbers and symbols for words and ideas, e.g.,
  Notes: Bus. ethics → monitoring capitalist bus. pract. (e.g., advtsig, insider trading, basic emp. rights, job discrim.)
  Business ethics involves monitoring capitalist business practices (for example, advertising, insider trading, basic employee rights, job discrimination).

- making sure the grammatical words are put back in, e.g.,
  Notes: laws → formed + enforced by society
  Laws are formulated and enforced by society.

- making the implied meanings clear, e.g.,
  Notes: vs. ethics → self-imposed + self-enforced, i.e., formed in indiv.'s conscience
  With respect to ethics, however, because they are a matter of conscience, they are self-imposed and self-enforced.

Building an argument
A common way to build an argument is:

1. First, state the issue:
   I'd like to raise the issue of transparency.

2. Next, give a counter-argument:
   Some people see this as simply disclosure of information.

3. Then give your opinion:
   Transparency, in my view, refers specifically to the relationships between journalists and PR professionals.

4. Then give evidence for your opinion:
   It seems to me that 'exchange of value', that is, journalists receiving gifts, etc. from the professionals, is OK, as long as it's transparent or open – that is, as long as everyone involved knows it's happening. That is also the attitude of the PRSA, as represented in their code.

Linking to a previous point when your contribution is new
When you want to move the discussion in a new direction, introduce your comments with phrases such as:
Following on from what X said, I'd like to talk about ...
I'm going to expand the topic by mentioning ...
As well as transparency, we can also look at a very different sort of issue.

Summarizing a source
When we talk about the ideas of other people in a lecture or a seminar, we often give a summary of the source in a sentence or two.

Examples:
A book by (name of writer) called (name of book) published in (year) gives an explanation of how ...
Briefly, (name of writer) explains how ...
An introduction to (topic) can be found in (name of writer).
12 COMMUNICATION AND TECHNOLOGICAL CHANGE

12.1 Vocabulary

A Study the words and phrases in box a.
1 How does each word or phrase relate to communication in public relations?
2 Check the stress and pronunciation.

B Read text A on the opposite page.
1 What is a SWOT analysis?
2 Look at the highlighted words. Connect each word to the noun it refers to.
Example: it refers to a previously mentioned compound noun (SWOT analysis)

C Study the verbs in box b. They can be used to introduce quotations, or paraphrases/summaries.
1 Check the meanings of any words you don’t know.
2 Which verbs have similar meanings?
3 Which verbs are not followed by that?
4 When can you use each verb?
Example: accept = the writer (reluctantly) thinks this idea from someone else is true

D Read text B on the opposite page. Look at the highlighted sentences.
1 What is the purpose of each sentence?
Example: PR practitioners need to be aware of the issues, potential and pitfalls of social media = opinion or recommendation
2 In an assignment, should you refer to the highlighted sentences by quoting directly or paraphrasing?
3 Choose an appropriate introductory verb from box b and write out each sentence as a direct quotation or a paraphrase. Add the source references.

E Look at the SWOT analysis of social media for public relations practice on page 106.
1 Complete the internal audit section with a list of strengths.
2 Suggest an action that the PR organization could take to overcome each of the identified weaknesses.
3 Write a list of opportunities for the external audit.
4 Suggest an action the PR organization could take to minimize each of the threats.
A SWOT analysis

A SWOT analysis can be used to identify the strengths, weaknesses, opportunities and threats involved in a project or business venture. It can also be used as part of a strategic planning process and in message development.

For example, a SWOT analysis could be used by small to medium-sized public relations companies to analyze social media as a tool for public relations practice. Through such a strategic analysis, they could establish where, when and how to get the best use of the new media. This process helps managers to identify objectives, and examine the internal and external factors that are impacting on their ability to meet those objectives. First they carry out an ‘external audit’ to identify the opportunities and threats of social media compared with those of the traditional media. Secondly, the managers carry out an ‘internal audit’ of the organization to identify its strengths and weaknesses. If the objectives seem to be generally attainable, they need to assess how they can capitalize on each strength and deal with each weakness.

The results of such audits are presented in a four-box summary of the current strengths and weaknesses of social media, from a public relations perspective. The opportunities and threats which could affect its potential usage in public relations practice are also identified.


B Social media: Guidelines for use

In January 2009, the CIPR issued updated guidelines for its members on the use of social media. The CIPR points out that as audiences now control the media they consume, PR practitioners must be aware of “the issues, potential and pitfalls of social media”. Since pitching to bloggers is commonplace, unsolicited PR e-mails are often regarded as spam. Therefore PR practitioners should ensure that their material is relevant. Openness and transparency were identified as the key elements. Organizations and individuals who fail to disclose full commercial intent when utilizing social media networks “can find themselves criticised publicly.” Guidelines on blogging include: respecting copyright and the privacy of others; and avoiding content containing inappropriate (e.g., sexist, racist, homophobic) and abusive language.

Practitioners are advised to abide by the CIPR Code of Conduct and relevant areas of UK law as “There are areas – both legally and in terms of best practice – that are still applicable whether dealing online or offline.”

12.2 Reading  linking ideas in a text • quoting and paraphrasing

A Discuss the following questions.
1 What does written communication involve?
2 What is the objective of a successful message?

B Survey the text on the opposite page. What will the text be about? Write three questions to which you would like answers.

C Read the text. Does it answer your questions?

D Number the items on the right in order of publication or statement.

E For each paragraph:
1 Identify the topic sentence.
2 Think of a suitable title.

F Look at the underlined words in the text. What do they refer back to?

G Study the highlighted words and phrases.
1 What do they have in common?
2 What linking words or phrases can you use to show:
   • addition?
   • contrast?
   • concession?
   • result?
   • reason?
3 Write the sentences with the highlighted items again, using other linking words or phrases with similar meanings.

H Read the text on the right. A student has taken some lecture notes, but the quotations and phrases have not been correctly done. Can you spot the mistakes and correct them?

I Write a paragraph for a university lecturer, summarizing the ways PR practitioners can improve communication. Decide whether you should quote or paraphrase the material from the text.

| Seltzer points out that 'shared meaning' assists communication. |
| Radial changes were brought about by the development of the world wide web and the Internet. |
| Web 3.0 is focused on knowledge. |
| By 1997, business e-mail had overtaken regular mail. |
| Although people receive and understand a message, they may still not change or act in accordance with the information. |
| Web 2.0 is people-focused. |
| Broom & Dozier's co-orientation model of communications suggests that communication is easier if the sender and receiver are in agreement. |
| In 2001, Grunig presented a new two-way symmetrical model of public relations. |

According to Robinson, as Grunig (2001) explains that communication is two-way (symmetrical), with the organization and the publics placed in asymmetrical positions at either end, while the middle of the continuum contains a symmetrical win-win zone. Grunig (2001:25), quoted in Robinson, says that when the organization and publics meet in the middle, where there is a two-way win-win zone, they can engage in mixed motive communication.
Communication and technology

By Jan Robinson

Human communication is a complex process. Basically, it involves a sender, a message, a channel through which the message travels, and a receiver. However, effective communication is difficult to achieve. Oral communication must be encoded into words, transmitted by sound waves and decoded by the receiver into an understanding of the sounds, which can only happen if that person is within hearing distance. For written communication to be understood, the message must be encoded into meaningful typographic characters (e.g., English or some other language), transmitted on a printed page (and/or some other channel, e.g., a computer screen), and decoded by the receiver (assuming that the person understands that language and typographic characters). Individuals and target audiences have to receive the messages, understand them, and retain or remember them. However, as Stamm and Grunig (1977) point out, although people receive and understand a message, they may still not change or act in accordance with the information. Consequently, it can be argued, communication has not occurred. For communication to occur, the messages must have an impact on the receiver's knowledge, attitude or behaviour. In public relations practice, the objective is that the receiver responds to the message. However, some communication theorists argue that public relations mostly involves information dissemination, not communication.

A number of factors impact on communication. Any barrier to communication is referred to as 'noise'. This includes physical barriers, such as other people speaking, and psychological factors, including preconceived ideas or misunderstood meanings due to differences in culture, customs, language or occupation, etc. So, to achieve better communication, public relations practitioners need to reduce noise.

Broom and Dozier's (1990) co-orientation model of communications suggests that the closer the relationship on agreement and accuracy between the sender and receiver, the easier it is to communicate. In other words, if the views of the sender and receiver are similar (i.e., in agreement) and the perceptions of the other person's views are accurate, communication is easier. Seltzer (2006) emphasizes that the nature of the relationship between the parties involved in the communication experience "rests on shared meaning" (p. 13).

Despite the fact that early communications models assumed the direction of communication was one way (asymmetrical), from the sender to the receiver, later theorists have argued that the receiver is not passive. Grunig and Hunt (1984) state that a response to a message can be latent (low involvement), aware or active (high involvement). Grunig developed a number of public relations communication models. In addition, in 2001, he presented a new two-way symmetrical model of public relations. In this model, he illustrated public relations as a continuum, with the organization and the publics placed in asymmetrical positions at either end, while "the middle of the continuum contains a symmetrical win-win zone". Grunig (ibid.) further points out that when the organization and publics meet in the middle, where there is a two-way win-win zone, they "can engage in mixed motive communication" (p. 25). In other words, both parties are actively engaged in communication to negotiate, resolve conflict, and promote mutual understanding and respect.

In the late 1980s, the development of the world wide web and the Internet resulted in radical changes in communication. By 1997, business e-mail had overtaken regular mail. Each development of the web has resulted in improving its functionality. Whereas the world wide web contained non-interactive static HTML pages that limited users to passive viewing of provided information, the focus of Web 2.0 (2003) is open communication, sharing information and user control of website content, e.g., Wikipedia. Components of Web 2.0 include blogs, wikis and web services. This more personal, digital means of communicating has created a challenge to public relations disciplines and skills.

While these changes also present opportunities, they can create possible problems, for example, managing privacy issues, ethical questions relating to web research practices, higher workloads, etc. Whereas Web 2.0 is focused on people, Web 3.0, the trend of the future, is focused on knowledge. It has been referred to as connective intelligence, as the "semantic web", since it is a project aimed at designing web page data that computers understand. The focus is on using computer systems for searching, aggregating and combining web information without human intervention. Today, many practitioners in the public relations field are being challenged by the explosion in computer-mediated communication and a new range of electronic mass media. As the communication medium constantly changes, it also challenges methods of communication, but the core components, involving a sender, a message, a channel through which the message travels, and a receiver, remain the same.
12.3 Extending skills
research reports: introduction, method, conclusion

A Study the words in the box.
1 Check the pronunciation and grammar.
2 What are their meanings in a research report?

B Read the two Method paragraphs on the right.
1 Copy them into your notebook. Put the verbs in brackets in the correct form.
2 Identify the original research questions, the research methods and other important information.

C What are the sections of a research report? What order should they go in?

D Read the Introduction and Conclusion to the report on the opposite page.
1 Why was the report undertaken?
2 What action(s) does the report recommend?
3 What are the elements of a good introduction and conclusion?

12.4 Extending skills
research reports: questionnaires, findings, discussion

A Describe the data in Figures 1 and 2 from the report.

B Look at the first paragraph from the Findings section of the report.
1 Complete the spaces with quantity phrases. Put the verbs in the correct tense.
2 Write another paragraph, using Figure 2.

C Look at the notes for the Discussion part of the report on the opposite page. Write the discussion paragraph.

D Cover the Conclusion section on the opposite page.
1 What should the report writer say in the Conclusion? Make some notes.
2 Read the Conclusion again and compare.

---

Report A: Method
A survey (conduct) by the research firm StrategyOne to find out how the Internet (perceive) by political assistants as a resource for (connect) with local residents and communities. Three hundred and ninety six senior staff members from key capitals in the US and Europe (interview). Approximately 34% of the sample (be) UK Parliament staff, and 25% (be) French Assembly staff.
Source: http://www.edelman.com/Capital_Staffers_Index.pdf

Report B: Method
In order to find out whether multiple repetitions of information about a particular company enhances its credibility, a 30-minute telephone survey (undertake) of 4,475 people in 20 countries between November 5 and December 14, 2008. Two different age groups (investigate), including 1,075 people aged 25 to 34, and 3,400 people aged 35 to 64.
Source: http://www.edelman.com

Report A: Findings
When questioned on methods of communication, a large ___________ of respondents (say) they preferred written letters (22%), one-on-one meetings (21%) and telephone calls (21%). The same number of respondents (21%) (use) e-mail as their preferred method of communication. Although they (hear) about the benefits of social networks, only a fairly small ___________ of respondents preferred to use them. Despite the advantages of blogs and social networking, the ___________ of respondents still (see) traditional communication channels as the best method for reaching members.
**Report A: Introduction**

The global use of social media networks by corporations and organizations is increasing. It is argued that online resources and social media networks are replacing traditional media. It is important to determine the perceived value of the Internet as a tool for policymakers internationally. This report will describe a survey undertaken to find out policymakers' perceptions of the Internet as a tool for connecting with local residents and communities. It will assess the extent of the role which online sources play in informing and shaping the behaviour of staff in key policy positions.

**Report A: Conclusion**

To conclude, the survey identified the growing importance of digital tools for both communicating with constituents and for constituents reaching their members. Staff are turning to social networks, blogs and microblogs more regularly. However, staff use of online communication channels for personal use far exceeded their use for policy roles. Staff need to make better use of the social media tools they are currently using. For example, training and other means of raising awareness are needed to improve effective usage. If usage continues to be low, or primarily for personal use rather than for work purposes, then the organizations are not succeeding in their aim of connecting with the local community. Many dedicated online sources for policy framing are beginning to emerge. The influence of social media networks is increasing and cannot be overlooked. These need to be included in the mix of tools for communicating about and forming consensus on important policy issues. The better the information is targeted, the better the chances of it being read.

**Report A: Findings**

![Diagram showing communication methods](http://www.edelman.com/Capital_Staffers_index.pdf)

**Discussion**

Staff use of traditional and Internet communication methods = mixed

**Positives**

- Social medium use $\rightarrow$ 60% personal, 96% social policy research

**Negatives**

- Social medium use $\rightarrow$ 28% to professional colleagues, 21% for reaching constituents

*NB: Research limitation: survey sample = senior tenured staffers*
**Introductory verbs**

Choosing the right introductory verb is important. Your choice of introductory verb shows what kind of statement the writer is making.

Seltzer (2006) emphasizes that the nature of the relationship between the parties involved in the communication experience "rests on shared meaning" (p. 13).

Your choice of introductory verb also shows what you think of another writer's ideas. This is an important part of academic work.

**Example:**

However, as Stamm and Grunig (1997) point out, although people receive and understand a message, they may still not change or act in accordance with the information.

<table>
<thead>
<tr>
<th>Verb</th>
<th>The writer ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>thinks this idea from someone else is true</td>
</tr>
<tr>
<td>accept, concede</td>
<td>reluctantly thinks this idea from someone else is true</td>
</tr>
<tr>
<td>consider, emphasize, note, observe, point out, state, suggest*</td>
<td>is giving his/her opinion</td>
</tr>
<tr>
<td>argue, assert, claim, contend, insist</td>
<td>is giving an opinion that others may not agree with</td>
</tr>
<tr>
<td>cite</td>
<td>is referring to someone else's ideas</td>
</tr>
<tr>
<td>disagree, dispute</td>
<td>thinks an idea is wrong</td>
</tr>
<tr>
<td>suggest*</td>
<td>is giving his/her recommendation</td>
</tr>
<tr>
<td>describe</td>
<td>is giving a definition/description</td>
</tr>
<tr>
<td>illustrate, indicate, show</td>
<td>is explaining, possibly with an example</td>
</tr>
<tr>
<td>report</td>
<td>is giving research findings</td>
</tr>
</tbody>
</table>

*suggest can have two meanings

**Linking ideas in a text**

Linking words, which join ideas within a sentence or between sentences, convey different meanings.

<table>
<thead>
<tr>
<th></th>
<th>Within sentences</th>
<th>Between sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contrast</td>
<td>but, whereas, while</td>
<td>However, In/By contrast, On the other hand</td>
</tr>
<tr>
<td>Concession</td>
<td>although, despitelin spite of the fact that</td>
<td>However, At the same time, Nevertheless, Despitelin spite of + noun, Yet</td>
</tr>
<tr>
<td>Result</td>
<td>so, so that</td>
<td>So, As a result, Consequently, Therefore</td>
</tr>
<tr>
<td>Reason</td>
<td>because, since, as</td>
<td>Because of + noun, Owing to + noun, Due to + noun</td>
</tr>
</tbody>
</table>

**Referring to quantities and group sizes in a report**

<table>
<thead>
<tr>
<th></th>
<th>overwhelming/large/significant slight/small/insignificant/tiny</th>
<th>majority</th>
<th>minority</th>
<th>number</th>
<th>(of + noun)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over</td>
<td>half</td>
<td>a quarter</td>
<td>a third</td>
<td>x %</td>
<td></td>
</tr>
<tr>
<td>More</td>
<td>than</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Skills bank

**Structuring a research report**
A research report is an account of some research which has been undertaken to find out about a situation or a phenomenon, e.g., *What do our customers think of our services? What social media do public relations companies use?*

- **Introduction** introduce topic; background information; reasons for research
- **Method** research questions; how research was carried out
- **Findings/results** answers to research questions
- **Discussion** issues arising from findings; limitations of research
- **Conclusion** summary of main findings; implications; recommendations; possibilities for further research

**Writing introductions and conclusions**

**Introduction**
- Introduce the topic of the report.
- Say why the topic is important.
- Give background information.
- Give an outline of the report plan.
  Note: No substantial information; this belongs in the body of the report.

**Conclusion**
- Summarize the main points in the report without repeating unnecessarily.
- Make some concluding comments such as likely implications or recommendations.
  Note: No new information; all the main points should be in the body of the report.

**Deciding when to quote and when to paraphrase**
When referring to sources, you will need to decide whether to quote directly or to paraphrase/summarize.
- **Quote** when the writer's words are special or show a particularly clever use of language. This is often the case with strongly stated definitions or opinions.
- **Paraphrase/summarize** descriptions and factual information.

**Incorporating quotations**
- Use an introductory verb.
- Don't forget the quotation marks.
- Make the quote fit the grammar of the sentence.
- Show any missing words with ‘...’.
- Copy the original words exactly.
- Add emphasis with italics and write ‘[emphasis added]’.
- Add words which are not in the original but are necessary to fully understand the quotation out of context. Put the extra word(s) in brackets.

Do not quote more than one sentence within the body of a paragraph. If you want to quote two or three sentences, put a colon and write the quote as indented text, so that it clearly stands out from the body of your essays.

However, think very carefully before you include a long quote. It is usually better to paraphrase in this case.
## 7.4 Corporate performance

### 1 Economic measurements

*(financial performance now less important than trust in an organization)*

- traditional measurements’ main focus was measuring profitability and return to shareholders
- public disclosure of financial and other corporate information important
- reducing pay gap between senior executive and rank and file workers important for building trust
- a robust reporting and corporate governance system is important for organizations
- in many developing countries, this requires establishing clear guidelines on how to deal with local business practices

### 4 Reputation measurement

*(highest criteria are about trust and reputation)*

- CEO focus should be from the perspective of all stakeholders
- CEOs need to communicate frequently
- focus is on honest and transparent communications
- investors and consumers are not merely interested in a business’s financial performance or quality of its goods or services
- fair treatment to employees and social responsibility values important
- new social media an important monitor
### Symbols

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>&amp;+</td>
<td>and, plus</td>
</tr>
<tr>
<td>-</td>
<td>less, minus</td>
</tr>
<tr>
<td>±</td>
<td>plus or minus</td>
</tr>
<tr>
<td>=</td>
<td>is, equals, is the same as</td>
</tr>
<tr>
<td>≈</td>
<td>is approximately equivalent to</td>
</tr>
<tr>
<td>≠</td>
<td>is not, is not the same as, doesn't mean, does not equal, is different from</td>
</tr>
<tr>
<td>&gt;</td>
<td>is greater than, is more than, is over</td>
</tr>
<tr>
<td>&lt;</td>
<td>is less than</td>
</tr>
<tr>
<td>→</td>
<td>gives, produces, leads to, results in</td>
</tr>
<tr>
<td>←</td>
<td>is given by, is produced by, results from, comes from</td>
</tr>
<tr>
<td>↑</td>
<td>rises, increases, grows</td>
</tr>
<tr>
<td>↓</td>
<td>falls, decreases, declines</td>
</tr>
<tr>
<td>&quot;&quot;</td>
<td>ditto (repeats text immediately above)</td>
</tr>
<tr>
<td>&quot;</td>
<td>therefore, so</td>
</tr>
<tr>
<td>' : '</td>
<td>because, as, since</td>
</tr>
<tr>
<td>@</td>
<td>at</td>
</tr>
<tr>
<td>C</td>
<td>century, as in 20th C</td>
</tr>
<tr>
<td>§</td>
<td>paragraph</td>
</tr>
<tr>
<td>#</td>
<td>number, as in #1</td>
</tr>
<tr>
<td>?</td>
<td>this is doubtful</td>
</tr>
</tbody>
</table>

### Abbreviations

- **e.g.** for example
- **c.** approximately, as in c.1900
- **cf.** compare
- **Ch.** chapter
- **Ed./Eds.** editor(s)
- **et al.** and the other people (used when referring to a book with more than one author)
- **etc.** and all the rest
- **ff.** and the following, as in p.10ff.
- **fig.** figure (used when giving a title to a drawing or table)
- **i.e.** that is, that means, in other words
- **ibid.** in the same place in the source already mentioned
- **NB** important
- **n.d.** no date given
- **No., no.** number
- **op. cit** in the source already mentioned
- **p.** page
- **pp.** pages, as in pp.1–10
- **re.** concerning
- **ref.** with reference to
- **viz.** namely
- **vol.** volume
### Corporate performance

#### 3 Environmental sustainable development

(for reporting on an organization's economic, environmental and social performance)
- another form of measurement gaining acceptance
- goal is meeting current needs without compromising future generations
- Global Reporting Initiative (GRI) reporting framework to serve as a generally accepted framework
- requires new thinking from all organizations
- requires collaboration amongst stakeholders to produce a meaningful and transparent view of the sustainability of an organization's business operations

#### 2 Triple Bottom Line (TBL)

(framework includes measuring ecological and social performance)
- a new approach to measuring organizations endorsed by the United Nations
- used in addition to the traditional financial reporting
- this concept sees company responsibilities being with stakeholders rather than shareholders
- focus is on people first, then planet and then profit
### 11.2 Model Cornell notes

<table>
<thead>
<tr>
<th>Review</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics: judgements on desirability cert. behav. (what's right/wrong, what to approve/disapprove) informal regs. including: duties to others; honesty + lawfulness</td>
<td></td>
</tr>
</tbody>
</table>
| • Bus. ethics → monitoring capitalist bus. pract. (e.g., advtsg., insider trading, basic emp. rights, job discrim.) ↩ risks :|:
| • prof. ethics purpose → restrict undesirable + illegal practices |

laws = formed + enforced by society vs. ethics = a. self-imposed + b. self-enforced, i.e., formed in indiv.'s conscience

O'Malley, argues PR practitioners in their work:
• enter into contract with client
• client's ethics embedded in contract

... client-consultant arrangement compromises PR practr.'s ethics, i.e., potential for conflict with client demands/expectations

• regarding contracts →
PR industry should promote std. ethical clauses

re. codes of ethics:
• dev. in many countries by PR assoc.s.
• dev. by PR members, not outsiders, e.g., PRSA ethics code = guidance for ethical behav. + prof. conduct in Pract. of PR
• practrs. refer to member codes of conduct, e.g., UK PR practrs. refer to estab. areas of law

Guth + Marsh (2003) argue PR practrs. in US:
• ignorant of rules + regs. relating to their jobs
• need understand. of libel, privacy + copyright laws
• need familiarity with Digital Millennium Copyright Act

re. US corp. PR ↩ in laws re. stds. required in finance compliance + record kpg. → also disclosure laws regarding public co. (annual rpts. most common form of disclosure) = issues involving corp. PR practrs.
12.1 SWOT analysis of social media for public relations practice

<table>
<thead>
<tr>
<th>Internal audit</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Inability to adapt to new realities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Insufficient measurement of outcomes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Weak planning for impact of unpredictable users.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Failure to optimize levels of service to clients.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Employees lack skills to properly advise clients.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Inability to monitor all sources of information.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Lack knowledge of the new social media tools.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. High staff turnover due to new skill requirements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Networked not hierarchical organizational structure required.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. Practitioner burnout risk due to increased volume of content.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11. Move from one-directional to two-way communications required.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External audit</th>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Inadequate monitoring and responding to mass of user-created content, including misinformation, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Failure to create, monitor and nurture the relationships that might help clients because of time and cost constraints.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. ROI (return on investment) of social media for clients difficult to measure and therefore to justify.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Volume of social media causing client burnout.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Risk of reduced role for PR due to social media.</td>
</tr>
</tbody>
</table>
# Wordlist

Below is a selection of words from this book that will be of particular use to students of public relations. Unit numbers are given for each one. Where a word has multiple parts of speech, the part of speech of the word as used in the unit is indicated.

<table>
<thead>
<tr>
<th>A</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>abuse</td>
<td>6</td>
</tr>
<tr>
<td>access (n and v)</td>
<td>4</td>
</tr>
<tr>
<td>accessible</td>
<td>1</td>
</tr>
<tr>
<td>account assistant</td>
<td>4</td>
</tr>
<tr>
<td>account executive</td>
<td>4</td>
</tr>
<tr>
<td>account manager</td>
<td>4</td>
</tr>
<tr>
<td>account supervisor</td>
<td>4</td>
</tr>
<tr>
<td>accountability</td>
<td>9, 11, 12</td>
</tr>
<tr>
<td>action</td>
<td>6</td>
</tr>
<tr>
<td>activist</td>
<td>9</td>
</tr>
<tr>
<td>admit</td>
<td>11</td>
</tr>
<tr>
<td>advertise</td>
<td>1</td>
</tr>
<tr>
<td>advertising</td>
<td>1, 2, 7</td>
</tr>
<tr>
<td>advocate (v)</td>
<td>5, 9</td>
</tr>
<tr>
<td>affiliate marketing</td>
<td>8</td>
</tr>
<tr>
<td>aftermath</td>
<td>6</td>
</tr>
<tr>
<td>agency</td>
<td>1</td>
</tr>
<tr>
<td>agent</td>
<td>6</td>
</tr>
<tr>
<td>allegation</td>
<td>11</td>
</tr>
<tr>
<td>allocate (to)</td>
<td>8</td>
</tr>
<tr>
<td>analysis</td>
<td>3</td>
</tr>
<tr>
<td>analyze</td>
<td>1</td>
</tr>
<tr>
<td>annual</td>
<td>10</td>
</tr>
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Transcripts

Unit 1, Lesson 1.2, Exercise B 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.

Unit 1, Lesson 2, Exercise C 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.
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.

Unit 1, Lesson 2, Exercise E  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.

Unit 1, Lesson 3, Exercise E  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.

Unit 1, Lesson 4, Exercise D 🎧 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.

Unit 1, Lesson 4, Exercise D 🎧 1.7
Lecture 2
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.

Unit 1, Lesson 4, Exercise D  

Lecture 3

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.
Unit 1, Lesson 4, Exercise D 1.10

Lecture 5
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.

Cambridge International Dictionary of English defines research as ‘the detailed study of a subject, in order to discover new information or reach a new understanding’.

Secondly, what do we mean by public relations research? The Dictionary of Public Relations Measurement and Research describes it as a communication activity used for gathering information, or data. It looks at the communication relationships that exist between institutions and their target market or audiences. In seeking answers to their questions, researchers gather facts and opinions on an identified issue, need or question. As the name implies, PR research focuses on the whole PR process. It involves the controlled, objective and systematic gathering of data, and its interpretation. In other words, the method of collecting the data should be organized, planned, managed and impartial. In today’s lecture, we’ll look first at the main sources of data, and then we’ll look at data collection methods.

Unit 3, Lesson 2, Exercise C 1.12

Part 2
Public relations research has two main sources of information, or data. These are primary and secondary. Primary research involves original study. It is first-hand information obtained from the source by the researcher. Secondary research, on the other hand, is about the analysis of existing data. The data is extracted from material that has already been published, and includes other research.

In public relations programmes, secondary research should always be carried out as a background research before attempting primary research. Conducting thorough secondary research helps the researcher find out if another similar study already exists and helps establish what has been done and how it was done. Secondary research is also useful for establishing benchmarks and achievable goals, and identifying appropriate research questions and measurable research objectives.

I’ll finish this brief introduction to secondary research with some facts about data sources and research methods. Reputable sources of information for secondary research are online research services such as LexisNexis; public opinion polls such as the Gallup polls; census and other government data sources, to mention just a few. Professional organizations like the International Public Relations Association also post relevant...
research for their members on their websites. Secondary research methods include desk research, content analysis and tracking studies.

So now let's look at primary research in a little more detail. Primary research methods include surveys, interviews and panel studies, and they can be categorized as either qualitative or quantitative. Quantitative research uses a scientific method. It involves large samples that represent the entire population. Evidence is observed and measured using statistical or mathematical tools. Quantitative studies tend to use questionnaires with closed questions that control participants’ answers. The knowledge obtained from the studies is generalized, rather than used for in-depth understanding. To give you an example, a research problem might be 'the number of stories relating to domestic violence in the media'. This is a problem that can be quantitatively investigated. In other words, the number of stories is a variable which can be measured.

Now I'd like to turn to quantitative research methods. Quantitative research uses a wide range of data collection techniques. The main ones are face-to-face interviewing, shopping mall intercepts, telephone surveys, postal surveys, omnibus polls, panel studies, e-mail and web-based surveys. The first four are fairly self-explanatory, so I will leave you to research them in your own time. In the next part of the lecture, I'll be giving you some information about the other three methods.

study, the same individuals are interviewed regularly over a period of time, usually on the same topic or issue. In the second type, a group of individuals is deliberately recruited, for example, on the basis of special demographic characteristics, for ongoing interviews. An example of this is a Delphi study. In some ways similar to a focus group, Delphi studies involve a series of interviews with a panel of experts in order to reach a consensus on a particular topic or issue.

Finally, I'll talk about two data collection techniques that make use of the Internet. Firstly, e-mail questionnaires. These make quicker and cheaper research possible. However, if you want to ensure good results, the design of the questionnaire is critical. Because e-mail questionnaires are self-administered and sent to respondents electronically, there is a high risk that poorly designed questionnaires will be returned with incomplete or missing data. Or they may not be returned at all.

Secondly, web-based surveys. The advantage of web-based survey responses is that they can be collected in databases. This eliminates the need for manual data entry. However, advanced programming skills are needed for their design.

As you'll remember, I referred to qualitative research methods earlier in the lecture. I'll be looking at them more closely in our next session.

Unit 3, Lesson 2, Exercise D 1.13

Part 3

As I mentioned, in this part of the lecture I'll be describing three important data collection techniques associated with quantitative research. They are omnibus polls, panel studies, and e-mail and web-based surveys.

Let's look first at omnibus polls. These are typically 'all-purpose' surveys carried out regularly by major research companies, for example, surveys into nationwide consumer behaviour. If an organization wants to look at a particular aspect of consumer behaviour, an 'omnibus' or 'shared-cost' poll can be the most cost-effective option. This is because the costs of the surveys can be shared across several projects. Organizations can 'buy' one or several proprietary questions, that is to say questions produced exclusively for them, and have them 'added' to the basic questionnaire.

Panel studies refer to two types of studies. The first type is a longitudinal study. In this type of
them: focus groups, depth interviews, ethnographic studies and inquiry studies. Let's start with focus groups. Focus groups of between eight and twelve people are used for qualitative research to identify attitudes and perceptions. A trained moderator encourages the group to discuss freely everything they feel about a specific topic. With this type of approach, focus groups are mainly used for brainstorming and gathering ideas.

Secondly, we have depth interviews. A depth interview is an extensive, probing and largely unstructured interview. Usually the interview is conducted in person or by telephone. Respondents are encouraged to talk freely and in great detail about given subjects.

Thirdly, there are ethnographic studies. This type of study is based on observation, participation and role-playing techniques to identify how individuals and groups think. These techniques need to be carried out by trained impartial observers. The result of this type of research is typically a case study or field study.

Finally, an inquiry study is a systematic review and analysis. It uses content analysis or telephone and postal interview techniques to research a range of enquiries that an organization may receive from customers, prospective customers or other target audience groups.

A public relations campaign seldom uses only one research method. 'Triangulation' is the term we use when research makes use of secondary, qualitative and quantitative methods. This is a key point, so let me just repeat that: triangulation is research that includes three methods: secondary, qualitative and quantitative. This provides both in-depth knowledge and representative sampling of the audiences and publics that are being studied, so as to obtain more accurate information.

Unit 3, Lesson 2, Exercise G 1.15

1 Qualitative research is always objective.
2 Focus groups are conducted by a qualified moderator to identify what people think.
3 Panel studies are an example of the qualitative research approach.
4 Qualitative research methods include closed questionnaires.
5 Depth interviews are always conducted face-to-face.
6 Ethnographic studies may be based on role-playing techniques.

Unit 3, Lesson 3, Exercise A 1.16

1 'data
2 'audience
3 syste'matic
4 im'partial
5 a'nalysis
6 longi'tudinal
7 re'spondents
8 'bias
9 'context
10 'format
11 sub'jective
12 per'ception
13 'moderator
14 ex'tensive
15 partici'pation
16 ob'servers
17 'qualitative
18 questio'naire

Unit 3, Lesson 4, Exercise B 1.17

Part 1

Today we will look at the relationship between research and theory. Research is inspired by theory. For example, theory helps guide the research; it sets problems for research, identifies new subjects for research and directs the research enquiry. The findings of research are used to confirm, reject or modify the theory. They may also provide the basis for new theories. While theory guides research, research provides a test for theory. Because this relationship is so fundamental, the most important step in social science research is to link the research to a theoretical problem. And of course, public relations is a part of social science research. Ultimately, the accumulation of greater knowledge is the final outcome of both theory and research. In the past, most research for public relations has been applied research. It focused largely on 'audits', examining whether public relations messages reached their intended recipients, and which method of communication was most effective in reaching target publics.

Some public relations research is theoretical. It is more abstract and conceptual than applied research. It helps build theories in critical public
relations areas such as how public opinion is formed, how people are persuaded, and why people communicate. Knowledge of theoretical research is important because it helps us understand how we can communicate with people most effectively. In the next part of the lecture, I will briefly review Grunig and Hunt's theoretical models of public relations practice.

Unit 3, Lesson 4, Exercise C 1.18

Part 2

James Grunig and Todd Hunt outlined four models of public relations based on their research and theory. They corresponded to four eras in the modern development of public relations. These models were: the press agentry or publicity model, the public information model, the two-way asymmetrical model, and the two-way symmetrical model.

As I go through each of the four models, I'll describe some of their characteristics. According to the authors, the earliest form of PR communication was one-way publicity. During the press agentry era, in the early 1900s, the purpose of public relations practice was to spread information to the public. For example, a publicist promoting a sporting or entertainment event. The focus was celebrity PR, which meant that accuracy and credibility were not priorities.

The press agentry era was followed in the mid-1900s by the public information era. This era was characterized by a less overtly commercial communication of information. The model focused on providing one-way public information, for example from the government to the people. Therefore, accuracy was essential. During this era, research concentrated on the effectiveness of public information campaigns. Journalism schools used the public information model in their approach to public relations.

The late 1900s were characterized by the two-way asymmetrical model. In other words, although communication was two-way, it was imbalanced. This model was practised by competitive business. Organizations received public feedback, but their aim was to change attitudes, not their organizational practices or views. They tried to modify and influence the attitudes and behaviours of their publics. Both PR research and practice were concerned with the scientific study of ‘attitude change and persuasion’. The purpose of communication in this era was scientific persuasion.

The latter part of the 20th century and the beginning of the 21st century saw a new approach to public relations. The new two-way symmetrical model complements the three earlier models. It is built on principles of communication, such as listening. In other words, it involves dialogue, not monologue. In the search for mutual benefits for both organizations and their publics, organizations seek feedback with a view to changing practices. You might like to do further research on this fourth model yourself before the next lecture.

Unit 3, Lesson 4, Exercise D 1.19

Part 3

As we saw in our last session, in the relationship era, from the mid-1990s onwards, two-way communication continued, but it was more balanced. In the 1960s, there were many social confrontations. In response, national, state and local governments looked to public relations practitioners to help them plan for and manage crises. The two-way symmetrical model is built on principles of communication and conflict resolution. The goal is to achieve mutual understanding through conflict resolution within an organization or between an organization and its publics. This may involve changing attitudes, awareness and behaviour. These changes may be observed without the need for research. However, evaluative research can quantify the achievement of the goals and the degree of change.

Any scientific approach involves two essential and interdependent components. These are theory and research. Theory is the formal statement of the rules or ideas on which the research was based, or is used as the basis of the explanation. We use theory as a possible explanation to assist in understanding some part of the reality around us, as a way of making sense of our world. Theories arise from observation. However, to be scientific, theories must, in principle, be capable of being rejected or verified; that is, proved right or wrong. This means that research is focused on finding conditions under which a certain phenomenon or thing occurs or doesn't occur.

To summarize, then, there is no single public relations research and evaluation methodology. Integrated research is essential for public relations. All research requires an investment of time in planning and design. Public relations research is carried out across the entire campaign process. It is a purposeful activity with well-defined, specific objectives. It follows a clear procedure, which ensures the research topic can be verified or rejected. Because it follows scientific principles,
public relations research is an objective tool for advancing knowledge.

Unit 5, Lesson 2, Exercise B 🎧 1.20

Part 1

Good morning, everyone. In your studies so far, you will have been made aware that public relations covers a very broad field. Today I want to talk about a special genre of public relations, that is, public relations for non-government organizations. Often called NGOs, these are non-profit, or not-for-profit, organizations.

I'd like to begin by describing what a non-profit organization – or NPO – is in general terms. Next, I'd like to broadly categorize non-profit organizations into two major types, and then look briefly at some of the changes that have affected their development. After that, I'll consider the role of NGOs in a nation's economy. And finally, I'll conclude by considering the role of public non-profit organizations, especially with regards to fundraising.

So, what exactly is a non-profit or not-for-profit organization? Basically, there's no difference between the terms non-profit and not-for-profit. Both terms describe an organization whose purpose is to serve the public, as opposed to an organization earning profits for shareholders. Non-profit organizations operate in all areas of public life. They provide services to groups, such as hospitals, educational institutions and organizations. Because they don't make a profit, they rely on public support in the form of donations from, for example, philanthropic individuals and organizations. However, in some cases, non-profit organizations may receive some government funding.

Unit 5, Lesson 2, Exercise D 🎧 1.21

Part 2

Andreason and Kotler have identified two broad categories of non-profit organizations. They are private non-profit organizations and public non-profit organizations. Private non-profit organizations include philanthropic organizations such as the Bill and Melinda Gates Foundation, religious organizations, political associations and international organizations such as the United Nations. This category also includes non-governmental organizations, which are also known as NGOs. Public non-profit organizations include most government organizations, that is, public utility organizations that provide a public service, for example, libraries, police and health services. Public utility services, such as water and electricity, can be either fully funded by government, or partly funded with some users of the service paying some charges. These charges may be used to cover repairs and maintenance, for example, but not to generate profits. Other examples of public non-profit organizations are the fire services and early intervention health programmes and services.

Over the last three decades, non-profit organizations have grown in number, size and range of activities. As a result, the resources available to them have decreased as competition for resources has risen. The result is that non-profit organizations have become more commercialized. In other words, non-profit organizations have had to become more commercial so that they can compete with other non-profit organizations for resources and funding. At the same time, non-profit organizations have also had to become more sensitive to the perspective of their clients.

Unit 5, Lesson 2, Exercise E 🎧 1.22

Part 3

When we look at public relations activities for both non-profit and profit-driven organizations, we can see that they are similar in many respects. Large international non-profit organizations such as UNICEF will have their own public relations department and personnel. UNICEF receives funding from donors, who range from governments around the world and large corporations like Gucci, IKEA and ING, to small cash donors and um ... Large non-profit organizations carry out a wide range of public relations duties. Er ... um ... where was I? Oh yes, ... um ... to return to the main point. What I wanted to say is that the more exposure non-profit organizations have, the more grants, donations, sponsorship and community support they are able to attract. This becomes especially important during a financial downturn as non-profit organizations may experience a decrease in funding or sponsorship. In difficult times, having enough support becomes vital if the organization is to continue and survive.

Every non-profit organization has its own specific goals and objectives, but fundraising or raising donations is common to all non-profit organizations. For example, a common goal or objective for every non-profit organization is influencing public support and policy in their
favour. This may involve raising awareness; in other words, educating the public about their activities and the issues that relate to them. Another common goal for many organizations might be to increase both their support base and the number of people they serve.

With competition for funding increasing, it's important for a non-profit organization to know who its target market audience is. This could be community leaders, public officials, government agencies, people using their services, contributors and supporters of similar services, volunteers and so on. Knowing your target group is important for planning PR.

Unit 5, Lesson 3, Exercise B  1.23

Part 4
In many countries, non-profit organizations have made a significant contribution to the economy. Let's take Australia as an example. In Australia, non-government organizations, or NGOs, are probably the most publicly visible source of information on international development issues and assistance. According to Aidwatch Australia, there are now over 100 NGOs in Australia. Generally, their role includes providing direct services to marginalized groups and advocating for changes in the nature of aid. They also monitor and critique the implementation of international aid. In other words, they provide both direct and indirect services. In fact, as you can see in the chart, in 2006, 1,408,837 people, that's 6.4% of Australians, supported an overseas aid and development NGO. That figure includes regular supporters, and those supporting a fundraising event or giving a one-off donation. Of those, 908,221 participated in a regular donation programme. We can see that 2006 must have resulted in a large aid contribution. In effect, it meant that an impressive total of $724.9 million was donated that year to Australian NGOs in the aid and development sector.

Comparative data is available for other countries and I've got some interesting facts about the US and Canada to show you. Ah, I see we're running out of time, so there won't be time to look at those today. Just a couple of points before we finish. If you're interested in learning more about Aidwatch, you'll find their URL on your lecture handout. Also, before we meet next time, I'd like you all to do some research. I'd like you to find out how good public relations can help a non-profit organization get sufficient grants and financial assistance from appropriate sources.

Unit 5, Lesson 3, Exercise C  1.24
1 'indicated
2 con'tributed
3 'arguably
4 'generally
5 'marginalized
6 'advocating
7 'monitoring
8 cri'tique
9 implemen'tation
10 par'ticipated
11 com'parative
12 a'ppropriate

Unit 5, Lesson 3, Exercise D  1.25
Generally, their role includes providing direct services to marginalized groups and advocating for changes in the nature of aid.
In other words, they provide both direct and indirect services.
In fact, as you can see in the chart, in 2006, 1,408,837 people, that's 6.4% of Australians, supported an overseas aid and development NGO.
We can see that 2006 must have resulted in a large aid contribution.
In effect, it meant that an impressive total of $724.9 million was donated that year to Australian NGOs in the aid and development sector.

Unit 5, Lesson 4, Exercise C  1.26

Extract 1
LECTURER: Right Leila and Majed, what did you find out about how good PR can help NPOs obtain donations?
LEILA: Well, having a good PR team can really assist the NPO with its campaigns and help it get prospective and actual donations.
MAJED: I read about some really creative campaigns for NPOs.

Extract 2
LECTURER: What else did you find out?
LEILA: Well, before you start, it's important to have a plan of the fundraising cycle for your non-profit organization.
MAJED: That’s rubbish. You don’t start with a fundraising cycle. First you need to have a fundraising goal and identify potential donors.

Extract 3
LECTURER: OK, if we look at the figures in our examples in the table and graph, we see that as the donations get smaller, the numbers of actual donors increase. Why do you think that is, Evie?
EVIE: Oh, well, yes, the purple bars show the number of donors who actually made donations, and the pink ones show the number of donors they expected to contribute. So you can see that for all the donation amounts, there was a difference between what they expected to get and what they actually got.

Extract 4
LECTURER: Majed, what do you have to say about the large donations, especially the lack of prospective donations of $150,000?
MAJED: As none of the four prospective donors for the largest amounts, i.e., $150,000, became actual donors, we can assume that the non-profit organization couldn’t obtain any government or large corporation funding.
JACK: But it’s also interesting that roughly 80% of the $1 million target came from 20% of the donors.

Extract 5
LECTURER: Jack, if you assume that the non-profit organization was unable to obtain any government or corporate funding, why do you think this was?
JACK: Well, maybe we can assume, from the information in Table 1, that the NPO didn’t meet the government’s rigid funding criteria, or it was a newly established organization ...
EVIE: Actually, I don’t think that’s the most likely reason. I think a better explanation is a change in corporate policy.

Unit 5, Lesson 4, Exercise D 1.27

Extract 6
LECTURER: Let’s go back to the graph for the moment. Could you clarify what you understand by the terms ‘prospective’ and ‘actual’ donations?
LEILA: Well, when we did our research, we found that they don’t mean the same thing, do they Majed?
MAJED: Absolutely not. ‘Prospective’ donations are what the organization hopes to raise, usually based on results from previous years, while ‘actual’ refers to the amount that was raised by the end of the campaign.

Extract 7
LECTURER: What else did you find out?
LEILA: Well, looking at the graphs you gave us, it seems that the largest source of ongoing funding is from individual donors, but the problem is they tend to make a lot of small donations.
EVIE: Sorry, I don’t follow. Could you explain why that’s a problem?
LEILA: Well, basically, individual donors are a lot of hard work for a small return. It would be much better if an organization could get one or two large corporate donors or some government funding which would certainly be a lot less work.

Extract 8
EVIE: I don’t understand why you think the non-profit organization wasn’t able to get any government or large corporation funding.
LEILA: Well, because of the economic downturn, charitable donations are a discretionary expense for a company and they’re often the first thing that gets cut to save money. I’ll give you an example. I read about a local cancer charity which lost most of its funding because its main sponsor got into financial difficulties and stopped supporting them. It was a disaster for them.

Extract 9
MAJED: The non-profit organization only managed to get funding from 2 of the 12 largest prospective donors it targeted, but if you look at the chart, you can see it was more successful in targeting for mid-sized donations – donations between $5,000 and $40,000. Maybe wealthy individuals are less sensitive to an economic downturn.
JACK: If I understand you correctly, you’re saying that mid-size donations mainly come from wealthy individuals?
MAJED: Yes, that’s right. But also from smaller corporations.

Extract 10
MAJED: I think the whole idea of using PR people is a bit silly, especially for smaller NPOs. I mean they can easily create their own database and e-mail people, can’t they?
LEILA: I’m not sure that’s true. I think they do need PR professionals to help them target and communicate with people.
Unit 7, Lesson 2, Exercise B 1.28

Part 1

Good morning, everyone. What I’m going to talk about today is the challenges facing public relations in the 21st century.

The trend towards globalization has resulted in closer economic relations between countries and an increase in the number of international companies. Multinational organizations, with operations in several countries, face particular challenges. In helping organizations to face these challenges, public relations can no longer remain country-specific. In crossing borders, PR companies are exposed to unique geographical, cultural, political, legal, socioeconomic and communication media environments, and these provide new challenges for global public relations, as does the lack of intergovernmental regulatory mechanisms.

As organizations move capital and labour across national borders, corporate governance has become a global issue. In other words, public perception of how an organization operates globally can be critical to its success and survival. In today’s business world, issues such as the fair treatment of employees, equal opportunities and environmental policies can significantly affect an organization’s reputation. Increasingly, an organization’s reputation, including that of multinational PR companies, is linked to its ethics; that is to say, how socially responsible it is perceived to be. Transparency, which is another term for describing public disclosure of financial and other corporate information, is also important.

The increase in interactive communication technologies has also had an effect on global public relations practice. Also known as the ‘new media’, these technologies allow executives to stay in touch with their offices via wireless e-mail, smartphones, VOIP technology and SMS.

Public relations practitioners now work across time zones and national borders on a daily basis. This has created a need for new PR strategies, bearing in mind that what they say, and how they say it, goes around the globe in real time. Because discussions in the new media may be misinterpreted, these strategies need to include plans for damage control. As the pace of technology accelerates, a key task for PR companies will be to monitor messages and discussions that take place through these non-traditional communication channels.

Unit 7, Lesson 2, Exercise C 1.29

Part 2

As we saw in the first session, global public relations started with the growth of multinational business. Corporate public relations has spread with the expansion of transnational corporations. However, we also saw that, when working in a global culture, multinational corporations and global public relations practitioners need to take account of many different factors. One of these is country-specific regulations. This deals with everything from freedom of information and corporate disclosure to anti-terrorism.

Corporate codes of conduct may vary across national borders. One significant challenge is understanding the political and business culture in different regions or countries. Differences in global, political and business environment may require different PR responses to particular issues. These responses also need to take into account relevant international laws and agreements.

I’ve identified six general factors to consider when working in a global culture. I’m sure you can think of many others. The first two, not in any order, are globalization and social change. Then we have organizational and economic factors, plus political and legal factors. And finally, there are ethical factors. All practitioners have a responsibility to protect the global image of the public relations profession by maintaining ethical standards. There must be checks and balances in the practice of global public relations. What do I mean by checks and balances? Checks are generally laws or regulations, which are mandatory. Balances, which include ethics and standards, are voluntary.

Unit 7, Lesson 2, Exercise E 1.30

Part 3

Today I’d like to talk about factors affecting the practice of PR worldwide. I’ll be focusing mainly on multinational PR, although most of the factors discussed affect in-house and external public relations in much the same way.

The point is that setting up a multinational company is a highly complex task. What does this mean? In many developing countries, it means having clear guidelines for dealing with local business practices. In this way, it’s possible to avoid conflicts with home country practices. For example, the difference between host and home country regulations may be significant and need to be taken into account.
Multinational companies have to consider a variety of different financial factors. Some can be planned for. But, as you can see in the slide, others are totally outside the control of the company. For example, there's no method for predicting changes in foreign exchange rates. Looking at it in another way, any decision to operate in an international market needs careful financial consideration of the tax regime, foreign currency and capital controls, as well as the level of economic development of the country. However, it's not possible to control everything: for example, who would have predicted the 1997–1998 Asian financial crisis? Say you were one of the international companies operating there. How would you have reacted?

When deciding to go international, further significant factors include host country regulations that affect public relations businesses, the education systems, and the conditions the workforce operates in. In addition, a robust reporting and corporate governance system is important. As I mentioned earlier, another important concept is transparency. There's a growing demand for transparency in public relations and in public and private institutions worldwide. For global organizations, openness in business practice, disclosure and lack of ambiguity can only have a positive impact on public confidence and trust in an organization.

countries, there was only an 8% increase in business trust in the 2010 survey.

Trust in business in the US had reached a ten-year low in 2009. What was surprising in the 2010 survey was that there was a 34% increase in trust on 2009. In fact, just over half the respondents now stated that they trusted business. There was also an increase in trust in government, compared to the previous year.

For respondents in the UK, France and Germany, trust in their governments remained largely stable. Around 40% of respondents in these countries trusted their governments. Trust in their governments remained high in three of the four BRIC countries, Brazil, India and China, but declined by 10% in Russia.

For the first time, trust and transparency were considered to be the most important factors in influencing corporate reputation; the view of 83% of respondents. NGOs were the most trusted institutions.

Media was the only institution to lose trust around the world. What was interesting was that this mainly reflected the views of the 35 to 64 age group. Not surprisingly, trust in banks in Western countries also declined dramatically.

Now ... oh dear, we seem to have run out of time. I'll have to finish this in our next session.
summarize some of the main conclusions. Then I'll look at some of the specific challenges for global companies around CSR and diversity, and finally, I'll suggest some implications for PR professionals.

According to the Edelman's 2010 Trust Barometer survey, respondents would like businesses to consider the interests of all stakeholders equally. In fact, the stakeholders’ perspective is seen to be more important than that of shareholders. Frequent and honest communication was also mentioned as important. Organizations need to be seen to be transparent by speaking publicly about their goals, and their failures as well as their successes.

In the 2010 survey, financial performance was seen as much less important than in the past. The fact is, the dominant perspective of business today is that it has a responsibility towards the community. Let me put that in another way. Today's expectation of business is that it is socially responsible, and gets its products from sustainable sources. The overall aim of business should be to promote sustainable development in all countries.

The majority of respondents also reported that they would be more likely to trust companies working in cooperation with NGOs to tackle major global issues like education, healthcare, energy and climate change. According to the survey, companies that partner with NGOs to solve global challenges such as poverty or disease are seen as more trustworthy.

These findings suggest that companies need to be engaging with all their publics, communicating through many different channels, and developing partnerships with NGOs to deliver their community goals.

Let's take the concept of corporate social responsibility, often referred to as CSR. Some argue that the only reason global corporations have developed CSR policies is to get and keep a licence to operate in a foreign country. Others, however, argue that concern for CSR reflects a real change in corporate values. But what is sure today is that companies cannot ignore CSR. In the age of social media, if global corporations have CSR programmes that don't match public expectations, the risk is that they will be exposed, criticized and so lose public trust completely. For multinational public relations organizations and others operating in the global environment, remaining competitive is essential for future success. However, this cannot be at the expense of the local culture or the welfare of its workers and the local environment.

You've probably heard the argument that countries are becoming much more diverse; in other words, more culturally and ethnically varied. According to the US Department of Labor, diversity is increasing in the US workforce. Plus there's the fact that in some areas of the USA, minorities and immigrant groups now make up the majority of the population. Organizations need to reflect the diversity of society. Companies are going to have to be more proactive in their workplace management, identifying groups that are not currently considered in the work environment. For example, with ageing populations, many organizations will have an increasing number of older managers and employees.

Age diversity, cultural and ethnic diversity, etc., will all result in changes for organizations in the future. This means taking action now and not just reacting to change when it happens.

So what are the implications for PR? Well, here's the good news for all of you. Because organizations cannot survive without PR, there will be an increasing number of PR practitioners in more varied roles. In the past, public relations practitioners were not represented in the corporate boardroom; but today they frequently are. As public relations spreads across the globe, there will be also an increase in the need for training of PR professionals globally. Clearly, professional PR organizations have an important role to play. Already, in countries like India, China and Indonesia, a growing number of institutions are providing training in public relations. The Institute for Public Relations has also expanded its work internationally.

Oh, before I forget, I need to give you your research topics! OK, I've got two topics. Following on from today's lecture, I'd like you do some more research into the factors that influence the practice of public relations globally.

When operating globally, it's also important for multinational corporations to understand the regulations that affect their activities in the host country. So I'd also like you to investigate criteria for measuring corporate performance in the 21st century. We can then discuss it in the next seminar.

Unit 7, Lesson 4, Exercise B 2.02

Extract 1

Before we have our discussion, I'd like to clarify a couple of concepts for you. First, stakeholders and the idea of sustainability.

Now, as we've seen, there's a growing awareness
that private corporations are not solely responsible to their employees and shareholders. They have a much wider group of parties they are responsible to. We refer to this group as their stakeholders. It includes customers, government and other parties who interact with the corporation. There's an awareness that traditional financial reporting standards are not meeting the interests of these stakeholders. That's why I asked you to research the main criteria affecting the way corporate performance is measured in the 21st century.

Another concept gaining acceptance is that of sustainable development. In other words, meeting the needs of the present, without damaging the economic and social environment for future generations. The Global Reporting Initiative's reporting framework is the generally accepted framework for reporting on an organization's economic, environmental and social performance. To implement this new form of reporting will require new thinking from all organizations. It means that various stakeholders will need to collaborate to produce a meaningful and transparent view of the sustainability of the organization's business operations. You can find out more about the Global Reporting Initiative at www.globalreporting.org.

OK, so now let's have your views on criteria for measuring corporate performance.

**Unit 7, Lesson 4, Exercise D 2.03**

**Extract 2**

**JACK:** Well, I'd like to make two points. First, from what I've read, there's been a push from financial reporting, with its emphasis on profitability as the only measure of corporate performance, to non-financial reporting.

**LEILA:** Can you expand on that, Jack? What is non-financial reporting?

**JACK:** Sure, Leila. Basically, it looks more widely at a company's environmental and social performance.

**LEILA:** So?

**JACK:** The point is that non-financial reporting reflects current concerns about the environment and behaviour of corporations, and this puts pressure on companies to be more transparent about what they're doing in these areas.

**LECTURER:** OK. So, what's your second point, Jack?

**JACK:** I was coming to that! My second point is that this new way of looking at financial reporting takes account of the interests of a much broader range of stakeholders, not just shareholders. It gives groups like consumers information they can use to influence companies to improve their social and environmental record.

**IRENE:** Yes, but I'd say the move to non-financial reporting is not as significant as its supporters would have us believe, and the dominant practice is still financial.

**MAJED:** Well, I don't agree with that, Irene. I've looked at studies on consumer purchasing behaviour, and they show that buying decisions aren't just made on price. Take the case of coffee sold with 'fair trade' labels. Consumers buy it because they believe that it's coffee that's picked and processed under conditions that don't exploit the workers and the environment. That's what drives their purchasing decision.

**EVIE:** Sorry, but what are we talking about, exactly? I think before we discuss things like product labels, we need to define what we mean by corporate performance. Then we can discuss the difference in the way it was measured in the 20th century and the way it's measured today, and how that relates to public relations.

**IRENE:** Yes, we need to be clear here. I think that what Majed is saying is that today the pressure's on multinational corporations to address the concerns of a much wider range of stakeholders, not just investors. I'd just like to say that, from what I've read, these new reporting systems are already being used.

**EVIE:** In what way?

**IRENE:** Well, let's take the case of the Global Reporting Initiative. Its sustainability reporting framework is the most widely used global framework for non-financial reporting and provides details of the indicators it uses ...

**MAJED:** I don't understand why you don't just say how they can measure non-financial performance. Can you give me an example, Irene?

**IRENE:** OK. Look at it this way. Economic indicators include profit, assets, wages and so on, but environmental indicators are things like the cost of energy, water, land use and emissions. And there are also social performance indicators ...

**LEILA:** I don't get it. Who is this non-financial reporting for?

**IRENE:** Well, as Jack said earlier, today, organizations have to respond to the concerns of all stakeholders. What I'm trying to say is, non-financial reporting has evolved in response to new stakeholders and changes in consumer and investor behaviours.
Majed: So, organizations need to think about how they select raw materials, how they process them, the way a product is designed, and waste management, so that they can limit human impact on the planet ... So everybody wins!

Lecturer: Absolutely. In making a decision to set up a multinational venture, companies have to think about the social and environmental costs of making a product as well as the revenues they make.

OK. That’s all for today. By the way, I’d like you to find out about the Global Reporting Initiative. You can visit their website at www.globalreporting.org.

Unit 9, Lesson 2, Exercise B 2.04

Part 1

Good morning, everyone. I’m going to talk to you this morning about public relations and corporate social responsibility, or CSR.

In the first part of the lecture, I’m going to look at some different definitions and ideas on the concept of CSR, drawing specifically from the 1999 United Nations Conference on Trade and Development, or UNCTAD, and the organization Business for Social Responsibility, BSR for short. We’ll then look at some economic and social changes that have made CSR a priority for many corporations.

As we shall see, there are many different views on what CSR is. One problem in defining CSR is the disparity between what some corporations are perceived to do, as opposed to what they say they do. In other words, there’s a lack of credibility between corporate rhetoric and corporate performance with regard to CSR. It could be argued that the issue here is the distinction between ‘responsibility’, a moral term, and ‘response’, a psychological one. There’s no consensus about what constitutes ‘responsibility’, particularly for a multinational corporation in a complex situation.

At the 1999 United Nations Conference on Trade and Development, CSR was defined as ‘how business enterprises relate to, and impact upon, a society’s needs and goals’ – you can find more about this in the paper The Social Responsibility of Transnational Corporations. I’ve put a reference for it on your lecture handout. OK. I’ll quickly go through some of the main ideas. All societal groups are expected to perform certain roles and functions, but these change over time with a society’s own evolution. Expectations relating to business organizations, in particular to transnational corporations, or TNCs, are undergoing unusual and rapid change because of the role these enterprises play in a globalizing society. It follows that TNCs with strong social responsibility standards and performance have an important contribution to make in developing ‘a stable, prosperous and just global society’.

BSR, a leading organization in corporate social responsibility, defines CSR as operating a business in a way that meets or exceeds the ethical, legal, commercial and public expectations that society has of business. From the point of view of many companies, CSR is little more than a collection of discrete practices or occasional initiatives, often motivated by marketing, public relations or other business benefits. BSR takes a different view. It sees CSR as a comprehensive set of polices, practices and programmes that are integrated in all business operations and decision-making processes, and are supported by top management. If you want to look into this further, BSR’s web address is www.bsr.org. As research has shown, there is no definitive definition of CSR that companies can turn to.

So now let’s look at CSR. In terms of reporting on what organizations practise as CSR, there is no formal monitoring system or even guidelines for systematic monitoring. Currently, companies can select from a range of standards and guidelines on human rights, for example from the Universal Declaration of Human Rights or from United Nations organizations. As an example, the International Labour Organization, or ILO, is a part of the United Nations and encourages non-exploitative forms of employment and labour conditions for men and women. Ethical trade labelling criteria, for instance, are based on ILO conventions. Their aim is to ensure that exploitative forms of labour haven’t been used in the production of goods.

So, as we’ve seen, CSR is complex. Not only do the organizations practising CSR have different ideas about what it is, but they use different sources for guidance. The result is that CSR is spreading around the world, but in different forms.

OK. Next, I’d like to talk about some global changes that have influenced the drive for CSR, namely increased consumer power and global warming. Increasingly we find that multinational corporations have come under pressure from consumers. They are demanding that companies behave in a socially responsible manner. The spread of the Internet has made it easy for consumers to look closely at corporate behaviour
around the world. As a result, consumers can demonstrate their dissatisfaction with corporate behaviour, for example, by boycotting products. Put in another way, they stop buying the products until the company changes its practices. This happened, for example, with the fur trade, when the International Anti-Fur Coalition and the National Animal Rights Association advocated the boycott of fur products and the use of synthetic products, a campaign that hit the fur trade badly.

Global warming has also caused a big increase in concern for CSR. Many corporations are focusing on environmental protection initiatives. These include reducing a company's output of greenhouse gases and encouraging the responsible use of resources. It can also mean cutting waste and saving money. The fact is that, for some companies, the gains from cutting waste and improving energy use can be very large. It should be clear that environmental issues have become a top priority for many companies. In every sector, activists are now talking about sustainability. However, the demand for sustainability varies greatly from country to country. For example, in European and Japanese corporations, sustainability is often a priority, but in China, the priority is still economic growth.

Unit 9, Lesson 2, Exercise C 2.05

Part 2

So, let's look at the origins of CSR for a moment. Corporate social responsibility is as old as organizations themselves. Its foundations were based in the religious and ethical ethos of the 18th century. By the 19th century, many companies were providing housing for their employees in the belief that well-housed employees would be more productive than those living in slums. Early in the 20th century, Theodore Roosevelt, as president of the US, introduced legislation on health, safety and working hours. This stimulated a debate on how much of Roosevelt's supervision and regulation was required to ensure corporations took sufficient action in the interests of the wider community. The practice of CSR has continued to attract much debate and criticism.

In 1970, the American economist Milton Friedman famously stated in The New York Times Magazine that, 'The social responsibility of business is to increase its profits'. Concerns about business insincerity and hypocrisy have been raised about CSR's relationship with the fundamental purpose and nature of business. Many organizations' motives for engaging in CSR have been questioned. The current debate around CSR centres on this question: Who should be responsible for social and environment issues – governments or corporations? Supporters of CSR argue that today's corporate activities, products and production systems are causing industrial and environmental crises. Consequently, these corporations have a moral and social responsibility to give substantial attention and resources to socially responsible programmes. In other words, companies must show that they are responsible for their actions by taking responsibility for their impact on society.

So, what about the other side of the debate? For the critics of CSR, social and environmental issues are outside the responsibilities of corporate management. They argue that governments are responsible for setting rules that ensure profit-maximizing firms do not act against the interests of society. They also argue that CSR activists are being diverted from the more realistic and important task of getting governments to solve social problems. In other words, there is a debate as to whether CSR is a corporate or government responsibility. However, um ... Now where was I? Oh yes, right, I was talking about the long-running debate about business's role in society being caught between two contrasting positions. Anyway, as I was explaining, ... supporters of CSR argue that there's a strong business case for CSR and that corporations benefit in multiple ways, by operating with a broader perspective than their own immediate short-term profits.

Critics, on the other hand, argue that CSR distracts from the fundamental economic role of businesses. Other opponents argue that it's just an attempt to pre-empt the role of governments as a watchdog over powerful multinational corporations. There is still concern, as I mentioned before, that the money companies spend on CSR is other people's money — or, more specifically, shareholders' money. Businesses may mean well, and it may give them satisfaction to write a cheque for hurricane victims or disadvantaged youth, but that's not what they were hired to do. Their job is to make money for shareholders. Questions have also been raised about the motives of multinational corporations involved in CSR programmes. At what stage does generous corporate funding of a particular social programme constitute a bribe? However, what is seen as bribery in a western country, for example, may not be seen as bribery in other regions of the world.

So, those are some of the arguments in the debate about CSR. Judging by the vast number of corporations that now have well-established CSR programmes, it would seem that supporters of CSR are winning the argument. Today, CSR has the
attention of executives everywhere – especially the attention of managers of multinationals with headquarters in Europe or the United States. It would be a challenge to find a recent annual report of any big international company that justified the company’s existence merely in terms of profit, with no mention of ‘service to the community’. Such reports often talk proudly of efforts to improve society and safeguard the environment by restricting emissions of greenhouse gases. In the past two decades, as CSR has become more and more popular, its virtues have been more or less unquestioned.

So, what have we looked at this morning? Well, to sum up, we’ve seen the arguments that supporters use to justify CSR, and the extent to which CSR has become an essential part of corporate policy. We’ve also looked at some objections to CSR. First, the criticism that CSR takes on what should be the government’s role. In other words, it’s for governments, not companies, to decide questions of social, environmental and industrial policy. Second, the objection that CSR involves playing with shareholders’ money. Third, the claim that the energy spent on CSR diverts attention from establishing rules that advance the common good. My own view on this debate is that governments, which are accountable to their electorates, should be deciding on matters of public policy. In practice, it’s often the absence of government rules that make businesses feel they have to fill the void – for example, by cutting carbon emissions or setting labour standards.

I’ll leave you with a question to think about before our next session. Should the regulation that prevents oil spills, or protects the rights of factory workers, be left to profit-maximizing companies or governments?

Unit 9, Lesson 2, Exercise D 2.06

1. As we shall see, there are many different views of what CSR is.
2. It could be argued that the issue here is the distinction between ‘responsibility’, a moral term, and ‘response’, a psychological one.
3. From the point of view of many companies, CSR is little more than a collection of discrete practices or occasional initiatives, often motivated by marketing, public relations or other business benefits.
4. As research has shown, there is no definitive definition of CSR that companies can turn to.
5. In terms of reporting on what organizations practise as CSR, there is no formal monitoring system or even guidelines for systematic monitoring.

Unit 9, Lesson 3, Exercise A 2.07

1. Infrastructure, financial, transparency, sustainable
2. Natural resources, economic development, monitoring system, foreign ownership
3. Critics, activists, economies, countries
4. International settlements, economic indicators, social audit

Unit 9, Lesson 3, Exercise C 2.08

Part 3

OK, so let’s move on to look at the role of public relations in corporate social responsibility. Public relations is becoming an increasingly important part of business. In this age of the Internet and social media, corporations are coming under much more public scrutiny than ever before. The use of these new media has led to widespread and critical interest in business decisions and the ethical judgements behind them. I’m sure you all know of cases of unethical business practices that have created problems for businesses with their customers and the community. We’ve all seen how companies as varied as Nike in clothing, GlaxoSmithKline in pharmaceuticals and Wal-Mart in retailing have had to change their ways quickly to avoid consumer or regulatory problems. In this new communication era, public relations clearly has an increasingly important part to play.

Because every organization operates in a multiple stakeholder context, where each stakeholder is likely to hold different expectations of how it should operate, public relations is ideally positioned to help organizations in their efforts to make communities more fully functioning. Corporations cannot afford to lose touch with what’s expected of them by their stakeholders. In other words, an organization’s success depends on how it’s able to manage its relationships with key groups, such as customers, employees, suppliers, communities, politicians, owners, and others that
can affect its ability to reach its goals. If we turn now to Werther and Chandler, as they point out in *Strategic corporate social responsibility: Stakeholders in a global environment*, published in 2006, a company has both primary and secondary stakeholders. Primary stakeholders include customers, suppliers, employees and investors; that is, those who are critical for the continued existence of the company. Secondary stakeholders, such as local communities, the media, business support groups, state and local government, and social activist groups, are those whose relationships with the company occur as a consequence of business activities. However, there are several problems with the concept of stakeholders, not least of which is how it relates to the concept of ‘publics’. In *Strategic management, publics, and issues*, in Grunig et al.’s *Excellence in public relations and communication management* in 1992, Grunig and Peper argued that ‘people are stakeholders because they are in a category affected by decisions of an organization or if their decisions affect the organization … (and) stakeholders who are or become more aware and active can be described as publics.’

OK. If we move on now to look at the responsibilities of corporations … Well, these are not clear-cut. For example, when and how far should a corporation intervene in the conditions of the host country? What is considered to be proper corporate conduct varies in different cultures.

To enable companies to monitor and respond to the changing expectations and responsibilities of companies, the first step must be to construct a picture of the society they must relate to. A major CSR role of public relations is to participate in defining and evaluating CSR standards by type of organization during a given era. Public relations can help an organization understand the standards needed to achieve CSR using issue monitoring; that is, defining the standards and expectations by which it is judged.

Public relations can also play a significant role in the raising of CSR standards and in evaluating private sector performance. US public relations pioneer Arthur Page is quoted in Clark's *Differences between public relations and corporate social responsibility: An analysis*, published in 2000, as stating, ‘All business in a democratic country begins with the public’s permission and exists by public approval.’ As long as it has public support, public relations can assist businesses in defining and implementing their CSR standards. How does this work? One of the first steps is to ascertain the standards of corporate responsibility used by key stakeholders and compare them with the standards in use by the organization. Are there any conflicts? Will they strain the relationship? Of course, achieving mutually beneficial interests is not easy in a multiple-stakeholder environment, but participating in a dialogue to define high standards of CSR can foster relationships and avoid costly conflict.

Public relations practitioners can help to formulate CSR standards and, by using their professional expertise and research findings, determine the best plan of action. In addition, public relations practitioners can play a crucial role in raising awareness — amongst markets and publics — of the standards that client organizations are willing and able to implement.

By the way, I see that some of you are using the Cornell note-taking system. That’s very good. Do you all know about this? No? Right, well, if you want to know more about it, I suggest you look at *How to Study in College* by Walter Pauk, the 9th edition, published in 2007. It’s very good, and it should be in the university library. I’m sure that you all know the importance of taking good notes — and this system is particularly useful.

So to get back to the main topic, I’d just like to mention the interesting piece of work by Basu and Palazzo. In *Corporate social responsibility: A process model of sensemaking*, published in 2008, they argued that CSR needs a comprehensive approach that addresses the cognitive, linguistic and conative aspects of business. They go on to suggest ways in which public relations can assist corporations for each of these aspects. I’ll give you a brief overview of each aspect.

Let’s start with the cognitive aspect; in other words, what organizations think. Basu and Palazzo argued that through issues monitoring, public relations can help an organization understand and think about changing CSR standards and the means of achieving them. Next, the linguistic aspect, or what companies say. The role of public relations here is to help organizations define the key terms that become part of the dialogue that influences the ideology and evaluation of CSR in a given era. Finally, the conative aspect, that’s to say, what organizations do or how they behave. Here the role of public relations is to help the organization communicate, internally and externally, its commitment to various standards and goals, and the actions that demonstrate that commitment.

OK. That’s all I’m going to say for the moment on this topic. You’ll find the reference to the paper in the lecture handout, if you want to find out more.
OK. Are there any questions so far ...? No? Good. Now, when I see you in tutorials, we’ll look in more detail at some of the problems with CSR in different countries around the globe. In the meantime, I’m going to set you a research task. Right, now listen carefully ... your task is to research a company from a list I’m going to give you. I’d like you to work in groups of three or four. Each group will focus on one organization only and prepare a seminar presentation for your chosen case study. Because the concept of CSR and the way it’s practised varies between countries, I want you to look at a couple of different countries. Once you’ve chosen your organization, you’ll need to prepare an outline. The outline should include the following information: the multinational corporation, the country, the stakeholders, the issues and how to manage them, the impacts, both positive and negative, the resources and accountability for CSR projects, and processes for handling complaints and reviewing the CSR process. I’d like each group to e-mail me their outline before our next session so that I can make sure there aren’t any problems.

Before you go, I have a list of all the references mentioned in today’s seminar, so please take one if you’d like a copy.

democratic country begins with the public’s permission and exists by public approval.’

Extract 4
By the way, I see that some of you are using the Cornell note-taking system. That’s very good. Do you all know about this? No? Right, well, if you want to know more about it, I suggest you look at How to Study in College by Walter Pauk, the 9th edition, published in 2007. It’s very good, and it should be in the university library. I’m sure that you all know the importance of taking good notes – and this system is particularly useful.

Extract 5
... I’d just like to mention the interesting piece of work by Basu and Palazzo. In Corporate social responsibility: A process model of sensemaking, published in 2008, they argued that CSR needs a comprehensive approach that addresses the cognitive, linguistic and conative aspects of business.

Unit 9, Lesson 3, Exercise D 2.09

Extract 1
If we turn now to Werther and Chandler, as they point out in Strategic corporate social responsibility: Stakeholders in a global environment, published in 2006, a company has both primary and secondary stakeholders.

Extract 2
However, there are several problems with the concept of stakeholders, not least of which is how it relates to the concept of ‘publics’. In Strategic management, publics, and issues, in Grunig et al.’s Excellence in public relations and communication management in 1992, Grunig and Reppert argued that ‘people are stakeholders because they are in a category affected by decisions of an organization or if their decisions affect the organization ... (and) stakeholders who are or become more aware and active can be described as publics.’

Extract 3
US public relations pioneer Arthur Page is quoted in Clark’s, Differences between public relations and corporate social responsibility: An analysis, published in 2000, as stating, ‘All business in a
Extract 2

Many developing countries have common problems relating to their infrastructure. In my view, wealthy multinational companies operating in such countries have a moral responsibility towards the citizens of the country and, through their CSR programmes, to provide resources for good infrastructure.

However, I recognize that it's not always as simple as it sounds. A paper given by Mario Maximiano at the Australian Association for Professional and Applied Ethics annual conference in 2005, identified three main obstacles to the practice of CSR. They were lack of resources, the absence of a link between CSR and the business, and a lack of interest from employees. I know that the lack of support from top management has often been mentioned in the literature as a significant obstacle, but in this paper, lack of support from middle management was seen as more significant. However, as I said before, the most significant factor for well over 50% of the respondents, if I remember correctly, was the lack of resources ...

Extract 3

All business in a foreign country involves risk. This can be attributed to many factors. Take political stability or instability, for example. In some countries, governments can change overnight ... the next day, it's a whole new ball game. I think we all agree that corporate social responsibility seems like a great idea in principle, but in practice there may be significant problems in organizing and running these programmes for a multinational corporation in a foreign country – especially if it's a developing country. Inflation rates vary lots among developing countries. In some countries, it's sky high because the economy is growing too quickly. There are also the risks of operating in a developing country, for example security risks, operational risks and so on. Also, from the point of view of the host countries, failure of a foreign company on their soil – as you can imagine – could have serious repercussions for their own companies. So I tend to agree with those who argue that CSR should be left to governments to organize and administer ...

Unit 11, Lesson 2, Exercise B 2.11

Part 1

Good morning. My name is Dr James Gower and I'm an Associate Professor in the Department of Public Relations at the University of Canberra, Australia. Today, I'm going to focus on regulations affecting the practice of public relations. That is to say, I'll be looking at some of the factors that may affect, or compromise, the way public relations practitioners operate in their day-to-day activities, including the consequences of breaking the rules. Don't misunderstand me; I don't want to imply that public relations practitioners often engage in misleading or fraudulent behaviour, but, as we know, in all aspects of society, there must be some regulation.

To some degree, all public relations practitioners today need to be aware of how their actions, anywhere in the world, affect, and are perceived by, their clients. It's fair to say that, because of advances in communications technology, public relations has become much more complex. Not only that, but globalization means that public relations practitioners now need to be more aware of government regulations in the country or countries where they operate. For example, under the law, the practitioner may be liable not only for their own actions, but also for those of their clients or those who take them on as consultants or advisors. A case in point is the USA, where PR personnel can be held legally liable if it's discovered that they've advised on, or supported, an illegal activity of a client or employer.

As I said earlier, this lecture will focus on the regulations affecting PR standards and responsibilities. In an attempt to try to keep the discussion reasonably simple, I'm going to summarize some of the many areas of law that PR practitioners may meet in their work. I'll conclude briefly with the policies and procedures required for maintaining standards in the industry.

Unit 11, Lesson 2, Exercise C 2.12

Part 2

To start with, let's look at what we mean by regulation. Regulation is defined in the Cambridge dictionary as 'an official rule or the act of controlling'. Broadly speaking, there are two main types of regulation, formal and informal. Formal regulation refers to regulations that are formalized by government as law. In other words, they are the law of the land. These laws can be further categorized into civil law and criminal law.
Civil law seeks to protect civil or private rights. Criminal law defines criminal offences and specifies punishments for violations. Laws covered by civil law include: law of contract, company law, commercial law, family law, insurance law and so on. Violations of civil law are considered to be an offence against an individual, whereas violations of criminal law are considered to be offences against the state, people or property, and include robbery, murder, kidnapping and arson. This lecture will focus primarily on civil laws and the impact they have on the practice of public relations and on internal and external audiences.

However, first I would like to briefly discuss informal regulations, or ethics. For those of you unfamiliar with the term ethics, the Internet Encyclopedia of Philosophy gives a good description. It states that ethics encompass our duties toward others. Ethics involve the principles of benevolence, paternalism, harm, honesty and lawfulness. They also involve moral rights, founded in the principles of autonomy and justice. Laws are legal regulations, for which violations attract penalties; ethics, on the other hand, deal with judgements on whether an act is right or wrong. Business ethics include controversies relating to the social responsibilities of capitalist business practices and include, for example, advertising, insider trading and basic employee rights. As part of risk management, most organizations have ethics policies or guidelines. These should communicate the underlying values of the organization and serve as a guide for staff and managers to use in day-to-day interactions and decision-making.

So when we talk about ethical behaviour, what do we mean? Ethical behaviour refers to an action or actions that conform to the moral constraints of an industry or society. This means that ultimately, the purpose of professional ethics is to restrict a number of undesirable practices that are not strictly illegal. As everyone is aware, law is formulated and enforced by society. With respect to ethics, however, they are a matter of conscience, and so are self-imposed and self-enforced.

Peter O'Malley's article 'In Praise of Secrecy, the Ethical Foundations of Public Relations', provides a good discussion on how the conduct of the PR professional might be compromised in the client-consultant agreement. He argues that in agreeing to use their expertise to promote the interests of their client, it's quite clear that the PR professional is also subscribing to the ethical principles contained in the terms of that contract. As everyone is aware, a contract is a legal document. But the fact is, the ethics of the PR professional could still be compromised by client expectations.

A 2003 report by the UK Institute of Public Relations, entitled Unlocking the Potential of PR: Developing Good Practice, argued that ‘public relations industry bodies should promote standard ethical clauses in client-consultancy and employment contracts and that an ethics module should form part of the IPR Continous Professional Development programme.

I'll now say a few words about the role of public relations associations in ethical questions. In many countries, public relations associations have developed their own professional organizations, including their member codes of ethics. At the national level, there may be several general codes that are applicable, as well as codes for practitioners within different professions. The important point about professional codes is that they are not imposed upon the organization by outsiders, but are stated by the members of the profession themselves. The Public Relations Society of America’s Member Code of Ethics states ‘guidance on the organization’s expectations of individual members for ethical behaviour and professional conduct behaviour in their daily activities in the practice of public relations stems from the PRSA Member Code of Ethics which each member must sign as a prerequisite for joining PRSA’. There’s no doubt that ethics and ethical behaviour have become a significant issue for public relations associations. A visit to the PRSA website has some very useful information on ethics and ethical dilemmas, including a short guide to approaching ethical dilemmas. Their URL is www.prca.org.

So what happens internationally? With regards to an international code, there’s the International Public Relations Association Code of Conduct adopted in Venice in 1961. However, it could be argued that there’s an absence of national laws relating specifically to the practice of public relations. In Australia, for example, because there’s no law requiring public relations practitioners to be registered, licensed or accredited, there’s no statutory penalty for misconduct or professional negligence as a public relations practitioner. Nor are there any federal or state regulations that apply specifically to PR practice, according to the Public Relations Institute of Australia, or PRIA. In the UK, the Chartered Institute of Public Relations, or CIPR, Code of Conduct is binding if you are a member. Other professional organizations, for example, the International Association of Business Communicators, or IABC, have similar codes for
members, who may include public relations practitioners.

In the next part of the lecture, we'll look at some of the regulations that PR professionals need to know about as part of their job. Guth and Marsh, in their 2008 book *Public relations: A values-driven approach*, observed that many public relations practitioners 'are woefully ignorant of the rules and regulations governing many aspects of their jobs'. What seems obvious is that practitioners need to have an understanding of the libel, privacy and copyright laws. In the case of libel and privacy laws, they also need to understand the different burdens of proof for public and private individuals. In addition, Guth and Marsh recommend that, as a result of rapidly evolving technology, practitioners also need to be familiar with the Digital Millennium Copyright Act, or DMCA. They should also be aware that any work they prepare under the auspices of their employment may be considered work-for-hire and the property of their employer.

Let's look at the US for a practical example. The primary legal concerns practitioners in the USA face include First Amendment rights, insider trading, disclosure, privacy, copyright and trademark law, and regulations when working with foreign organizations. The USA DMCA of 1988 makes it a criminal offence to produce and distribute technology, devices or services, which attempt to get around controls on access to copyrighted works. This applies whether or not there is actual infringement of copyright itself.

The Sarbanes-Oxley Act was rushed into US law in 2002 following the large bankruptcies of companies such as Enron and WorldCom. As a result, the Securities and Exchange Commission, or SEC, demanded new standards in financial compliance and record keeping. Moreover, there was a renewed concern for corporate ethics, compliance, regulation, governance, transparency and honest financial reporting procedures.

The Code of Federal Regulations and the Securities Exchange Act also require companies to provide information on the operation and health of the company. Many of these issues fall into the domain of corporate public relations. There are laws that govern various aspects of specific businesses. Among the most notable of these are disclosure laws pertaining to publicly held companies. Annual reports are among the most common form of this disclosure. There are also laws against insider trading that are designed to ensure fairness in the nation's securities system. As I said before, many of these issues fall into the domain of corporate public relations.

My final point is about industry codes. In addition to legislation and the member codes of conduct of professional bodies, public relations practitioners may also be subject to industry codes. In the UK, the Advertising Standards Agency, or ASA, which is the advertising industry's self-regulation body, regulates advertising across all media. How does this affect public relations? Well, some advertorials, not editorials, fall within the ASA’s remit, as do paid-for spaces on the Internet, including pop-up ads, banner ads and sponsored links appearing in 'British web space'. However, the CIPR is concerned that the ASA wants to extend its remit to cover the regulation of online communications. Social networks, for example, involve dialogue and frequently 'editorial' content. The problem is that regulation of this medium will moderate freedom of speech. The point I'm making here is that regulations affecting the practice of public relations, whether they are formal or informal, often have to be reviewed to reflect changes in society.

Now, I'm going to stop at this point ... Any questions?

**Unit 11, Lesson 2, Exercise F  2.13**

Peter O'Malley's article 'In Praise of Secrecy, the Ethical Foundations of Public Relations', provides a good discussion on how the conduct of the PR professional might be compromised in the client-consultant agreement. He argues that in agreeing to use their expertise to promote the interests of their client, it's quite clear that the PR professional is also subscribing to the ethical principles contained in the terms of that contract. As everyone is aware, a contract is a legal document. But the fact is, the ethics of the PR professional could still be compromised by client expectations.

**Unit 11, Lesson 2, Exercise G  2.14**

**Extract 1**

Today, I'm going to focus on regulations affecting the practice of public relations. That is to say, I'll be looking at some of the factors that may affect, or compromise, the way public relations practitioners operate in their day-to-day activities, including the consequences of breaking the rules.

**Extract 2**

Don't misunderstand me; I don't want to imply that public relations practitioners often engage in misleading or fraudulent behaviour, but as we
know, in all aspects of society, there must be some regulation.

Extract 3
To some degree, all public relations practitioners today need to be aware of how their actions, anywhere in the world, affect, and are perceived by, their clients.

Extract 4
It's fair to say that, because of advances in communications technology, public relations has become much more complex.

Extract 5
Not only that, but globalization means that public relations practitioners now need to be more aware of government regulations in the country or countries where they operate.

Extract 6
A case in point is the USA, where PR personnel can be held legally liable if it's discovered that they've advised on, or supported, an illegal activity of a client or employer.

Extract 7
In an attempt to try to keep this discussion reasonably simple, I'm going to summarize some of the many areas of law that PR practitioners may meet in their work.

Extract 8
For those of you unfamiliar with the term ethics, the Internet Encyclopedia of Philosophy gives a good description.

Extract 9
With respect to ethics, however, they are a matter of conscience, and so are self-imposed and self-enforced.

Extract 10
There's no doubt that ethics and ethical behaviour have become a significant issue for public relations associations.

Unit 11, Lesson 3, Exercise A 2.15
'corporate', 'image', 'financial', 'costs', 'misleading information', 'moral dilemma', 'press release', 'product rebranding', 'public interest', 'punitive fines', 'reputational damage'

Unit 11, Lesson 3, Exercise B 2.16

Part 3
So, I'll move on now to look at the consequences of unethical decisions for PR organizations. Clearly, the results depend on the seriousness of the issue, and may range from embarrassment and investigation, to serious litigation and permanent reputational damage.

Of course, you're all familiar with the GlaxoSmithKline case in Australasia. Not only did they have to pay large fines, but they also had the additional financial costs for the massive product rebranding and new advertising and communication campaigns. In addition, their arrogant use of corporate power with the students, consumers and the stakeholders, resulted in significant reputational damage.

The question is: what role did PR play? Some people claim it was too little, too late. It's quite clear GlaxoSmithKline should have issued a press release admitting to the discrepancies right from the start. The claims about the vitamin C content proved wrong. The evidence lies in the fact that the New Zealand Commerce Commission tested the product and the research concluded that there was no vitamin C. Regarding GSK's claim to the contrary, I'm afraid this just wasn't true.

There are no simple solutions to the ethical dilemmas public relations practitioners face. Wilcox et al., in their 1992 book Public relations strategies and tactics, provide some practical examples and advice. One of the examples they give is about a company president who asks a public relations representative to write a news release claiming that a new product is four times better than the competition. In their view, unless such a claim can be substantiated, it should be avoided. Otherwise it's misleading information that, like misrepresentation, goes against the public interest, plus can damage trust in the organization, the individual and the profession. The same advice applies in the case of the promotion of products that are known to be
unsafe, of poor quality, or that will be used illegally. In many countries, promoting and selling such products could result in litigation.

Another example given by Wilcox et al. is about withholding information. A US tyre manufacturer deliberately withheld information to delay the recall of a batch of faulty tyres for six years. In the meantime, many lives were put at risk. While it may be necessary for PR professionals to withhold information in order to investigate and clarify certain issues, they need to consider what a reasonable timescale is, especially where damage has been caused. Generally, a client’s true interest lies in complete openness, transparency and disclosure in their communications.

When PR practitioners are faced with situations involving conflict of interest, or complicated, politically sensitive ethical and moral dilemmas, they must ask themselves two questions: Firstly, would they compromise their own personal values for the client, their employer, their profession or for society? Secondly, is the work for the client, the organization, or the ‘cause’ that they represent? If the conflict is between loyalty to the employer or disclosure of information to the public, many would agree that public interest takes precedence. However, the notion of ‘public interest’ is not a standard that individual practitioners can determine, decide or apply to assess the ethics of their practice. What’s needed are more assessable standards that can guide our approach to ethics. It’s important for companies to have a comprehensive ethics policy in place, to guide employees, for example, in the disclosure of client data.

So, how ethical are PR professionals? A number of studies have categorized public relations practitioners according to their performance on tests about ethical decisions. Despite some perceptions to the contrary, these studies have found that ethics are important for PR practitioners. Apparently, older and more experienced practitioners are commonly more ethical. Similarly, according to Shamir et al. in their 1990 article ‘Individual Differences in Ethical Values of Public Relations Practitioners’, those individuals with higher moral values tend to have higher professional standards.

In 2009, in a US study measuring the ethical reasoning of public relations practitioners compared to other professions, public relations practitioners scored highly. The authors, US university professors Coleman and Wilkins, took a random sample from the 400 largest public relations firms. Their test measured ethical reasoning in business concerns, internal motives, truth and respect, religious influences and external influences. I’ll just run through those again; the tests attempted to measure ethical reasoning in business concerns, internal motives, truth and respect, religious influences and external influences. Studies have found that ethics are important for PR practitioners who see their role as connecting clients to the larger world.

So it would seem that PR professionals are, in general, an ethical group. However, within the PR professional organizations, some people claim, with regard to practising ethical public relations, that some industry guidelines for an ethical decision-making process would be helpful. In her article ‘Ethical Decision-Making Guide Helps Resolve Ethical Dilemmas’, Kathy Fitzpatrick suggests six steps to consider before taking action. These are: 1) defining the specific ethical issue; 2) identifying internal and external factors, for example legal, political and social economic factors that may influence the decision; 3) identifying key values; 4) identifying the parties the decision affects, including the PR professional’s obligation to each; 5) selecting ethical principles to guide the decision-making, for instance, how these principles would be advanced or violated by each alternative action; 6) making and justifying the decision, i.e., are all the critical ethical questions being asked and answered?

Now, I’m going to set you a research task. I want you to research some real cases of ethical dilemmas: cases that illustrate, for example, conflict of interest, misrepresentation, disclosure or transparency. First, I want you to choose an organization for the case study, and then make notes to show how the case relates to one or more of the ethical dilemmas. You can then prepare a short presentation of your case study to discuss at our next seminar meeting.

Unit 11, Lesson 3, Exercise E 2.17

The question is: what role did PR play? Some people claim it was too little, too late. It’s quite clear GlaxoSmithKline should have issued a press release admitting to the discrepancies right from the start. The claims about the vitamin C content proved wrong. The evidence lies in the fact that the New Zealand Commerce Commission tested the product and the research concluded that there was no vitamin C. Regarding GSK’s claim to the contrary, I’m afraid this just wasn’t true.
Extract 1

MAJED: Dr James Gower, the lecturer we listened to last week, introduced some interesting issues. I'd like to build on what he said about disclosure of information, and mention some of the things that I think are critical for the work of PR practitioners. The first thing is that all the information they're responsible for must be honest and accurate. That's really important. Next, in situations where the media have got inaccurate information, it's in the organization's best interest to be proactive and act quickly before the 'story' turns into a 'crisis management' situation. The PRSA Member Code of Ethics and Professional Conduct, which is a voluntary code, suggests that PR practitioners avoid anything that might be seen as deceptive practices by explicitly revealing all sources of information. This includes sponsors and financial interest represented in any materials. But the dilemma is that there are some situations where full disclosure may be harmful to the client's interest. My own position is that each situation has to be decided on its own merits. Does anyone have any opinions they'd like to add?

Extract 2

EVIE: Well, following on from you said, Majed, I'd like to talk about transparency. How does it differ from disclosure of information, for example? Well, I was a bit confused about that, so I also referred to the PRSA Code of Ethics for clarification. My interpretation is that 'disclosure of information' refers explicitly to disclosing sources of information so that consumers have, in advance, knowledge of anything that might compromise the integrity of the information. 'Transparency', on the other hand, refers specifically to the relationships between journalists and PR professionals. It refers to situations where journalists may receive cash, travel, gifts, or future favours, so-called 'exchange of value' from PR professionals for influencing editorial coverage. It seems to me that 'exchange of value', that is, journalists receiving gifts and so on from the professionals, is OK, as long as it's transparent or open — that is, as long as it's handled quickly and everyone involved knows exactly what's happening. That is also the attitude of the PRSA, as represented in their code.

Extract 3

JACK: Right. Thank you, Evie. I'm much clearer about the concept of 'transparency' now. But I still think it's rather a grey area and an issue that I think we need to discuss again at a later date. But for now, I'd like to look at a different, but I think related, issue — conflict of interest. It's similar to transparency in that it refers to situations where an individual is in a position that they can exploit for personal gain. In other words, they can benefit personally from their official actions or influence. Conflict of interest often happens in professional life and includes things like the acceptance of benefits, financial or non-financial, including private research funding. Depending on the organization's rules, the existence of a conflict of interest may not indicate wrongdoing. So, to sum up, we can say that conflict of interest is an ongoing problem and I don't think it can be eliminated. As PR professionals, the best practice is full disclosure of any potential or actual conflict of interest when it occurs.

Extract 4

LEILA: OK, to continue then, I'm going to talk about misrepresentation in relation to public relations. Basically, misrepresentation is behaviour that gives a misleading or false impression and includes things like false advertising. In my view, one of the biggest problems for the PR profession is misrepresentation by organizations and individuals. Examples of this would be things like using blogs and viral marketing for causes, or using deceptive or misleading identities. Of course, misrepresentation has serious consequences, for example, any contract that contains misrepresentation is usually declared void; in other words, it doesn't have any legal force. In law, misrepresentation is defined as any false or misleading expression of fact, usually with the intent to deceive or defraud. There are three categories of misrepresentation — 'innocent', 'negligent' and 'fraudulent'. The actual level of misrepresentation depends on the intent of the perpetrator — that's the person doing the misrepresenting. Any individual or organization subject to litigation will be penalized according to the category of the misrepresentation. If a conviction happens, the individual or organization usually suffers serious reputational damage. So to sum up, it takes years to build a reputation, but only minutes to ruin it.
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