



Baxter Enterprises

Don't Shoot the Messenger: Public Relations for Law Enforcement

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A Project Submitted in Partial Fulfillment for the Degree of Master of Arts,
Communication and Leadership

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VERSION HISTORY

Version Number	Author	Revision Date	Approved By	Approval Date	Description of Change
1.0	<i>Baxter, D.</i>			February , 2013	<i>New Development</i>

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1.0 Introduction

This public relations course was developed for the Arkansas Criminal Justice Institute (CJI) in conjunction with Park University's Master of Communication and Leadership Program, specifically for CA 567 DL: Communication Teaching, Training, and Consulting. This course is designed to provide Arkansas law enforcement officers with a basic over view of public relations, their public, the media, and communication skills needed to facilitate a positive relationship that builds trust and cooperation.

2.0 Instructional Analysis

2.1 Needs Analysis

2.1.1 Background

Throughout the years, Arkansas law enforcement officers lacked ongoing training and educational support. Subsequently, in 1993, the Arkansas General Assembly selected the Arkansas Criminal Justice Institute (CJI) "as the coordinator of all supervisory, managerial, and executive education for Arkansas law enforcement agencies" (Criminal Justice Institute, 2013). The primary goal of CJI is to become a knowledge resource for Arkansas law enforcement officers and provide quality, free training and education. CJI continues to provide area law enforcement with training in forensic science, law enforcement management, and specialized programs. Because of limited time, this needs analysis utilized various forms to help determine communication training needs at CJI.

2.1.2 Initial Results

The results of this analysis are based on interviews with key CJI administrative personnel and a survey with various questions aimed at helping determine communication-training needs for the organization. The survey, developed through Survey Monkey, helped provide some general direction in the type of communication training that CJI needed (**see Appendix B**). This survey was limited in scope, but it did address the importance of communication training, types of communication training, and the background of students who would receive training. The survey revealed that communication training was a necessity for CJI, police officers made up the majority of their students, and public relations training is a need.

Because of the interviews, CJI educational directors reiterated that communication training was a priority within their organization. They stated that classes such as instructor development, basic officer communication skills, and crisis negotiations were currently being utilized and were popular among police officers. However, during management classes, the organization is in need of an overview of public relations that is aimed at helping law enforcement manager's deal with the media and communication skills related to it. Additionally, further assessment will be gathered as the time of the class.

A dual-purpose background questionnaire has been developed to provide additional insight on both trainees experience in public relations and communication (**see Appendix C**). The background questionnaire will be administered to trainees after they have gathered for class and before the presentation begins. Additionally, this assessment tool also acts as a pre-test designed to test knowledge, generate interest in the topic being taught, and help get creativity flowing in the class. Not only will this serve as a valuable tool to provide information on some about the trainee's level of knowledge, but also future direction for other classes related to communication training. The following paragraph will detail the results that are tabulated from the public relations class that is soon to be taught.

2.1.3 Results from Background Questionnaire

The background questionnaire revealed the importance of communication and public relations training for CJI. With the exception of just a few trainees, most had never had a class on public relations and about half had never taken an interview or communication class. Additionally, all the trainees believed that communication and public speaking skills were an important feature of public relations and speaking to their publics.

2.2 Task Analysis

Objective: The student will be able to give an effective media interview.

Essential Learning:

2.2.1 **Determine** what public relations is.

2.2.1.1 Evaluate what public relations is not.

2.2.1.1.1 List various crisis circumstances that have been identified as examples of bad public relations.

2.2.1.1.2 Give examples of people who have shown poor public relations skills.

2.2.2 **Evaluate** what public relations is.

2.2.2.1 Describe examples of good public relations in bad situations.

2.2.2.2 Give examples of people who have shown poor public relations skills

2.2.3 **Define** what public relations means to you.

2.2.4 **Describe** why communication is what makes or breaks public relations.

2.2.4.1 List reason why ethics affects creditability.

2.2.4.2 Define communication in own terms.

2.2.4.3 Describe your public (s).

2.2.4.3.1 The student conducts a current analysis of whom their message will reach.

2.2.4.4 Determine what is required to build relationships.

2.2.4.4.1 Choose past experiences to build on public relation skills.

2.2.5 **Develop** effective communication skills for media interviews.

2.2.5.1 Describe the media in your own terms.

2.2.5.2 List media's purposes.

2.2.5.3 Write the five F's of media relations.

2.2.5.3.1 The public relations professional must be fast.

2.2.5.3.2 The public relations professional must be factual.

2.2.5.3.3 The public relations professional must be frank.

2.2.5.3.4 The public relations professional must be fair.

2.2.5.3.5 The public relations professional must be friendly.

2.2.6 **Compare** and contrast the difference between good and bad public speaking.

2.2.6.1 Write at least three don'ts of public speaking.

2.2.6.1.1 Don't use "ums" and "uh's.

2.2.6.1.1 Don't use overuse hand gestures.

2.2.6.1.1 Don't interrupt.

2.2.6.2 Write at least three do's of public speaking.

2.2.6.2.1 Vary rate and pitch of voice.

2.2.6.2.2 Keep good eye contact.

2.2.6.2.3 Use plain English.

2.2.7 **List** five points of an exceptional interview.

2.2.7.1 Speak clearly but keep a fast pace.

2.2.7.2 Speak in "sound bites" of 20 sec. or less.

2.2.7.3 Know when to stop talking.

2.2.7.4 Pause briefly after complete statements.

2.2.7.5 Pause briefly if you need to collect your thoughts.

- 2.2.7.6 Never get the point of answering with a simple yes or no
- 2.2.7.7 Don't argue.
- 2.2.7.8 Use short concise answers.
- 2.2.7.9 Don't discuss unfamiliar matters.
- 2.2.7.10 Talk in the positive.
- 2.2.7.11 Be yourself.

3.0 Instructional Methods

3.1 Training Methodology

This course will utilize various training methods in order to effectively facilitate the transfer of knowledge to the trainees. The primary means of presenting the course content will be lecture. This method was chosen because a general overview of the practice of public relations was identified as a need for the organization and because of time constraints. However, the lecture will also feature blended training that makes use of key components of problem-based learning (PBL) , experiential , and group discussion procedures.

As an assessment tool, the student will be presented with a problem-based case study that they will work on at the end of the session, facilitating group discussion. This experiential method of training will keep the lecture relevant, immediate, and appealing, thus facilitating transfer of knowledge.

Further, as the lecture progresses, key “trigger” questions will be asked to the trainees in order to generate some discussion, ideas, keep the group motivated, and create applicability of the material.

3.2 Instructional Objectives

- 3.2.1 At the conclusion of this course, the student will be able to identify and describe what makes up the practice of public relations.
- 3. 2.2 At the conclusion of this course, the student will be able identify and describe the role of communications in public relations.
- 3. 2.3 At the conclusion of this course, the student will be able clarify the impact of ethics on public relations.
- 3.2.4 At the conclusion of this course, the student will be able to List the five F's of media relations.
- 3.2.5 At the conclusion of this course, the student will be able to differentiate between the positive and negative features of public speaking and apply the positive traits to media interviews.

3.3 Testing and Evaluation

This course will utilize several assessment tools designed to facilitate trainee knowledge transfer and to help determine overall comprehension of the presented material. A background questionnaire will be presented at the beginning of the course as both an assessment tool to determine future training needs and as a pre-test to determine the trainee's knowledge. Additionally, at the beginning of the course, the student will be given a handout (**see Appendix D**) that corresponds with the facilitator's presentation. However, the student's copy will have blanks that have to be filled in as the facilitator conducts the training. Many of the blanks that have to be filled in by the student will be answers to the questions on the test, so the trainee will

have to pay close attention to the information being presented. To further generate interest and increase the knowledge of the trainee, a problem-based learning (PBL) case study (**see Appendix C**) was developed to accompany the presentation.

This assessment tool is subjectively based and features six questions on the PBL scenario with real world relevance in the area of police public relations. Instead of grading this assessment, after the presentation, the facilitator will use group discussion to solicit participant answers, help trainees determine relevance to public relations, and check for communication knowledge transfer.

Finally, at the end of the course, a 10 question final exam will be given to assess trainee knowledge of the presented material (**see Appendix E**). This exam will feature true and false, multiple choices, and fill in the blank style questions. It will be graded as a group activity at the end of the course and the trainee must correctly answer 8 out of 10 questions.

The trainees showed good participation in the PBL case study. As a result of the course, most trainees answered their case study questions and used the presented information to problem solve. All trainees took the 10 question final exam and all passed by answering at least 8 out of 10 questions.

4.0 Training Resources

4.1 Course Administration

CJI is a law enforcement educational organization. CJI is responsible for course notification, class enrollment, and Commission on Law Enforcement Standards and Training (CLEST) certification of this course. However, the facilitator is a former police officer who is currently CLEST certified as an Arkansas law enforcement instructor. Additionally, at the conclusion of the training, the facilitator will be responsible for issuing a course completion certificate to trainees.

4.2 Resources and Facilities

The Public Relations for Law Enforcement course will be held at the Criminal Justice Institute in Little Rock Arkansas. The course will require a computer with power point capability , connection to the internet, and the ability to project the presentation onto a screen in order to be viewed by the trainees. The facilitator is will be the only personal required for the course.

4.3 Schedules

This course is scheduled for two hours. The following is an example of how the course will be presented within the allotted timeframe:

9:00am – 9:15am	Pre-course assessment & course introduction.
9:15am - 9:35 am	Present course material on public relations.
9:35am – 9:50 am	Present course material on public relations communication topics.
9:50am –10:00 am	Break
10:00am- 10:15am	Present course material on ethics in public relations.
10:00am- 10:40am	Present course material on effectively communicating with the media.
10:40am – 11:00am	Final exam & critique.

4.4 Training Materials List

The training materials for this course are diverse. The facilitator will provide a power point presentation, student handout, and tests. A large “post-it” style flip chart will also be available in order to write ideas around the room or as a back- up for any technology failure.

5.0 Training Curriculum

5.1 What is public relations?

5.1.1 It is not! -

- 5.1.1.1 Spin,
- 5.1.1.2 Propaganda,
- 5.1.1.3 Eliminating competition,
- 5.1.1.4 Erasing opinions,
- 5.1.1.5 Compensation for bad organizational decisions; or
- 5.1.1.6 Hiding corruption.
- 5.1.1.6.1 Example of bad public relations- BP Disaster

5.1.2 It can be! – Building a brand, reinforcing or furthering an organization’s reputation, image management, raising awareness of an important social issue, educating, influencing opinion, increasing understanding, building credibility, and working with the media. .

- 5.1.2.1 Advising and counseling,
- 5.1.2.2 Early warning system on emerging issues related to organizations,
- 5.1.2.3 Support for other management functions (publicity, promotion, and media relations),
- 5.1.2.4 Gate keeping between organization and its public (s),
- 5.1.2.5 Research; and
- 5.1.2.6 Publicity.
- 5.1.2.6.1 Example of good public relations- Beer Summit

5.1.3 Public relations defined – Planned process to influencing public opinion, through sound character, and proper performance, based on mutually satisfactory two-way communication.

5.1.4 It is communication!!!

5.2 Why is communication so important to public relations?

5.2.1 Communications’ main objectives:

- 5.2.1.1 Inform,
- 5.2.1.2 Persuade,
- 5.2.1.3 Motivate, and
- 5.2.1.4 Promote mutual understanding.
- 5.2.1.4.1 The challenge for the public relations professional is to deliver an argument that is persuasive, believable, and actionable! This depends very much on building relationships.

5.2.2 Relationships with your public (s) – Who is the public?

- 5.2.2.1 Media,
- 5.2.2.2 Special Interests groups,
- 5.2.2.3 Customers,
- 5.2.2.4 Employees,
- 5.2.2.5 Politicians,
- 5.2.2.6 Government, and
- 5.2.2.7 Community.
- 5.2.2.8 Defined as a group of people who share a common interest in a specific subject.

- 5.2.3 **Heart of all relationships is interpersonal communication** – This is communication between two or more people and can also take place in a much broader sense, such as mass communications.
- 5.2.3.1 Communication is the lifeblood of all organizations.
- 5.2.3.2 Personally and professionally all of us are dependent on effective communications.
- 5.2.3.3 Communication is just like breathing, it is going to happen.
- 5.2.4 **Interpersonal communication basics**
- 5.2.4.1 Source- person who sends the message.
- 5.2.4.2 Receiver- person who receives the message.
- 5.2.4.3 Message- words and non-words that are received and transmitted back and forth from the source and receiver.
- 5.2.4.3.1 Channel is how the message is delivered and can travel a variety of ways. Such as email, speeches, video, music, etc.
- 5.2.4.4 Encoding & Decoding - Encoding is what the sender does to develop the message and decoding is what the receiver does to understand it.
- 5.2.5 **Some realities about interpersonal communication -**
- 5.2.5.1 Everyone is biased; how we interpret the world is how we see reality and how we construct and understand messages.
- 5.2.5.2 Communication is inevitable.
- 5.2.5.2.1 Often times we communicate without intending to do so.
- 5.2.5.3 Communication is irreversible.
- 5.2.5.3.1 What we say is said and cannot be taken back.
- 5.2.5.4 Communication is unrepeatable.
- 5.2.5.4.1 Our life is in constant flux, we never have the exact situation or dynamics to make the same impact with what we say and how we communicate.

5.3 Ethics and Public Relations

- 5.3.1 **Some believe that ethics is**
- 5.3.1.1 What their feelings tell them is right or wrong,
- 5.3.1.2 Religious beliefs,
- 5.3.1.3 Obeying the law of the land,
- 5.3.1.4 Standards adopted by our society, and
- 5.3.1.5 Some just don't know.
- 5.3.2 **Ethics defined** - Criteria by which decisions are made about what is right or wrong or it is basic standards that are followed in relationship with others.
- 5.3.3 **What is ethical public relation? –**
- 5.3.3.1 The heart of all good public relations starts with telling the truth, which is the essence of all ethics! Ultimately, this is found within our Attitude + Behavior+ Candor.
- 5.3.4 **Attitude + Behavior+ Candor = Creditability!**
- 5.3.5 **Why is creditability** so important to public relations? The principal characteristic of the communicator, affecting his or her persuasiveness, is his or her credibility
- 5.3.5.1 Creditability is a source of honor,
- 5.3.5.2 Creditability is personal, and
- 5.3.5.3 Creditability means you are believable, you are reliable, and you are trustworthy.
- 5.3.5.3.1 Trust is nontransferable,
- 5.3.5.3.2 Trust speaks of your integrity, and
- 5.3.5.3.3 Ultimately when others trust and have confidence in you, they are open to your influence, this means you have persuasion..
- 5.3.6 **Believability and persuasion** are found in how we use our words (framing) and it is based on the truth of our words.
- 5.3.6.1 You can't pour perfume on a skunk and make it smell better! Sometimes the truth hurts but trying to hide it makes it only smell that much worse.

- 5.3.6.2 Mark Twain once said, “A lie can travel halfway around the world while the truth is still putting on its shoes”.

5.4 Effectively communicating with the media.

5.4.1 Who is the media? –

- 5.4.1.1 The media has become a very important part of our society and is a credible source of information.
- 5.4.1.2 Many people trust the media and base important decisions in their lives off the information they receive from the media.
- 5.4.1.2.1 Another words the media has power and influence.
- 5.4.1.3 The relationship between the media and an organization is best described as “friendly adversaries”.
- 5.4.1.4 The goal is to create a partnership to streamline the communication process from the organization to the media then to your public (s).
- 5.4.1.4.1 This joint venture allows both entities to establish understanding and credibility.
- 5.4.1.5 Rather than look at the media as a liability, public relations professionals should engage the media, through open and honest communication, and use the media.
- 5.4.1.6 Organizations cannot expect the media to overlook important details regarding an organization because there is an established partnership.

5.4.2 Some things to know about the media-

- 5.4.2.1 The media wants the story, whether it is good or bad, whereas an organization wants their interest projected in the best light.
- 5.4.2.2 Make no mistake- as a public relations professional you are the “organization”.
- 5.4.2.3 The media has a job to do and it is to report the facts!
- 5.4.2.4 A reporter is never “off-duty”, anything you say, even off record, is fair game.
- 5.4.2.5 Become a trusted source of information for the media, which means not only providing the information they seek, but also providing them leads on other stories. This builds relationships!
- 5.4.2.6 Expect your story to be portrayed somehow different from what you expected and sometimes it may not make the news at all!
- 5.4.2.7 Never lie, ever.

5.4.3 Five F’s of media relations -

- 5.4.3.1 Fast- The media has deadlines, so respond Asap.
- 5.4.3.2 Factual- Statistics and photos are great, so are real stories that are actual and factual, again don’t lie!
- 5.4.3.3 Frank- Be open, if information needs to be withheld for certain reasons explain why, most media will understand and respect this.
- 5.4.3.4 Fair- Distribute information evenly among media outlets, remember people (media) know when they are being treated unfair and bluffed.
- 5.4.3.5 Friendly- Media members are like anyone else, they appreciate courtesy. Remember names, listen, and use good communication skills.

5.4.4 Public speaking dos’ and don’ts’ -

- 5.4.4.1 Don’t:
- 5.4.4.1.1 “Ums” and “uh’s
- 5.4.4.1.2 Overuse hand gestures,
- 5.4.4.1.3 Interrupt,
- 5.4.4.1.4 Ramble, and
- 5.4.4.1.5 Look over the listeners head.
- 5.4.4.2 Do;
- 5.4.4.2.1 Vary rate and pitch of your voice,
- 5.4.4.2.2 Keep good eye contact,
- 5.4.4.2.3 Use plain English,
- 5.4.4.2.4 Sound conversational in tone,

5.4.4.2.5 Smile sometimes, and

5.4.4.2.6 Be sincere.

5.4.5 **Exceptional media interview skills** – Eventually you will need to give an interview to the media, when you do, do it exceptionally!

5.4.5.1 Be yourself- speak in personal terms, use “I” as much as possible.

5.4.5.2 Be prepared- practice either verbally or in writing.

5.4.5.3 Relax- the person interviewing you is just a person doing their job.

5.4.5.4 Don’t bluff- if you are asked a question you don’t know, admit it.

5.4.5.5 Pause briefly after complete statements.

5.4.5.6 Pause briefly if you need to collect your thoughts.

5.4.5.7 State facts and do so briefly and concisely.

5.4.5.8 Speak in “sound bites” of 20 sec. or less.

5.4.5.9 Know when to stop talking.

5.4.5.10 Don’t discuss unfamiliar matters.

5.4.5.11 Don’t argue.

5.4.5.12 Don’t answer with a yes or no.

5.4.5.13 Don’t say no comment –this often sounds guilty or evasive.

5.4.5.14 Take the high road – talk in the positive.

5.4.5.15 Always tell the truth – if you lose your credibility you lose it all.

6.0 Instructor Guide

6.1 Introduction

- 6.1.1 **Facilitator** will introduce himself, the topic to be trained, and administer pre-course background questionnaire.
 - 6.1.1.1 Facilitator background & education
 - 6.1.1.2 Cover course objectives
 - 6.1.1.3 Four main topics discussed
 - 6.1.1.3.1 Public relations
 - 6.1.1.3.2 Ethics in public relations
 - 6.1.1.3.3 Communication and its importance to public relations
 - 6.1.1.3.4 Effectively communicating with the media
 - 6.1.1.4 Cover pre-course background questionnaire
 - 6.1.1.5 What to expect.
 - 6.1.1.5.1 Fill in blanks in course guide
 - 6.1.1.5.2 Final exam
 - 6.1.1.5.3 PBL case study to be worked on as the lecture progresses

6.2 Body

- 6.2.1 **Facilitator** cover material on what public relations is and is not.
- 6.2.2 **Facilitator** will cover material on communications and public relations.
- 6.2.3 **Facilitator** will cover material on ethics and public relations.
- 6.2.4 **Facilitator** will cover material on communicating effectively with the media.

6.3 Conclusion

- 6.2.1 **Facilitator** will review the four sections of the course.
- 6.2.2 **Facilitator** will review PBL case study.
- 6.2.3 **Facilitator** will give final exam.
- 6.2.4 Questions taken.

APPENDIX A: Training Plan Approval

The undersigned acknowledge that they have reviewed the **<Project Name> Training Plan** and agree with the information presented within this document. Changes to this **Training Plan** will be coordinated with, and approved by, the undersigned, or their designated representatives.

Signature: _____ Date: _____
Print Name: _____
Title: _____
Role: _____

Appendix B: CJI Training Needs Survey

Criminal Justice Institute Training Needs Survey

1. How important is training to your organization?

Low

High

2. How important is communication training to your organization?

Low

High

3. What type of communication training is currently needed the most within your organization?

- Public Speaking
- Public Relations
- Interpersonal Communication
- Leadership Skills

4. Who receives training within your organization? (Check all that apply)

- Patrolmen
- Deputy Sheriffs
- Supervisors
- Heads of police agencies

5. Does your organization have ongoing training for communicating with the media?

- Yes
- No

6. Does your organization provide managerial training for police staff?

- Yes
- No

7. How important is ethical communication to law enforcement?

Low

High

8. Is law enforcement management concerned with organizational image?

- yes
- No

9. Does your organization provide communication skills specifically for law enforcement officers giving interviews with the media?

- Yes
- No

Other (please specify)

Done

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Appendix C: Public Relations Background Questionnaire & PBL Case Study

Public Relations Background Questionnaire

1. Have you ever had a class on public relations?

- Yes
- No

2. What do you think public relations is about?

- Talking with the public
- Making my department look good
- Covering up problems within my department
- Giving interviews to the media
- Advertising

Other (please specify)

3. Who is the public in public relations?

4. How important is communication to public relations?

Low Medium High

5. How important is public speaking to public relations?

Low Medium High

6. Who is the media?

- Reporters
- Journalists
- Newspapers
- TV

Other (please specify)

7. Have you ever given an interview to the media?

- Yes
- No

8. Have you ever taken an interview class?

- Yes
- No

Other (please specify)

9. Have you ever had a communication class?

- Yes
- No

Done

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Problem Based Learning Case Study

Background -

You are the spokesperson for your agency. You receive a call from your police department that an officer employed with your agency has been accused of a serious felony. You don't have all the facts about the situation, however, what you do know at this time is that it is only an allegation which is currently being investigated and the officer has been placed on administrative leave. Additionally, you do know that the officer has been in trouble in the past, however, that was years ago, and since then he has generally been a good employee for your agency.

Responsibility –

Being the spokesperson for your agency, the media has contacted you to find out what is going on. You have told the media that you will release a statement in 30 minutes.

Please answer the following questions:

1. What type of public relations is this contact with the media? (Explain)

2. In this scenario what is the main objective of your communication with the media?

(Mark the one that best applies)

- Hide corruption
- Motivate
- Inform
- Protect the officer

3. Before the interview starts, you recognize the reporter as someone that you have given an interview with regarding a public service announcement on the dangers of drinking and driving. The reporter also recognizes you. You make small talk before the interview begins, then the reporter states; “ Hey off the record, has this officer ever been in any kind of trouble in the past?”

(Please answer the following questions in your own words)

Since this is off the record and you know the reporter, how much information should you tell him off the record?

How do you respond to this?

4. During the interview, the reporter veers off from the questions that he informed you he would be asking and he asks; “This seems to be an on-going problem with law enforcement officers throughout the country, why do you think there are so many officers that break the law when they are sworn to uphold the law?”

How should you react to this: (Mark the one that best applies)

- Argue that police officers have a hard job to do and they rarely ever break any laws
- Say “no-comment” , because you really don’t know
- Take the high road and explain that most officers do a fine job and are upstanding citizens
- Advise the reporter that your chief will have to explain why later

5. You want to make the media interview as professional as possible, explain what public speaking skills and interview techniques you will utilize to help make you appear more natural and confident.

(Please explain at least 3 public speaking skills and 3 interview skills you will utilize)

6. During the interview, what information will you release and what information will you not release? (Please explain in your own words)

Done

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Appendix D: Student Course Guide
Don't Shoot The Messenger:
Public Relations for Law Enforcement

Presented by: David Baxter
BS Criminal Justice Administration
Student of Park University's Master of Arts in
Communication & Leadership
Course Goals

- Identify and describe what makes up the practice of public relations.
- Identify and describe the role of communications in public relations.
- Clarify the impact of ethics on public relations.
- List the five F is of media relations.
- Differentiate between the positive and negative features of public speaking and apply the positive traits to media interviews.
 - Four Topics That We Will Discuss
- Public relations
- Ethics in public relations

- Communication and its importance to public relations
- Effectively communicating with the media

- What to Expect

- *Please fill in the blanks in your handout as we move through the presentation, some of the blanks are answers to questions on the test!*
- *Yes there is a test, but don't shoot the messenger! 😊*
- *Please answer the questions found in the Problem-Based Learning Case Study as we move along the presentation.*
 - *We will discuss the case study as a group at the end of the course.*

- What is Public Relations Really?

- It is not...
- _____
- _____
- _____

- Erasing opinions
- It is not...
- Compensation for bad organizational decisions
- _____
- It can be...
- Building a brand
- Reinforcing or furthering an organization's reputation
- Raising awareness of an important social issue
- _____
- Influencing opinion
- Increasing understanding
- _____
- It can be...
- Support for other management functions (publicity, promotion, and media relations)
- _____ between organization and its public (s)
- Research

- _____

- It can be image management!

- How do you define public relations?

- _____

- A working definition- Planned process to influencing public opinion, through sound character, and proper performance, based on

- Public Relations is ...
● _____

- We communicate in order to
● _____

- Persuade

- Motivate
- _____
- Public relations professionals have a challenge
- Deliver an argument that is persuasive, believable, and actionable!
This depends on _____
 - Relationships with whom?
 - Your public
 - Public?
 - Media
 - Special interests groups
 - Customers
 - Employees
 - Politicians
 - Government
 - Community
 - Another words group of people who share a common interest in a specific subject
- Heart of all relationships is interpersonal _____
- Communication between two or more people and can also takes place in a much broader sense, such as mass communications.

- Communication is the lifeblood of all organizations.
- Interpersonal communications
- Personally and professionally, all of us are dependent on effective communications.
- Communication is just like breathing, it is going to happen.
- Interpersonal communications – The basics
 - _____ person who sends the message.
 - _____ person who receives the message.
 - _____ words and non-words that are received and transmitted back and forth from the source and receiver.
- Interpersonal communications – The basics
 - _____ is how the message to delivered and can travel a variety of ways. Such as email, speeches, video, music, ect.
 - _____ Encoding is what the receiver does to develop the message and decoding is what the receiver does to understand it.
- Realities about communication

- Everyone is _____; how we interpret the world is how we see reality and how we construct and understand messages.

- Communication is _____.
 - Often times we communicate without intending to do so.
 - Realities about communication

- Communication is _____.
 - What we say is said and cannot be taken back.

- Communication is _____.
 - Our life is in constant flux, we never have the exact situation or dynamics to make the same impact with what we say and how we communicate.
 - Ethics and Public Relations

- What do you think ethics is?

- Some think it is

- Ethics defined... Criteria by which decisions are made about what is _____ that are followed in relationship with others.

- In public relations...

- Telling the _____, which is the essence of all ethics!

- Ultimately, this is found within our _____
- Attitude + Behavior+ Candor = _____!
- Why is creditability so important to public relations?
- Creditability is a source of honor
- Creditability is _____
- Creditability means you are believable, you are reliable, and you are _____
- The principal characteristic of the communicator, affecting his or her persuasiveness, is his or her _____
- Trust is nontransferable
- Trust speaks of your _____
- Ultimately when others trust and have confidence in you, they are open to your influence, this means you have _____.
- _____essential to the communicator
- **Believability and persuasion** are found in how we use our words (framing) and it is based on the truth of our words.

- Mark Twain once said, “A lie can travel halfway around the world while the truth is still putting on its shoes”.
- Effectively Communicating With the Media.
- Who is the media?
- Media...
- The media has become a very important part of our society and is a _____ of information.
- Many people trust the media and base important decisions in their lives off the information they receive from the media. Another words the media has _____ and _____.
- Media...
- The relationship between the media and an organization is best described as “friendly adversaries”.
 - The goal is to create a _____ to streamline the communication process from the organization to the media then to your public (s).
- This joint venture allows both entities to establish understanding and credibility.
- Media...
- Rather than look at the media as a liability, public relations professionals should engage the media, through _____, and use the media.

- Organizations cannot expect the media to overlook important details regarding an organization because there is an established partnership.
- Media...
- The media wants the story, _____, whereas an organization wants their interest projected in the best light.
- Make no mistake- as a public relations professional you are “_____”.
- The media has a job to do and it is to report the facts!
- A reporter is never “off-duty”, anything you say, even off record, is fair game.
- Media...
- Become a trusted source of information for the media, which means not only providing the information they seek, but also providing them leads on other stories. This _____!
- Expect your story to be portrayed somehow different from what you expected and sometimes it may not make the news at all!
- Never, ever _____.
- Five F’s of Media Relations...
- _____-The media has deadlines, so respond Asap.
- _____- Statistics and photos are great, so are real stories that are actual and factual, again don’t lie!

- _____ - Be open, if information needs to be withheld for certain reasons explain why, most media will understand and respect this.
- Five F's ...
- _____ -Distribute information evenly among media outlets, remember people (media) know when they are being treated unfair and bluffed.

- _____ -Media members are like anyone else, they appreciate courtesy. Remember names, listen, and use good communication skills.

- Public speaking don'ts'
- _____
- Overuse hand gestures
- Interrupt
- _____
- _____
- Public speaking do's
- Vary rate and pitch of your voice
- Keep good eye contact
- _____

- _____
- Smile sometimes
- _____
- Good Communication when speaking to the public in a nutshell !
- _____ – Speak and pronounce words properly so that you can be understood
- Learn to _____
- Let it _____
- - Don't speak too slow or too fast
- Speak loudly enough and _____
- _____ - Add color and vary how you say things
- _____ - No one wants you to talk without looking at them
- It is ok to have notes and look at them if you need to
- Bring some _____
- It is ok to be a _____, just don't let it overtake you
- Practice
- _____
- Exceptional media interview skills...

- _____ - speak in personal terms, use I as much as possible.
- Be prepared- practice either verbally or in writing.
- Relax- the person interviewing you is just a person doing their job.
- _____-if you are asked a question you don't know, admit it.

- Exceptional media interview skills...
- Pause briefly after complete statements.
- _____if you need to collect your thoughts.
- State facts and do so briefly and concisely.
- Speak in _____ of 20 sec. or less
- Know when to stop talking.
- Don't discuss _____.

- Exceptional media interview skills...
- _____.
- Don't answer with a _____.
- Don't say _____, this often sounds guilty or evasive.
- _____, talk in the positive.

- Always tell the _____, if you lose your credibility you lose it all.
 - PBL Case Study Review
- Final Exam

References

- Ashbrook, S. *Do's and Don'ts for Media Interviews*. Retrieved January 23, 2013 from <http://www.seanashbrook.com/news-media/interview-tips.html>
- American College of Emergency Physicians. *Effective Media Interview Techniques*. Retrieved January 23, 2013 from <http://aec.ifas.ufl.edu/mediarelations/interviewskills.htm>
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- Seitel, F. P. (2001). *The practice of public relations* (8th ed.). Upper Saddle River, NJ: Prentice Hall.
- Veil, S. R., & Ojeda, F. (2010). Establishing Media Partnerships in Crisis Response. *Communication Studies*, 61, 412-429. doi:10.1080/10510974.2010.491336

Appendix E: Final Exam

Don't Shoot the Messenger - Final Exam

**1. What is the most important aspect of public relations?
(Mark the one that applies the most)**

- Spinning the truth
- Communication
- Selling your brand
- Publicity

2. The heart of all relationships is the ability to persuade others to see your point of view ? (True or False)

- True
- False

**3. When communicating with others, what must you be concerned about?
(Mark all that apply)**

- Preconceived notions
- How well we listen
- All these answers are correct
- How your words are decoded
- Understanding that your words cannot be reversed

**4. Ethics do not affect your believability, persuasion , or creditability ?
(True or False)**

- True
- False

**5. As your organization's spokesperson, how does the media view you?
(Mark the one that applies the most)**

- As an employee who has some good lead story material
- As a spokesperson with great communication skills
- As the "organization"
- Because you went to high school with the reporter, as a trusted friend

6. The ability to build relationships does little good when you deal with the media?

(True or False)

- True
- False

7. The media is primarily concerned with presenting a story that shows your organization in the best possible way? (True or False)

- True
- False

8. The five F's of media relations are fast, factual , friendly, fair, and _____.

(Please mark the correct answer).

- Fierce
- Fun
- Frank
- Forcible
- None of these are correct

9. When speaking publicly or even giving an interview, it is the best practice to

_____ if you forget exactly what you were going to say?

(Mark the one that applies the most).

- Stare into space and say "um and uh"
- Make up something to say , even if it is not the truth
- Ramble on endlessly , that way you can remember what you forgot
- Pause briefly
- None of these answers are correct

10. When you are being interviewed by the media, you should never use plain spoken words because people will think you are unprofessional and really don't know what you are talking about? (True or False)

- True
- False

Done

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Syllabus
Don't Shoot the Messenger:
Public Relations for Law Enforcement

Mission Statement: Park University provides access to a quality higher education experience that prepares a diverse community of learners to think critically, communicate effectively, demonstrate a global perspective and engage in lifelong learning and service to others.

Vision Statement: Park University, a pioneering institution of higher learning since 1875, will provide leadership in quality, innovative education for a diversity of learners who will excel in their professional and personal service to the global community.

Course Don't Shoot the Messenger: Public Relations for Law Enforcement

Faculty	Baxter, David S.
Title	Communication & Leadership Graduate Student
Degrees/Certificates	BS Criminal Justice Administration, Park University
Office Location	Virtual
Office Hours	Individually as needed
Daytime Phone	501-218-6581
E-Mail	davidbaxter6742@yahoo.com
Date	February 12 2013
Class Day	Tuesday
Class Time	9 am – 11 am
Credit Hour	Continuing Education

Textbook:

The practice of public relations (8th ed.) by, F. P. Seitel. (2001). Upper Saddle River, NJ: Prentice Hall.

Additional Resources:

Ashbrook, S. *Do's and Don'ts for Media Interviews*. Retrieved January 23, 2013 from <http://www.seanashbrook.com/news-media/interview-tips.html>

American College of Emergency Physicians. *Effective Media Interview Techniques*. Retrieved January 23, 2013 from <http://aec.ifas.ufl.edu/mediarelations/interviewskills.htm>

Baldwin Media Marketing LLC. *Managing the Media*. Retrieved January 26, 2013 from ct.acp-international.com/Managing%20the%20Media.ppt

DeVito, J.A. (2007). *The interpersonal communication book* (11th ed). Boston, MA: Pearson Education.

Fairhurst, G.T., & Sarr, R.Z. (1996). *The art of framing: Managing the language of leadership*. San Francisco: Jossey-Bass.

Hristodoulakis, I. *Public Relations Notes*. Retrieved January 23, 2013 from www.aueb.gr/users/esaopa/courses/pr1.ppt

Sachdeva, I.S. (2009). *Public relations: Principals and practices*. India: Oxford University Press.

Seib, P., & Fitzpatrick, K. (1995). *Public relations ethics*. United States. Harcourt Brace and Company.

Veil, S. R., & Ojeda, F. (2010). Establishing Media Partnerships in Crisis Response. *Communication Studies*, 61, 412-429. doi:10.1080/10510974.2010.491336

Educational Philosophy:

My philosophy of teaching is based on the concept that our world is full of problems and every day we face problems that are either too large to solve or once they have been solved, they create even larger problems. These problems are not and will not be easily solved. I feel that students should utilize the four basic steps in problem-based learning (PBL), knowledge acquisition, and application of this knowledge. These four steps are identifying the problem, acquiring knowledge, analyzing all the information, and solving the problem. This active learning concept is a continual, flowing process, which is not subdued by rules of preconceived ideas and notions, inherent to many problem-solving systems. In fact, in this system, mistakes are often encouraged, because an off-the-wall idea may facilitate a real world solution or precipitate an ingenious result.

Course Description:

This course is designed to give the student an overview of public relations, their publics, and communicative aspects related when speaking with their public.

Core Learning Outcomes:

At the conclusion of this course, the student will be able to identify and describe what makes up the practice of public relations.

At the conclusion of this course, the student will be able identify and describe the role of communications in public relations.

At the conclusion of this course, the student will be able clarify the impact of ethics on public relations.

At the conclusion of this course, the student will be able to List the five F's of media relations.

At the conclusion of this course, the student will be able to differentiate between the positive and negative features of public speaking and apply the positive traits to media interviews.

Core Assessment:

This course will utilize several assessment tools designed to facilitate trainee knowledge transfer and to help determine overall comprehension of the presented material.

1. A student guide to the presentation will have to be filled out as the course is presented.
2. A problem-based learning (PBL) case study will be filled out at the end of the course as a group project.
3. A 10 question final exam, featuring true and false, multiple choices, and fill in the blank style questions, will be given at the end of the course. Eight out of 10 questions must be answered correctly for a passing score.

Class Assessment:

Attendance and participation-10%
 Completed student manual- 20%
 PBL case study group project- 35%
 Final exam-35%

Grading:

Student must complete 80% on all class assessment

Late Submission of Course Materials:

Public relations professionals need to meet deadlines.

Course Topic/Dates/Assignments:

2 Hour Format	
9:00am - 9:15am	Pre-course assessment & Course introduction.
9:15am - 9:35 am	Present course material on public relations communication topics.
9:35am – 9:50 am	Present course material on public relations communication topics.
9:50am –10:00 am	Break
10:00am-10:15 am	Present course material on ethics in public relations.
10:00am-10:40am	Present course material on effectively communicating with the media.
10:40am – 11:00am	Final Exam & Critique.

Academic Honesty:

Academic honesty is a prerequisite for effective knowledge transfer and the underlying component for mastering problem-solving skills. Students are expected to maintain the highest degree of integrity and honesty within the classroom. Ethics are the backbone of the public relations profession; therefore, students will adhere to these principals while in the classroom setting.

Plagiarism:

Plagiarism involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another's idea without acknowledging the source, the submission of a paper, laboratory report, project, or class assignment (any portion of such) prepared by another person, or incorrect paraphrasing.

Attendance Policy:

Attendance and participation are worth 10% of the final grade for this course. Considering this course is only two hours long, the student is required to attend the entire duration.

Disability Guidelines:

It is the Criminal Justice Institute (CJI) policy to comply fully with federal and state law, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, regarding students with disabilities.

Rubric

Rubric : Don't Shoot the Messenger : Public Relations for Law Enforcement

Teacher Name: **David Baxter**

Student Name: _____

CATEGORY	Not Achieved - 25	Achieved - 50	Superior - 75	Exemplary - 100
Participation in group activities	Did not show interest in-group activities.	Showed some interest, brought up a few good points that contributed to the group discussion.	Group worked well together. Members stayed on the topic.	Outstanding group participation that helped all members of the group.
Interest in course presentation	Did not show interest in the course presentation. Did not fill in any of the blanks within the student course guide.	Showed some interest in the course presentation. Filled in some of the blanks within the student course guide.	Showed interest in the course presentation. Filled in all the blanks within the student course guide. Added a few ideas to the course presentation.	Showed exemplary interest in the course presentation. Filled in all the blanks within the student course guide. Added many ideas to all the main points presented within the course presentation.
Case study problem solving	Did not try and solve the case study problems. Did not assist others with problem-solving.	Did try to solve the case study problems. Did offer some assistance to others with problem-solving.	Solved the case study problems. Provided some assistance to others in the group.	Showed outstanding problem-solving skills. Solved the case study problems. Acted as a facilitator to assist others in problem-solving, but did not do the work for them.
Score				Total:

<http://rubistar.4teachers.org/>

Date Created: **Feb 11, 2013 09:39 am**
(CST)

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Last Updated: *2/11/13 at 1:30pm.*

This syllabus was adapted from Park Universities, CA 218 Public Relations syllabus.

Appendix G: References

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