

House Rules for class sessions

**Be
willing
to:**

- **Share** your ideas in exercises
- **Send up** trial balloons
- **Accept** comment from coaches and classmates
- **Give** comments to classmates (courteously)
- **Say** when you agree or disagree
- **Suggest** differing approaches to problems
- **Open** your mind to learn

Remember:

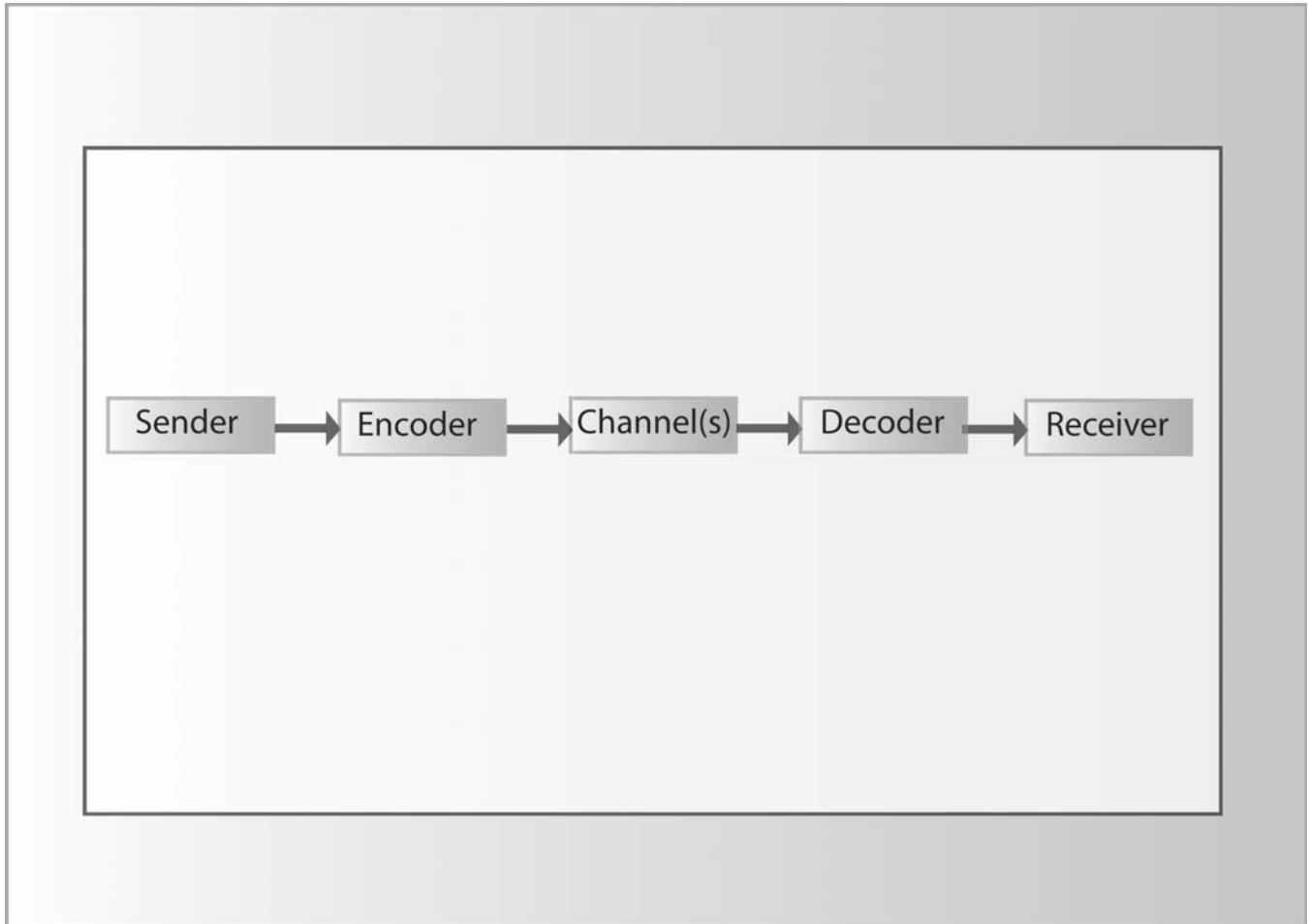
No idea is too dumb or too simple to be discussed.

You may find others agree with you – and it may be just right!



Universal Accreditation Board
Accreditation Study Course 2003 — Visual #1

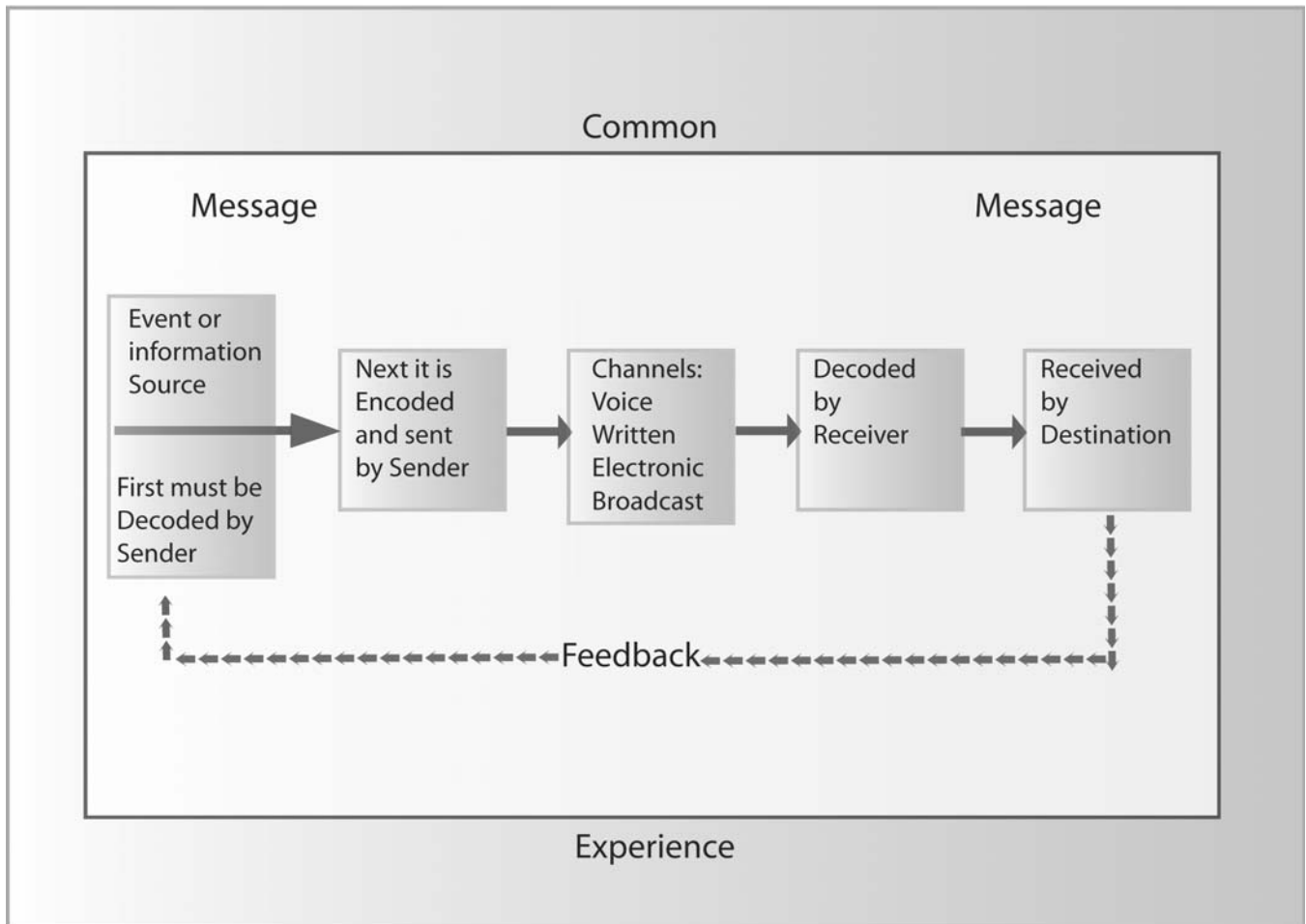
Early View of Communications Process



The Shannon-Weaver Model



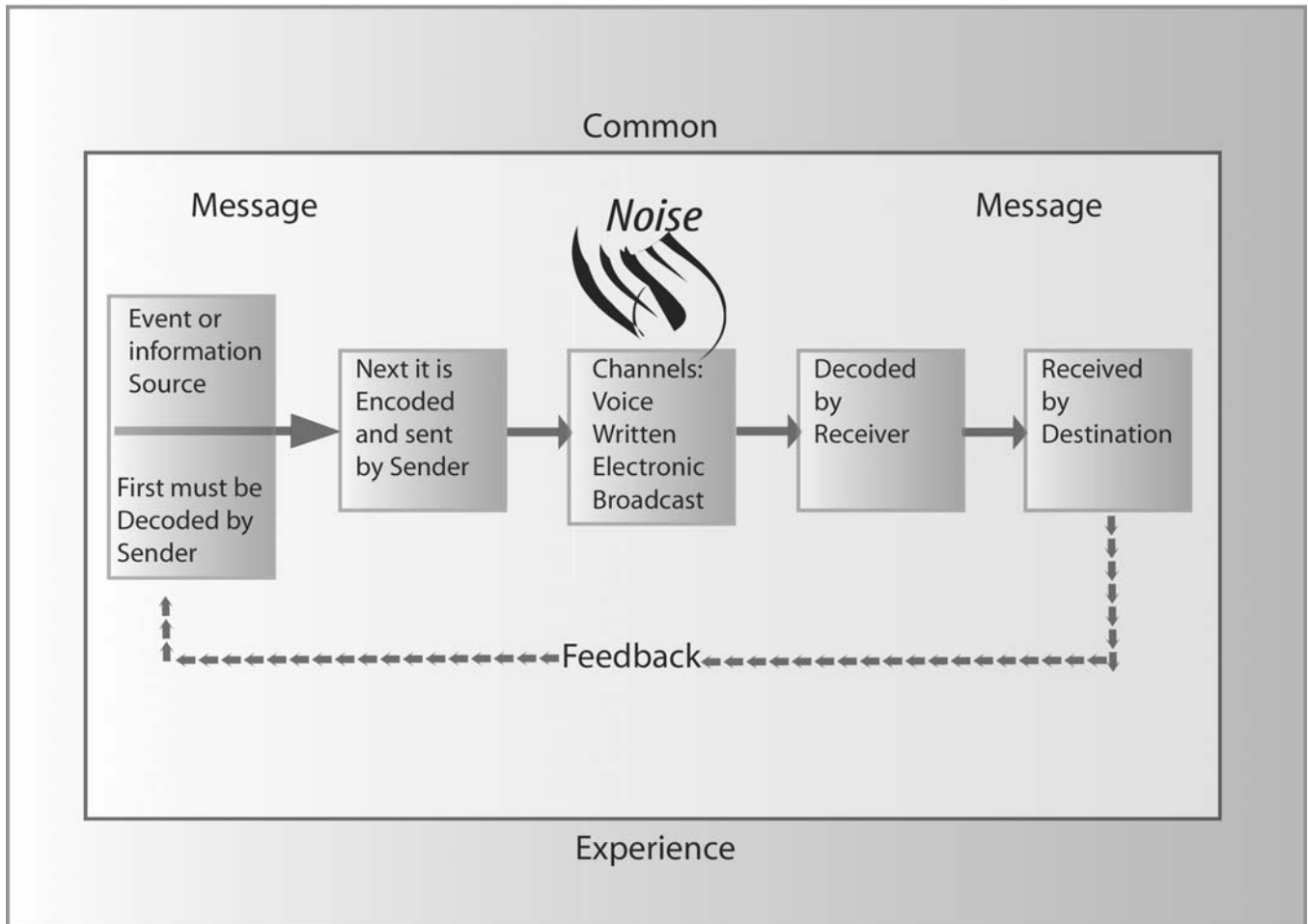
Communications Process Illustrating Feedback within Common Experience



The Shannon-Weaver Model



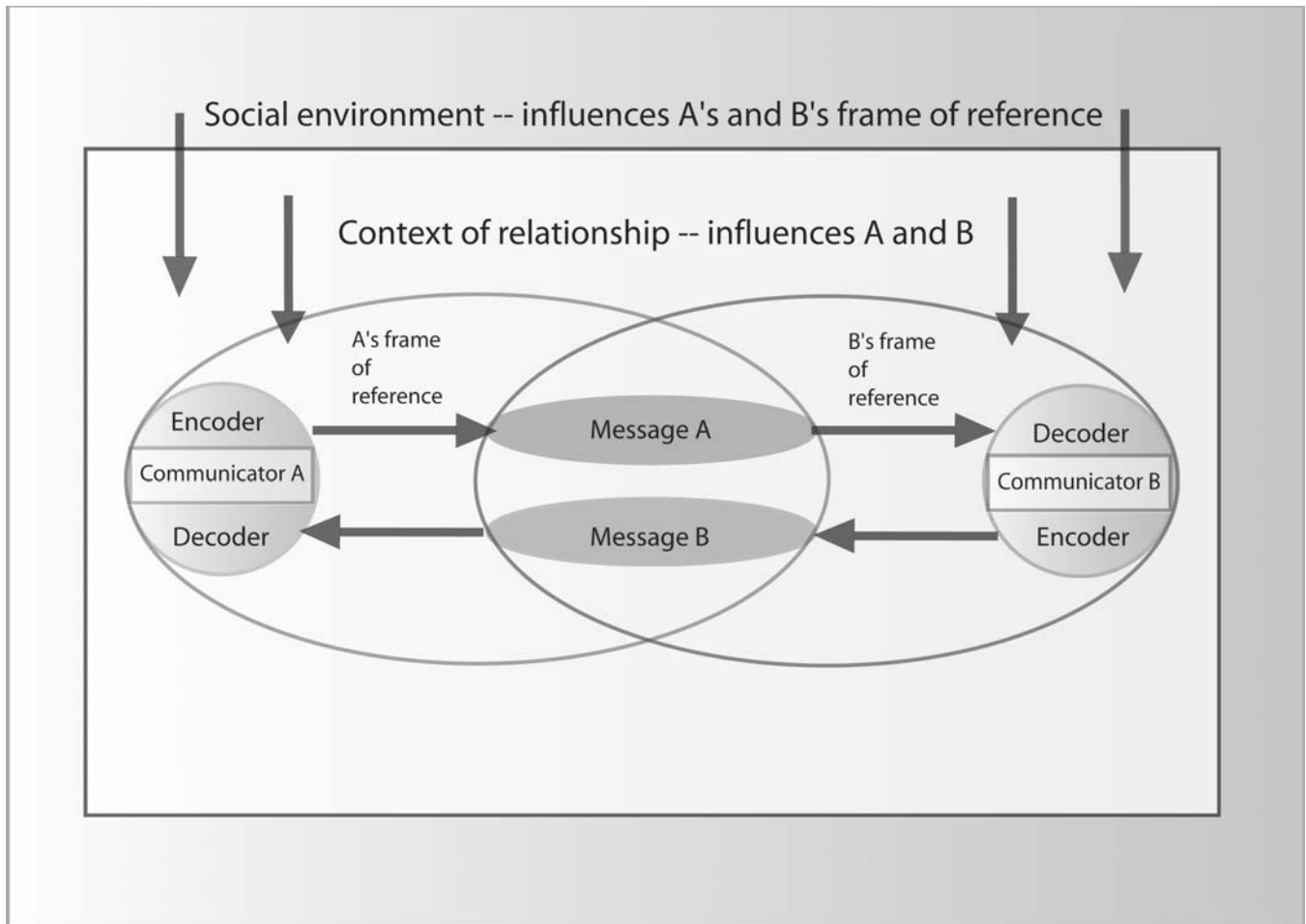
Communications Process Illustrating Feedback within Common Experience



The Shannon-Weaver Model



Communication Process Model



From the work of the late Wilbur Schramm



Universal Accreditation Board
Accreditation Study Course 2003 — Visual #6

Flag of Learning and Liberty



Universal Accreditation Board
Accreditation Study Course 2003 — Visual #26

*E*lements of libel:

- ↳ **Published?**
- ↳ **Identification?**
- ↳ **Defamatory?**
- ↳ **Damages?**
- ↳ **Fault / malice / negligence?**



Copyright

↳ Why?

↳ When?

↳ How?

↳ What does it cost?



Copyrighted **Work:**

↳ **How much can
you quote?**

↳ **How do you get
permission to
use?**





MEMBER CODE OF ETHICS

VALUES

Advocacy
Honesty
Expertise
Independence
Loyalty
Fairness

CODE PROVISIONS

Free Flow of Information
Competition
Disclosure of Information
Safeguarding Confidences
Conflicts of Interest
Enhancing the Profession

Public Relations Ethics Decision-Making Guide

1. Define the specific ethical issue and/or conflict.
2. Identify internal and external factors (e.g., legal, political, social, economic) that may influence the decision.
3. Identify key values.
4. Identify the parties who will be affected by the decisions and define the public relations professional's obligation to each.
5. Select ethical principles to guide the decision-making process.
6. Make a decision and justify.

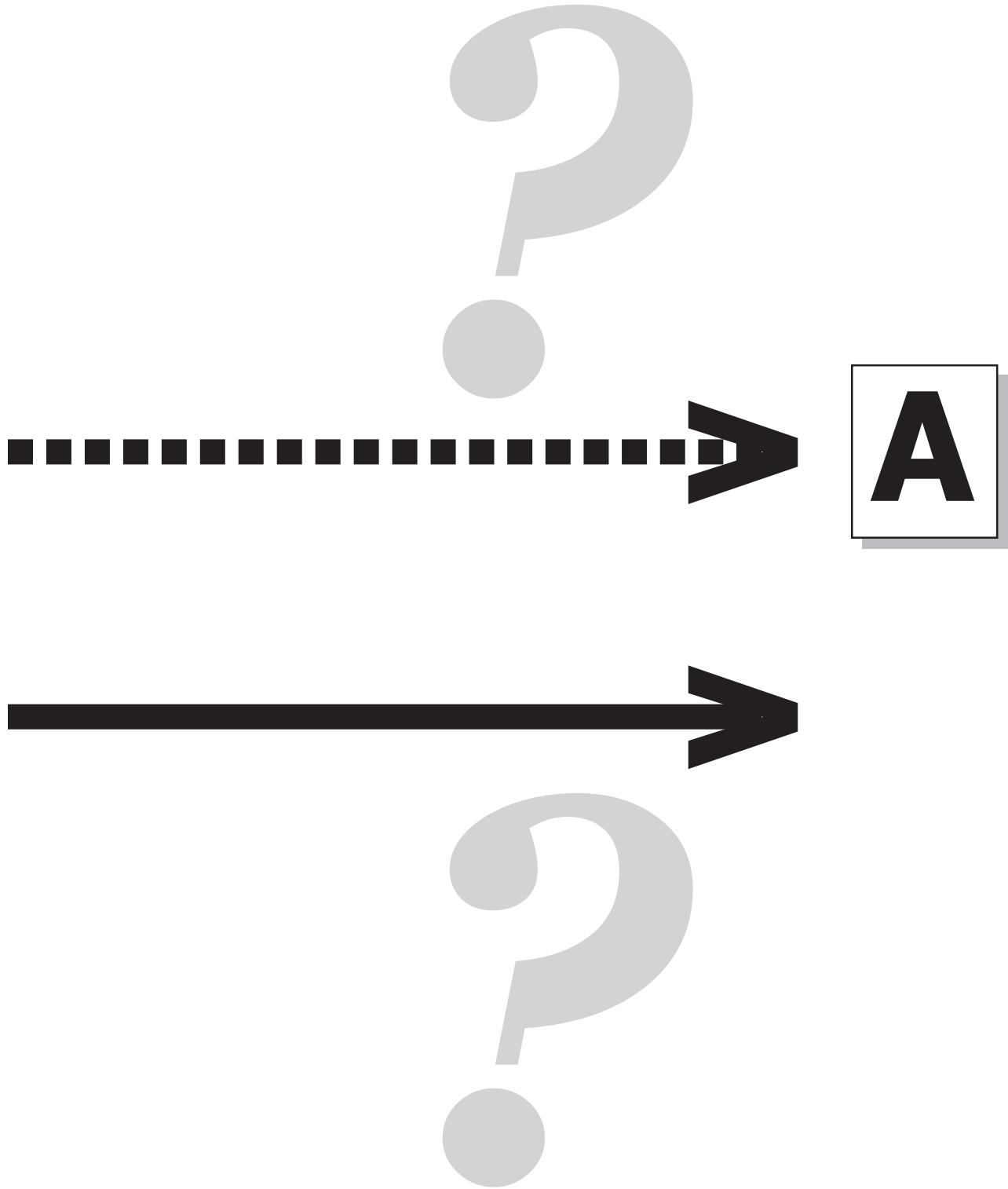
PRSA Ethics Contacts

- www.prsa.org/_About/ethics/
• BEPS District Liaisons
• College of Fellows Advisors
• Chapter Ethics Officers
judy.voss@prsa.org
212-460-1480

Board of Ethics and Professional Standards (BEPS)



The Four-Step Process



Universal Accreditation Board
Accreditation Study Course 2003 — Visual #8

Developed by Ferne Bonomi, APR, Fellow PRSA

*R*esearch

*You may be doing it
without even knowing it!*



Universal Accreditation Board
Accreditation Study Course 2003 — Visual #7

Formal

Uses Scientific methodology

Informal

Everything else!



Universal Accreditation Board
Accreditation Study Course 2003 — Visual #7

Primarily
research
is collected **FIRST-hand**

Secondarily
research
studies **SECOND-hand**
information



Universal Accreditation Board
Accreditation Study Course 2003 — Visual #7

384



Universal Accreditation Board
Accreditation Study Course 2003 — Visual #9

Informal Research...

Method:

Interviews

Sources:

- ┌ City Council members
- ┌ County Commissioners
- ┌ Chamber of Commerce
- ┌ Other civic leaders

Rationale:

Learn how community leaders feel about the firm; assess attitudes/beliefs of key decision makers and publics.



Audiences

(Publics)



Universal Accreditation Board
Accreditation Study Course 2003 — Visual #11

Who needs to know or understand?



Universal Accreditation Board
Accreditation Study Course 2003 — Visual #11

Who needs to be involved?



Universal Accreditation Board
Accreditation Study Course 2003 — Visual #11

Whose advice or support do we need?



Universal Accreditation Board
Accreditation Study Course 2003 — Visual #11

Who will be affected?



Universal Accreditation Board
Accreditation Study Course 2003 — Visual #11

*P*ublics



Universal Accreditation Board
Accreditation Study Course 2003 — Visual #30

Objectives:

Awareness

Attitude

Action



Universal Accreditation Board
Accreditation Study Course 2003 — Visual #12

Objectives:

- ↳ **Behavioral outcome**
- ↳ **Publics/Audiences**
- ↳ **Attainment level**
- ↳ **Time frame**



Strategy

**How to reach
your objectives**

**(Seek advantage
or efficiency)**



Universal Accreditation Board
Accreditation Study Course 2003 — Visual #14

Tactics/Tools

**Specific ways
to implement
strategies
“Activities” –
the finer details
of tactics**



ILLUSTRATION OF USE OF GANTT CHART

GANTT CHART FOR: (Project) _____

Name: _____

SPECIFY UNITS OF TIME: Months, weeks from startup, or weeks before target date, other suitable unit

TACTICS																	Coord	Spokes	Budget
Benchmark Surveys	●—●																Contract firm		\$
Focus groups in neighborhoods	●—●																PR Staff		\$
Focus groups of community opinion leaders	●—●																Contract firm	Contract facilitator	
Service Club appearances by CEO or vps	●—●																	CEO, VPs	
Monitor phone calls	●—																		Staff
Collect clippings about issue in local press																		PR staff	
Issue "leads" to news media																			
Bring in outside authority for speeches and forum																			\$
Contact "key communicators" for rumor status																			
Maintain call-in line for consumer questions																	IT staff		Need estimate
Follow up with callers																			
Publish frequently asked questions from call-in line with answers, in local free distribution newspapers																			
Repeat benchmark surveys																			
Focus groups in community to assess change																			
Forgot something? You can put it in out of order																			



*E*valuation

Look at your objectives:
What can you measure?

- ↳ Change in behavior?
 - ...awareness?
 - ...attitude?
- ↳ Attainment level?
- ↳ Time frame?



S Q 3R

S
urvey

Q
uestion

R
ead

R
ecite

R
eview



Universal Accreditation Board
Accreditation Study Course 2003 — Visual #2