



Tutorial letter 501/3/2018

Advertising and public relations
COM3708

Semesters 1 & 2

Department of Communication Science

BARCODE



TUTORIAL LETTER 501 FOR COM3708

SEMESTERS 1 & 2

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PREFACE

Dear Student

It is a great pleasure to welcome you to this module in advertising and public relations. We would like you to share our enthusiasm for this field of study and, as a first step, we urge you to read this preface in detail. Refer to it as often as you need to, since it will certainly make studying this module a lot easier.

The fields of advertising and public relations are extremely dynamic and challenging. The learning content and activities contained in this study guide will therefore afford you opportunities to explore the latest developments in these fields and help you to discover them as they are practised today. We hope that you will enjoy the module.

You may select the following options to study this module:

Option 1:

Topic 1 and topic 3 (advertising)

Option 2:

Topic 2 and topic 3 (public relations)

Bear in mind that you have to study topic 3, irrespective of whether you select advertising or public relations.

1 PURPOSE OF THE MODULE

The aim of this module is to provide insight into and an understanding of the contexts, theories and practice of either advertising or public relations. The module is aimed at enabling you to understand these two fields in the different contexts in which they are practised and to apply your knowledge through the integrated communication campaign.

2 MODULE OUTCOMES

After completing this module, you should be able to

- apply your knowledge of the relevant theories and roles of either advertising or public relations in the context of the organisation through the integrated communication campaign
- apply your knowledge of the fundamentals of traditional as well as online advertising or public relations activities in the organisation through the integrated communication campaign

3 FRAMEWORK OF THE MODULE

This module consists of three major topics (as shown in the table below), of which you should select either topic 1 or topic 2 and topic 3.

Each topic is divided into sections referred to as study units. Each topic also has several learning outcomes that provide the overall focus for the topic.

The learning outcomes describe the things that you should be able to demonstrate in order to show that you have completed the topic successfully. These specific learning outcomes are linked to the activities in the study guide, the assignments and the examinations and are therefore a means by which we can evaluate or assess your mastery of a specific topic.

TOPIC	STUDY UNIT
TOPIC 1 Advertising	SU 1: Contextualisation of traditional advertising SU 2: Advertising theories and models SU 3: Advertising management SU 4: Advertising media and media selection SU 5: Online advertising
TOPIC 2 Public Relations	SU 6: Public relations in context SU 7: Public relations functions SU 8: Media and public relations SU 9: Public relations applied
TOPIC 3 Integrated Communication Campaigns	SU 10: Integrated communication campaigns

3 COMPOSITION OF THE STUDY PACKAGE

The study material for this module consists of this study guide, your prescribed book and several tutorial letters. The tutorial letters and study guide will be sent to you during the course of the semester.

In addition to the study guide, you are encouraged to consult other sources such as those listed in the study guide and/or tutorial letters.

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4 APPROACH TO TEACHING AND LEARNING IN THIS MODULE

4.1 Suggestions on how to approach your studies in this module

Your tutorial letters and the study guide will show you how to approach the study material and all other resources and to consider how you may use these to your benefit. As a distance education student, you need to know whom to contact for academic and administrative matters, and know how to manage your time and so forth. You will find all the important information you need in this regard in Tutorial Letter 101.

You may wish to read more widely than only the study material. When you read information in other sources, do not simply accept it without question. Critically evaluate the ideas and information that you encounter.

Test your understanding of the ideas that you learn about in this module by doing your best to apply them to real-life situations.

4.2 Importance of completing activities, assignments and self-assessment questions

4.2.1 Activities

You will encounter various types of activities in this study guide. They will require you to

- reflect on work covered
- complete the activities
- do self-assessment

We consider your completion of the activities in the study guide and the assignments crucial to your successful completion of this module. Firstly, the activities in the study guide will help you understand the topic at hand and to master the study material and the learning outcomes meaningfully. Secondly, they will help you to discover things for yourself and, since feedback is provided at the end of each activity, you can assess yourself based on the insight you will have gained.

4.2.2 Assignments

Assignments for this module will be provided in Tutorial Letter 101. The completion of assignments is crucial in helping you achieve the learning outcomes. Completing and submitting the multiple-choice assignment questions will both help you to work your way through the syllabus and to gain admission to the examination. The self-assessment essay-type questions will give you a feel for the type of question you can expect in the examination, while the portfolio assignment will afford you the opportunity to apply the theory you have learnt to a campaign.

Details of the assignments – along with their associated assessment criteria and the format of and requirements for the examination – are provided in Tutorial Letter 101.

4.2.3 Assessment

The portfolio assignment mark will count with your final assessment towards your total mark. Further details of the assessment and examination requirements of this module are provided in Tutorial Letter 101.

We hope you will enjoy your studies. We are certainly looking forward to being your partners in this exciting endeavour.

Best wishes

Your lecturers for COM3708

TOPIC 1

ADVERTISING

AIM

The aims of this topic are to

- provide an overview of both traditional and online advertising in terms of various theories and models
- explain the principles of advertising management
- indicate how consumer behaviour may affect purchasing
- explain the different advertising media and the media selection process

TOPIC LEARNING OUTCOMES

After working through this topic, you should be able to demonstrate an understanding of

- the contexts of both traditional and online advertising
- the different theories and models of advertising
- the functions of different advertising agencies
- how different cultural, social and psychological influences may affect consumer behaviour
- the characteristics of different advertising media available to the advertiser
- how to do proper media planning and selection
- how to apply theory to a real-life situation

OVERVIEW OF THE TOPIC

This topic comprises the following study units:

Study unit 1

Contextualisation of traditional advertising

Study unit 2

Advertising theories and models

Study unit 3

Advertising management

Study unit 4

Advertising media and media selection

Study unit 5

Online advertising

STUDY UNIT 1

CONTEXTUALISATION OF TRADITIONAL ADVERTISING

CONTENTS OF STUDY UNIT

- 1.1 INTRODUCTION**
- 1.2 HISTORY OF ADVERTISING**
- 1.3 THE EVOLUTION OF ADVERTISING CONTENT**
- 1.4 DEFINITIONS OF ADVERTISING**
- 1.5 CLASSIFICATION OF ADVERTISING**
- 1.6 THE ROLES OF ADVERTISING**
- 1.7 THE ROLE OF ADVERTISING IN THE MARKETING MIX AND THE ORGANISATION'S OVERALL COMMUNICATION STRATEGY**
- 1.8 CONCLUSION AND SELF-ASSESSMENT**

1.1 INTRODUCTION

Would you believe us if we told you that you have been exposed to at least ten advertisements from the time you left home this morning to the time you arrived at school, university, church, hospital, work, the shop around the corner or a friend's house?

Think about it: You walked from home to the bus stop and passed a dustbin with an advertisement for hair products on it. While you were waiting at the bus stop you read an advertisement for a new movie on the sides of the bus shelter. The bus that picked you up had huge advertisements for a well-known bank painted on its sides. Inside the bus, you sat next to your good friend and she told you about a sale at a clothing store. You also read the morning paper in the bus and glanced at its numerous printed advertisements. The bus took the highway and passed many billboard advertisements alongside the road. The bus dropped you off near a taxi rank and you saw many colourful taxis with advertisements painted on them. On your way to work from the bus stop, someone handed you a flyer about a sale at a retail store and you passed a pole-ad for a hairdressing salon.

In this short period of time, you were exposed to transit advertising, billboard advertising, pole-and-poster advertising, word-of-mouth advertising and print advertising.

Look out for billboards while you are on the road. At this stage, we would like to emphasise an interesting fact about billboards: advertisers normally use very little text, but a lot of visuals on billboards. Can you think of a reason for this?

There are different reasons, but the most important one is the fact that billboards are usually put up next to busy roads. Motorists are not supposed to take their attention away from the road to read text. Billboards therefore use visuals so that motorists can understand the advertisement and a glance.

In our daily lives, we are constantly exposed to advertising messages without even realising it. Wouldn't it be wonderful to know the theory behind this interesting phenomenon we call advertising?

ACTIVITY 1.1

Think carefully about the following questions:

- When and where did advertising first start?
- What is the definition of advertising?
- Do different advertisers use different types of advertising for different products?
- How do marketers use advertising to market their products?

Journey with us through the first study unit of this exciting topic of advertising and together we will discover answers to these pressing questions.

We will explore the

- history of advertising
- definitions
- classification
- the place of advertising in the marketing mix

Imagine the pleasure you will feel in future when you see an advertisement and you are able to tell someone else how it all developed, what the definition of advertising is, what type of advertisement it is and how it fits into the overall marketing communication effort of the organisation that is advertising the product. Imagine how impressed your future employer will be when you present him or her with this type of knowledge and insight!

1.2 HISTORY OF ADVERTISING

Let's start this journey with an overview of the history of advertising. Many of you may ask why you need to know about this. Well, consider this. If you don't know how advertising developed, how will you ever be able to appreciate the many modern advertising messages you are faced with every day of your life? Think of the history of advertising as the foundation that will enable you to understand the theory and practice of this interesting phenomenon we call advertising.

We may think that advertising cannot date back very far, since modern media and technology are used to convey advertising messages. However, when you read the section entitled *A history of advertising* in chapter 8 of your prescribed book, you will realise that advertising as we know it today began 7 000 years ago. Isn't that amazing?

Even in early times, people used to **barter** for to obtain items such as animal fur and stone clubs used for hunting. We can therefore deduce that these items were "advertised" orally because people did not have sophisticated technology like we have today. Do you think that oral advertising is completely outdated these days?

Think about the following carefully: In South Africa, we have a lot of entrepreneurs on street corners and at traffic lights selling anything from fruit and vegetables to clothes. They don't advertise in newspapers, magazines or television. They advertise their products orally just like those early people who bartered for fur and stone clubs. So can you see that even in this modern era, we still use some of the advertising techniques of people who lived thousands of years ago?

Why did advertising go through this 7 000-year evolution and why do we need modern sophisticated advertising messages when bartering on the street corner works just as well? What do *you* think?

FEEDBACK

We think the way in which we advertise all depends on the product we are trying to sell and which segment of the population we want to reach. Bartering on the street corner or at a traffic light will not be effective if we want to advertise a motor car, perishable products such as milk and yoghurt, or electronic equipment. Wouldn't you agree?

If we want to be able to advertise differently for different products, we need to know how the different types of advertising developed in order to know how we can use them.

Now we will discover how advertising developed from the stencilled inscriptions on bricks, as used by the Babylonians, to advertising in the USA and, especially, in South Africa.

We hope that you have enjoyed our brief historical tour of advertising. You have now been introduced to advertising and you know how it developed throughout the ages.

1.3 THE EVOLUTION OF ADVERTISING CONTENT

The evolution of the advertising phenomenon in general and of advertising media in particular has thus far been discussed and explained. It is, however, essential to understand that, with the development of advertising and the media it utilises, the content of advertising has subsequently also evolved in order to adapt to the creative possibilities available today. Chapter 8 of your prescribed book discusses the informational and creative roles of advertising content.

ACTIVITY 1.2

Do an internet search, look at advertisements from any company and compare print adverts from 15 or 20 years ago and a recent one from the same company. Can you see how different they are in creativity and informational value? This is because advertising content has evolved. Companies are required to put a lot more effort in the design and presentation of their advertising messages than they did previously.

1.4 DEFINITIONS OF ADVERTISING

Now we can investigate the true meaning of advertising by defining it accurately.

ACTIVITY 1.3

Read through the section on *the definitions of advertising* in the prescribed book, which contains different authors' ideas of what advertising is. How would *you* define advertising?

Advertising is an extremely dynamic field of study, which means that it changes all the time. It is therefore impossible to formulate one single definition of advertising. In the section on the definitions of advertising in the prescribed book, different definitions of advertising by different authors are given. Did you find all these different definitions in the prescribed book? We can now formulate a definition relevant to the purpose of this module.

We would like to define advertising as follows:

- Persuasive
- Influential
- Audience segment identified
- Unmodified messages
- Mass media

Advertising is the persuasive and influential communication of messages to a specified segment of an audience by an identified advertiser who pays for unmodified messages delivered through the mass media.

ACTIVITY 1.4

Study the advertisement below, which was taken from an outdoor magazine. Read through the section on the definitions of advertising again and explain in your own words how you think the six most important elements in the definition of advertising are evident in this advertisement.

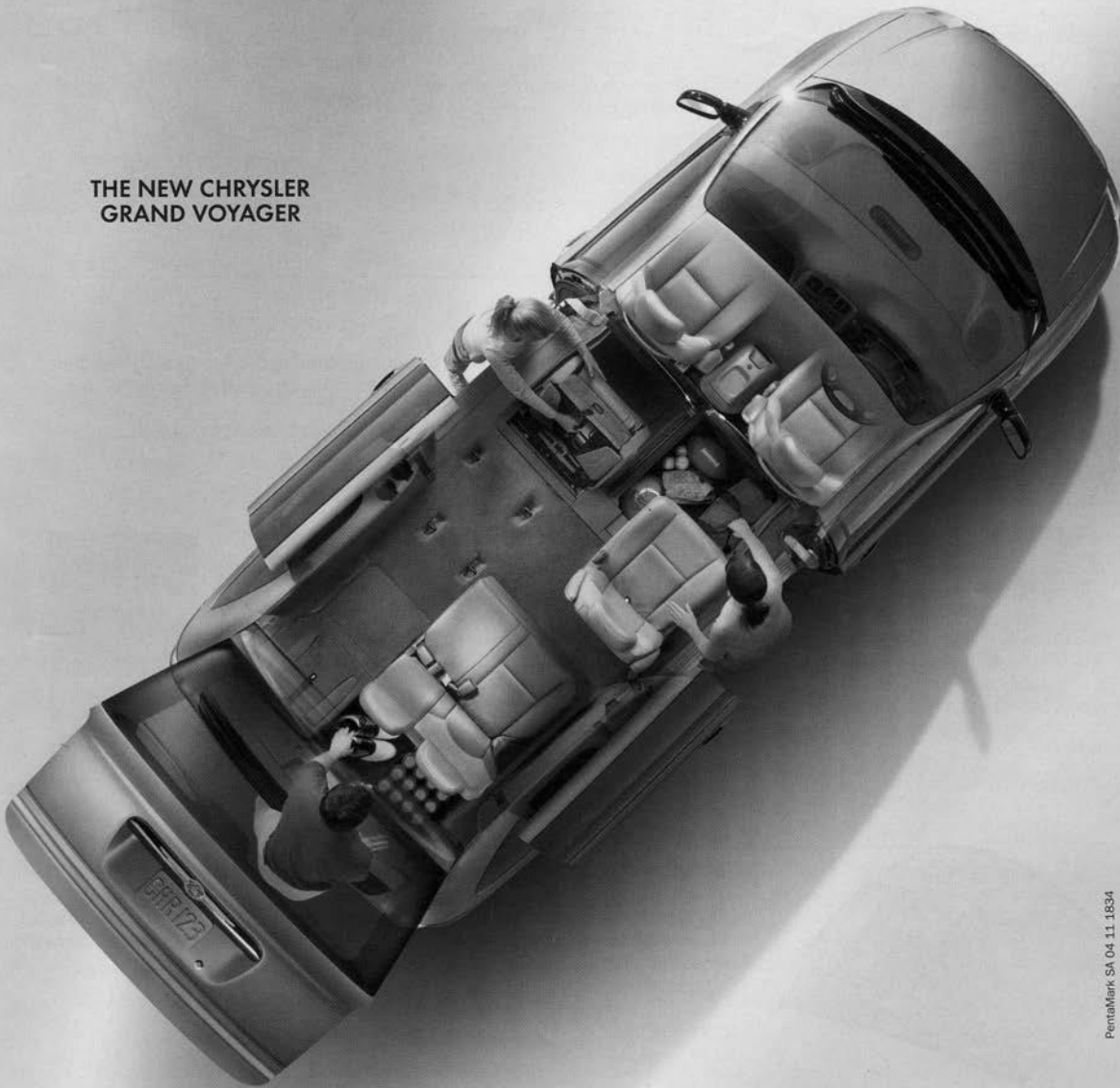
STOW'N/GO 2.8i CRD* Automatic with 360 N.m of torque and 3.3 litre V6 with 278 N.m of torque > Overhead Rail System* > Supplemental Side-Curtain Air Bags (Three Rows) > 0800 133 355 > chrysler.co.za

CHRYSLER



INSPIRATION COMES STANDARD

**THE NEW CHRYSLER
GRAND VOYAGER**



PentaMark SA 04 11 1834

Can inspiration make the minivan amazing again? Yes. Can it provide room for seven and quickly reinvent itself to haul cargo? With exclusive Stow 'n Go™ seating and storage† - amazingly, yes.

*Available. †Only on long-wheelbase models.

Source: *Caravan and Outdoor Life* (February 2005)

Tip:

You will find the important elements of the definition of advertising in table 8.1 in chapter 8 of the prescribed book.

If we use the example above, we could explain the elements of the definition of advertising as follows:

Commercial advertisements are usually paid for and it is obvious that the manufacturer of the new Chrysler Grand Voyager paid for this message. Whenever the advertising message is paid for, the advertiser has the liberty to communicate whatever he or she wants.

This advertisement was published in the February 2005 edition of *Caravan and Outdoor Life* magazine, one of the mass media available to advertisers.

The advertiser and the advertiser's product are introduced by the advertising message. In this case, Chrysler is advertising its new Chrysler Grand Voyager. Therefore, the advertiser is identified.

The new Chrysler Grand voyager is advertised to a specific segment of the population only. In this advertisement, the advertising message is aimed at higher-income consumers.

Advertising messages always try to persuade the target audiences to buy a product or use a specific service. This advertising message is no different. It tries to persuade consumers to buy the new Chrysler Grand Voyager by focusing on its superb features and surprising spaciousness.

The information contained in this advertising message is the information that the advertiser (Chrysler) wants the consumer to know and appreciate. Nobody besides the advertiser/advertising agency may alter the advertising message.

Now that you have a better knowledge and understanding of what advertising is, it is time to discover the different types of advertising.

1.5 CLASSIFICATION OF ADVERTISING

ACTIVITY 1.5

Study the advertisements below and indicate what type of advertisement each one is. To help you do this, read the section on the *classification of advertising* in chapter 8 of your prescribed book.

Tip:


Remember that one advertisement may be classified into more than one category since advertising categories are not mutually exclusive.

Reason # 63 why IBM can open a world of opportunity in IT support services

Because the world is at home at IBM South Africa

With a growing portfolio of long-term international work, IBMers truly work in a global community, right here at home. And if you see your skills in one of these job titles, don't hesitate to make a worthwhile career move and send us your CV for shortlisting.

- **Mainframe Storage Specialists (MF01)**
- **Mainframe Middleware & Transaction Specialists (MF02)**
- **Mainframe DB2 Database Administrators (MF03)**
- **Mainframe ADABAS Database Administrators (MF04)**
- **Mainframe Operations Production Analysts (MF05)**
- **Mainframe Performance & Capacity Specialists (MF06)**
- **Mainframe Systems Management Specialists (MF07)**
- **Mainframe zOS Specialists (MF08)**
- **Mainframe DB2 Systems Programmers (MF09)**
- **Mainframe CICS Specialist (MF10)**
- **Mainframe Schedulers (MF11)**
- **Mainframe Operators (MF12)**
- **AS/400 Administrators (AS01)**
- **AS/400 Specialist (AS02)**
- **AS/400 Operators (AS03)**
- **UNIX Specialist (UN01)**
- **INTEL Specialist (IN01)**
- **AIX Specialist (AI01)**



Is your skills set aligned to one of these? Are you a team player by nature with strong written and verbal English language skills? Are you suitably qualified and experienced? Then please respond immediately by e-mailing your CV to ibm4you@za.ibm.com or faxing (011) 302 5161 or calling (011) 302 9111, indicating clearly (using the relevant reference number) for which position you are making application. Please include a 1-page letter with your CV, motivating why you are an ideal candidate for one of these lucrative growth opportunities. Kindly include an idea of your current package. Closing date: 31 May 2005.

Source: *Rapport* (17 April 2005)

Although every effort has been made to trace the copyright holders, this has not always been possible. Should any infringement have occurred, the publisher apologises and undertakes to amend the omission in the event of a reprint.

Type of advertisement:

MABALINGWE
Big 5 Country

TOP 20 RESORT

CARAVANNING
AS GOOD AS IT GETS ...

Produced by Witswaco 082 448 7224

FOR MORE INFORMATION
PO BOX 283 BELA-BELA 0480

Reservations
MAIN CAMP RECEPTION
(014) 736 9000

info@mabalingwe.co.za
www.mabalingwe.co.za

The advertisement is a black and white collage. At the top left is a large elephant's head. The title 'MABALINGWE' is in a large, stylized font, with 'Big 5 Country' underneath. A 'TOP 20 RESORT' award seal is in the top right. The central text reads 'CARAVANNING AS GOOD AS IT GETS ...'. Below this are four smaller images: a person climbing a rocky trail, a group of people at a campsite, a large tented campsite with people sitting, and a swimming pool. Contact information is provided at the bottom right, including a phone number and website. A small vertical text 'Produced by Witswaco 082 448 7224' is on the left side.

Source: *Caravan and Outdoor Life* (February 2000)

Type of advertisement:

* U.S. and International Patents Pending.

Age-proof eyes? New Advanced Stop Signs Eye Preventive Cream SPF 15


Moisturizing formula actively helps prevent photoaging of eye-area skin. Incorporates encapsulated sunscreens to shut out aging UVA and burning UVB rays. Helps reverse the look of fine lines, discolorations. Instantly brightens. Patent pending.*

See the proof over time.

New Advanced Stop Signs Eye Preventive Cream SPF 15, R245.

Allergy Tested.
100% Fragrance Free.

clinique.com



TIN SH CLIN ASSE WS

Source: *Elle* (June 2004)

Although every effort has been made to trace the copyright holders, this has not always been possible. Should any infringement have occurred, the publisher apologises and undertakes to amend the omission in the event of a reprint.

In defining advertising and discovering the most important elements in its definition, have you noticed that advertising messages are aimed at different audience segments and different types of consumers? Some try to persuade you to buy food, others to buy shampoo, tools, magazines, cars, clothes, furniture and even to use a specific bank's services.

In doing the above activity you will have realised that all of these products and services could not have been advertised in exactly the same manner. Imagine if advertisers were to use the same type of humorous advertising message to advertise a funeral service and a new brand of soft drink. This would be highly insensitive and tactless. Therefore to ensure that the correct type of advertising message is used for the correct type of product or service, advertisements are classified according to purpose, target audience, geographical area and medium.

Have you ever seen an advertisement for a brand of chicken, OMO washing powder, a nature conservation organisation, a charity organisation, informercials, Shoprite Checkers, a political candidate, birth and engagement announcements and recruitment advertisements? All of these advertisements could be classified according to their **purpose**.

Some advertisements are classified according to the specific target audience they are aimed at. As a consumer, you may have seen or heard advertisements persuading you to eat at a specific restaurant. If you are a doctor or pharmacist, you may have been exposed to advertising messages for Panado and Disprin. Some advertising messages are focused only on retailers or manufacturers and are also classified according to the specific **target audience** they are aimed at.

If you live in Hammanskraal, Randburg, Soweto or Cape Town, for example, regional advertising messages could try to persuade you to buy a product or use a service in that specific area. Advertising messages could also be used locally (in Gauteng or Limpopo), nationally (South Africa) and internationally (eg Australia). All of these advertising messages are classified according to their **geographical area**.

You are also exposed to different advertising messages in different types of media. You may listen to radio advertising when you wake up in the mornings and when you travel to work in a taxi. You may then be exposed to transit, outdoor and print advertisements in magazines and papers. In the evenings, you might watch television and then be exposed to television advertisements. In this instance, advertisements may be classified by **medium**.

1.6 THE ROLES OF ADVERTISING

Thus far, we have explained to you that advertisers prepare different types of advertisements for different types of audience segments. If one takes this into consideration, it is apparent that advertising also plays different roles in business and society. The different roles that advertising fulfils within the organisation as well as in the broader context of society are central to this discussion. Item 8.5 in chapter 8 of your prescribed book explains the roles of advertising as **marketing, societal, communication and economic**.

1.7 THE ROLE OF ADVERTISING IN THE MARKETING MIX AND THE ORGANISATION'S OVERALL COMMUNICATION STRATEGY

Here is a brief summary of what you have discovered thus far on our journey through this first study unit of this topic on advertising. You have discovered the 7 000-year old historical roots of advertising, as well as the key elements of the definition of advertising. You have also realised that advertising can be classified according to different criteria and that it is impossible to create a single advertising message for different products or services. Our next stop on our journey is to discover the importance of advertising in the overall **marketing and communication strategy** of the organisation.

ACTIVITY 1.6

Visit an organisation of your choice. Conduct an interview with the manager, marketing manager, advertising manager or any person responsible for the organisation's advertising, marketing or organisational communication and find out from him or her how he or she advertises the organisation or its products and services. Simply stated, write down the different communication methods these people use to communicate with their target audience or target market.

No organisation used advertising **alone** to make consumers aware of or convince them to keep on buying certain products or use services. Organisations use many other tools from the **marketing mix** and the marketing communication mix to communicate with consumers. Advertising is only one element of the marketing communication mix, which, in turn, is only one element of the marketing mix.

We can explain this in the following way:

Suppose you always prefer to buy Kentucky Fried Chicken (KFC) rather than Chicken Licken. There might be many reasons for this. You may simply prefer the taste of KFC to that of Chicken Licken, or you may have seen an advertisement that persuaded you to rather buy KFC. KFC might have a special on, your children receive toys with their food, you received a coupon for discount on KFC in a magazine or you were impressed with KFC for sponsoring a sports event. If you take all of these reasons into account, you will realise that KFC does not use advertising alone to promote the company – it also use sales promotions, sweepstakes and sponsorships. These are all elements of the marketing communication mix and are also used to communicate with target audiences. Organisations usually use these elements in combination and we refer to this as **to integrated marketing communication**. Organisations also use the elements of the marketing mix to communicate with their target audiences. These elements include the product, price and place of distribution.

Since advertising is only one element of the marketing communication mix, you should know how it fits into the marketing communication mix. For this reason, we include section from chapter 6 (Integrated marketing communication) of the prescribed book in this study unit.

Personal selling, sales management, sales promotion, publicity, marketing public relations, advertising, direct marketing, sponsorship and the internet all make up the marketing communication or promotional mix. The coordinated and integrated use of these elements is referred to as **integrated marketing communication**. This term explains that these elements should not be used in isolation.

Refer back to the example about KFC. KFC makes use of different marketing communication elements in order to reach its target markets. The company uses advertising, sponsorship, sweepstakes and sales promotions in an integrated manner in order to reach its target markets.

As you read through the sections in the prescribed book, you will understand how integrated marketing communication evolved from direct personal relationships and selling communication strategies to a holistic communication approach. Integrated marketing communication was driven by different forces and developed in different stages. This all led to the most important contribution of integrated marketing communication, namely the move away from the focus on the four Ps to an understanding of how customers make sense of all marketing communication messages and what motivates them to become loyal to a brand or company (Barker & Angelopulo 2006). The **marketing communication or promotional mix** consists of nine ingredients/elements which should be used in combination in order to practise an integrated marketing communication approach. These elements include personal selling, sales management, sales promotion, publicity, marketing public relations, advertising, direct marketing, sponsorship and the internet.

ACTIVITY 1.7

Various driving forces that helped integrated marketing communication to grow can be identified. List these driving forces and provide a description of each.

Tip:

Do this activity in table format. You will find the answers in chapter 6 of the prescribed book.

ACTIVITY 1.8

Now that you know the importance of the integrated use of the elements of the marketing communication mix to communicate to target audience members, it is time once more to use your imagination. Imagine you are the marketing manager of Canny Kids Clothing. Your company has just introduced a new range of kids' clothing. This new range is specially designed to make dressing children trouble-free for parents. It is also designed to enable children to move freely and comfortably. Explain which elements of the marketing communication mix you would use to communicate about this new range of clothing to your target audience members. Provide relevant reasons.

Tip:

You will find a discussion of the elements of the marketing communication mix in chapter 6 of the prescribed book.

Since the marketing communication mix consists of different elements, it is necessary for organisations to decide which element will best advertise and promote the specific type of product or service they are promoting. In my explanation of the elements of the marketing communication mix, I will refer to the example in the above activity.

Personal selling is generally used for expensive products which require technical explanations, but this element could also be used to introduce Canny Kids Clothing's new clothing range. This is a new product and its advantages should be communicated to target audience members. This can either be done at exhibitions or by targeting individuals.

Sales promotion is a wonderful technique to introduce a new product to the market. The new clothing range by Canny Kids Clothing could be displayed at other clothing stores like Ackermans, Woolworths and Jet. Coupons for discounts on the Canny Kids Clothing range could be included in magazines like *Your Baby* and *Your Family*.

Publicity in the form of a media release could be used to ensure that the target audience is exposed to Canny Kids Clothing.

The possibilities with advertising are endless. You can advertise in magazines, papers, on television, radio and even billboards. However, it is essential to consider the target market and advertise in the media that will reach your target market most effectively. Online advertising can even be used on children or baby-related websites.

Canny Kids Clothing could sponsor events such as baby shows, exhibitions, talent shows and mother-and-baby workshops to make people aware of their new range of clothing.

As mentioned earlier, Canny Kids Clothing could advertise on websites like Babycentre and other related websites on the internet.

1.8 CONCLUSION AND SELF-ASSESSMENT

You now know and understand that you are exposed to advertising messages every day of your life, even when you are not aware of them.

Answer the following questions by reflecting on the knowledge and insight you have gained in this first study unit:

- Can you look at advertising messages differently?
- Can you recognise and classify advertising messages?
- Can you define and explain the advertising phenomenon to your friends and family?
- Do you think that this newly acquired theoretical knowledge will help you relate advertising to your everyday environment? Why? How?

If you could answer all of the above questions, you are ready to proceed to the next unit.

We are sure that this new advertising knowledge that you have acquired while journeying through this first study unit will assist you in analysing and understanding your environment better.

This first unit sets the background for your studies in advertising. It also provides essential theoretical knowledge in order to proceed to the following study units.

In the next study unit we discover the interesting world of advertising theories and models.

STUDY UNIT 2

ADVERTISING THEORIES AND MODELS

CONTENTS OF STUDY UNIT

- 2.1 INTRODUCTION**
- 2.2 TRADITIONAL RESPONSE HIERARCHY MODELS**
- 2.3 AIDA MODEL**
- 2.4 HIERARCHY OF EFFECTS MODEL**
- 2.5 INNOVATION ADOPTION MODEL**
- 2.6 INFORMATION PROCESSING MODEL**
- 2.7 ALTERNATIVE RESPONSE HIERARCHIES**
- 2.8 INTEGRATED INFORMATION RESPONSE MODEL**
- 2.9 FCB PLANNING MODEL**
- 2.10 THE ASSOCIATION MODEL OF THE ADVERTISING COMMUNICATION PROCESS**
- 2.11 THE FACETS MODEL OF EFFECTS**
- 2.12 AN INTEGRATED MARKETING COMMUNICATION INTERNAL RESPONSE MODEL**
- 2.13 CONCLUSION AND SELF-ASSESSMENT**

2.1 INTRODUCTION

In the first study unit of this module, you were introduced to the interesting field of study called advertising. We emphasised the fact that advertising is a very common and well-known phenomenon that each of us is faced with every day of our lives. Having worked through study unit 1, you now know the colourful history and definitions of advertising and you are able to classify advertising messages according to purpose, target audience, geographical area and medium. You also understand the role and place of advertising in the marketing mix, as well as in the marketing communication mix.

Now, in this second study unit, we now continue our discussion of the theoretical underpinnings of advertising, focussing particularly on advertising models.

ACTIVITY 2.1

You may well ask why it is necessary for you to know and understand advertising models. Answer the following questions and you will be able to figure out for yourself why you need to know, understand and be able to use advertising models:

- You are exposed to advertising messages every day and almost every hour of your life. How do you react to those advertising messages?
- How do you react when you hear an advertising message on the radio or see an advertisement on television? Do you perhaps see the advertising message and immediately go out and buy the product or use the particular service being advertised?
- Do you proceed through a whole reactive process when being exposed to advertising messages?

- Are you always interested in all the advertising messages you are exposed to, or do you pay attention to these messages selectively?
- Do you always desire all the products being advertised, or do you sometimes find that an advertised product is not relevant to you and thus ignore the advertising message?

We hope the questions in the activity above sparked your interest in the processes, stages or steps all consumers proceed through when they are exposed to an advertising message.

When studying this second study unit in this module in advertising, you should keep in mind that the aim of every advertiser is to communicate effectively with consumers via advertising messages. The advertiser ultimately wants the consumer to go out and buy the advertised product or use the particular service. This is possible only if the advertiser knows exactly what process consumers go through when being exposed to advertising messages. The advertiser will then know how to structure the advertising message in order to evoke the exact response he or she desires.

This process of responding to advertising messages comprises a specific sequence of behavioural phases towards purchasing a product or using a service. The advertising models we are going to study in this study unit explain exactly this communication process. If advertisers know and understand the consumer response process, they will be able to predict consumers' responses as a result of advertising messages and will also be able to measure whether or not the desired effect has been achieved.

We trust that we have captured your interest thus far and that you will now eagerly journey with us through this second study unit. We will first examine the traditional response hierarchy models and then move on to the alternative response hierarchies, the integrated information response model and lastly the FCB planning model and the elaboration likelihood model.

2.2 TRADITIONAL RESPONSE HIERARCHY MODELS

As mentioned in the introduction, every consumer moves through a specific response sequence when exposed to an advertising message. The consumer may first become aware of the product/service being advertised, then might become interested, then desire the product or service, and then might even go out and buy the product or use the specific service. Not every consumer moves through exactly the same response sequence and consumers will react differently to different products and services being advertised.

The traditional response hierarchy models explain the stages a consumer may move through, from a state of being unaware of an organisation, product or service to actual purchase behaviour.

Before we study each of the traditional response hierarchy models in detail, we will introduce you to all of them at once by presenting you with an activity. This activity will orientate you towards advertising response models in general. You will find ideas of how to structure your answer in the section on the *traditional response hierarchy models* in chapter 8 of your prescribed book. Try to think critically and understand the phases of the consumer response process. Relate these phases to your everyday life by applying them to your unique reaction to advertising messages as an individual.

ACTIVITY 2.2

Draw a figure/model in which you comparatively depict the four best-known response hierarchy models.

The response hierarchy models are best compared and understood when presented in table/figure format. You will see that each of these models encompasses a cognitive, affective and behavioural stage, although the different stages of the different models vary slightly. These stages merely explain that we as consumers usually first go through the cognitive (thinking) stage where we pay attention to the advertisement and become aware of or get to know the product. We then move on to the affective or emotional stage where we either like, evaluate or become interested in the product. This is followed by the behavioural stage where we take action by either purchasing, adopting or trying the product or service being advertised.

We hope that you are now interested in the traditional response hierarchy models and that you are eager to study them in detail. We begin by examining the AIDA model.

2.3 AIDA MODEL

When you look closely at the section on the *AIDA model* in chapter 8 of your prescribed book, you will immediately notice that this model was specifically developed to illustrate the phases or stages through which the salesperson takes the consumer when practising personal selling.

Think of your everyday reality right now. While you are walking home from the bus stop, a salesperson on the street corner selling cellphone accessories tries to get you interested in some of his products. If we apply the AIDA principle to this situation, we will immediately observe that this salesperson first tries to attract your attention by talking to you or by quickly telling you the cheap price of the product. You stop and start looking at the product with interest. Now the second phase of the AIDA model has already been achieved by the salesperson. Once you are interested in the product, you show a desire to acquire it, and once the salesperson finally convinces you of the advantages of the product, you buy it. This last stage explains the action phase of the AIDA model

Do you now understand how even an abstract consumer response theory applies to your everyday reality? The salespeople on street corners usually apply some principles of the AIDA principle without even realising it.

Doesn't this excite you? You are now able to explain and construct parts of your everyday existence around an abstract advertising response theory.

ACTIVITY 2.3

Let's pretend that you are an entrepreneur who sells flowers on a street corner. How would you apply the AIDA principle when you are personally selling flowers to a passer-by?

Tip:

You will find the phases of the AIDA principle in chapter 8 of your prescribed book. Explain how you would take the passer-by through the different phases of the AIDA principle.

FEEDBACK

This activity is an example of how to apply theory to a scenario. You should have explained how you would have taken the passer-by through the four phases of the AIDA principle. You should therefore have explained how you would attract the person's attention, get her to be interested in buying the flowers, persuade her that she desires the flowers and then finally sell her the flowers - she would therefore have taken action in the last phase of this selling process. This is an example of how to apply theory to a scenario. You will be asked the same type of question in the examination and that is why it is a good idea for you to answer the questions in this study guide.

Although the AIDA model explains the consumer response process in four simple phases, the advertising process can be much more complicated than that. Researchers therefore developed the hierarchy of effects model.

2.4 HIERARCHY OF EFFECTS MODEL

The hierarchy of effects model, like the AIDA model, explains the steps or phases the consumer moves through when exposed to an advertising message. This model differs from the AIDA model in the sense that it explains the consumer's response phases as occurring over a period of time and also emphasises the fact that the advertising message does not necessarily lead to immediate action or purchasing behaviour.

Think about your everyday reality again and let's elaborate on the example of the salesperson selling the cellphone accessories. As with the AIDA principle, the salesperson will first try to make you aware of the cellphone accessories. He will then give you information about the product so that you have enough knowledge about it. Once you are aware of the product and know and understand most of its features, you will probably start liking it and preferring it to other similar cellphone accessories. You will also have the conviction (certainty) that you need this particular product, and in the last phase, you will purchase the product from the salesperson.

It is clear that you can once again relate even this hierarchy of effects model to your everyday reality. You are now also able to explain the process of consumer response by referring to the hierarchy of effects model.

ACTIVITY 2.4

Suppose you are listening to a radio commercial advertising a new brand of shampoo, called *Shahoo Shampoo*. Explain the steps or phases of the response process you would go through while being exposed to this advertising message according to the hierarchy of effects model.

Tip:

You will find the phases or steps of the hierarchy of effects model in the section on the *hierarchy of effects model* in chapter 8 of your prescribed book.

FEEDBACK

This is also an example of how to apply theory to a scenario. You should have taken the six phases/steps of the hierarchy of effects model and applied them to the scenario above. In other words, you should have explained how you moved from awareness, knowledge, liking, preference and conviction to actual purchase behaviour as a result of the advertising message for *Shahoo Shampoo*. Bear in mind that the advertising message will not always lead to immediate behavioural response or purchases.

Can you now understand why it is so important for every advertiser to know what sequence of behavioural responses a consumer will go through when being exposed to an advertising message? This can help the advertiser to construct an advertising message that will take the consumers through all the phases and then finally persuade them to buy the product or use the service.

The next model that we will examine is the innovation adoption model. This model elaborates on the hierarchy of effects model and also explains how consumers move from one response phase to the next.

2.5 INNOVATION OF ADOPTION MODEL

In this section we examine the third of the traditional response hierarchy models, namely the innovation adoption model. This model basically elaborates on the hierarchy of effects model and also explains the stages a consumer passes through in adopting a new product or service. What makes this model different from the AIDA and hierarchy of effects model is that it emphasises a trial period in the consumer response process.

Think about your everyday reality again. Sometimes when you visit a grocery store like SPAR or Shoprite Checkers to buy groceries, salespeople offer you samples of different brands of food or products to taste or try. We can assume that these salespeople apply some of the elements of the innovation adoption model while selling these products. They first make you aware of the product by introducing you to it. You then become interested while they explain all the advantages and disadvantages of the product and then you evaluate the worth of the product. The salespeople usually give you a sample to try (trial) and if you like the taste you will finally adopt the product and purchase it.

ACTIVITY 2.5

Suppose you are employed in the marketing department of a large manufacturer of dairy products. Your company recently manufactured a new brand of yoghurt called *Yum-Yum Yoghurt*. The marketing manager obtained permission to promote this new product at Shoprite Checkers and asked you to do the promotion. Explain how you would promote this new product by taking the innovation adoption model into consideration.

Tip:

You will find a discussion of the innovation adoption model in the section on the innovation adoption model in chapter 8 of your prescribed book.

FEEDBACK

You should have explained how you would use the innovation adoption model when promoting this product in Shoprite Checkers. You should also have explained how you would take the consumers through the different phases of the model by making them aware of the product, evoking their interest and then persuading them to evaluate it. You should have also explained how you would have given out samples of *Yum-Yum Yoghurt* for consumers to try (trial) and how consumers would have adopted the product by purchasing it.

We will now examine the last of the traditional response hierarchy models, namely the information processing model.

2.6 INFORMATION PROCESSING MODEL

This model also explains and describes how the consumer moves through the different stages of phases of the response process. The model, however, differs from the models we have already discussed in that it includes the retention phase, in which the consumer remembers or retains valid information. Refer to the section on the *information processing model* in chapter 8 of your prescribed book.

Let's go back to your everyday reality again. While you are sitting in front of the television, an advertisement for Surf washing powder is broadcast. According to the information processing model, this advertisement and the product being advertised are first presented to you. If the product is relevant to you, you will pay attention to the advertising message and try to comprehend (understand) it. You will now yield to (like) the advertising message or product being advertised. The next step, according to the information processing model, is that you will remember (retain) the section of the advertisement which is relevant to you. These steps will precede the behaviour (action) steps in which you will go out and buy the product.

ACTIVITY 2.6

To be able to do this activity, you need to use your imagination again. While you are watching television, you are exposed to an advertisement for Kentucky Fried Chicken. After you have watched the commercial, you go out and buy yourself some Kentucky Fried Chicken. Explain which phases, according to the information processing model, you have moved through from the presentation phase to the behaviour phase.

Tip:

You will find a discussion of the information processing model in chapter 8 of your prescribed book. You should use the steps of this model to explain your response to the Kentucky Fried Chicken advertisement.

FEEDBACK

You should have explained how the information in the Kentucky Fried Chicken advertisement was presented to you. You should then have explained how you focused your attention on the message and how you comprehended (understood) and liked (yielded to) the message. Next you should have explained how you retained (remembered) parts of the advertising message which were relevant to you and how you then went out and bought Kentucky Fried Chicken on the basis of the advertising message you had seen on television.

As we mentioned earlier, the traditional response hierarchy models, which include the AIDA model, the hierarchy of effects model, the innovation adoption model and the information processing model, all assume that the consumer moves through a sequence of three basic stages:

- **Cognitive phase**

The first phase is the cognitive phase in which the consumer acquires knowledge about the product or service and understands both the advertising message and the product or service being advertised.

- **Affective phase**

The second phase is the affective phase which describes the consumer's feelings or affect level for the particular brand.

- **Behavioural phase**

The third phase is the behavioural phase through which the consumer moves when exposed to an advertising message. Here the consumer takes action and reacts to the advertising message by acquiring the product or using the service.

Remember that not all consumers always move through all of these phases in the particular sequential order. The phases or stages overlap and do not necessarily precede one another. Researchers have therefore developed alternative response hierarchy models that represent other configurations.

2.7 ALTERNATIVE RESPONSE HIERARCHIES

The response models that we discussed in the previous section demonstrate different stages that consumers move through when they are exposed to advertising messages. They all identify three main stages/phases, namely the cognitive, affective and behavioural stages. Because researchers realised that these models do not always describe the consumer response process adequately, alternative response hierarchies have been developed. Michael Ray, for example, developed a model of information processing that identifies three alternative orderings of the above-mentioned three stages on the basis of the perceived product differentiation and product involvement. These models therefore explain consumer response processes on the basis of the differentiation between different products, as well as on the amount of mental effort a consumer has to put in when deciding between different brands (product involvement). These alternative response hierarchies include the standard learning, dissonance/attribution and low-involvement models.

Suppose you want to buy a television set for yourself. According to the standard learning hierarchy model in the section on the *factional variability paradigm* in chapter 8 of your prescribed book, you will go through a learn-feel-do sequence. What does this mean?

Well, this simply means that you will first acquire knowledge about the television set being advertised, you will develop feelings about this television set and then you will finally purchase it on the basis of your feelings. This model explains that you will probably go through this sequential process because you will have to think carefully before buying the television set. A television is an expensive product and there are many differences between the different brands of television sets. You will have to make a choice between say, a LG, a Samsung, a Panasonic and a Sony. When advertising products such as television sets, cars, computers and cameras, advertisers will ensure that they include critical and detailed information in the advertising message to enable you, the consumer, to make an informed decision.

Imagine that you recently bought new tyres for your car at Tiger Wheel and Tyre on the basis of a friend's recommendation. You are happy with the tyres and watch advertisements for Tiger Wheel and Tyre with interest because you want to be assured that you made the correct choice. This scenario describes the steps of the dissonance/ attribution hierarchy. The sequential pattern in this model represents a do-feel-learn pattern.

According to this model, consumers will buy a product on the basis of recommendations from a non-media source, will develop feelings about that product on the basis of the purchase, and will finally acquire knowledge about the product from media sources. If the advertiser wishes to send out a successful advertising message in this case, he or she should not send out a message that will promote brand choice, but one that will reduce dissonance/uncertainty by reinforcing the wisdom of the purchase or providing supportive information. The steps of the dissonance/attribution hierarchy model will occur when the consumer thinks carefully when making a brand choice and purchase decision, but only when the differentiation between brands is not particularly significant.

The last of the alternative response hierarchies is the low-involvement hierarchy model. This model concentrates on advertising messages for low-involvement products like bread and chocolates. This model explains that you, as a consumer, will not think carefully when buying bread from the shop on the corner. You will therefore acquire information about the brand of bread, say, Sasko, when you see it being advertised. You will then buy the product on the basis of that information and you will develop a feeling based on the product usage. You will pass through these phases only when there are not a lot of differences between the different brands and when you do not need to think carefully about the purchase of the product. This model also explains that mass media advertising is of vital importance and that you will easily be persuaded to buy a particular brand of bread on the basis of the advertising message.

ACTIVITY 2.7

Critically compare the three different alternative response hierarchy models by presenting them in a schematic format.

ACTIVITY 2.8

Discuss the three quadrants of the three-order hierarchy model of information.

FEEDBACK

This is discussed extensively in your prescribed book on chapter 8.

1. The first phase is the cognitive phase in which the consumer acquires knowledge about the product or service and understands both the advertising message and the product or service being advertised.
2. The second phase represents the affective stage in which the consumer shifts from interest, desire and liking through preference, conviction and purchase to evaluation, yielding and retention.
3. The third phase explains the behavioural stages through which the consumer moves then he or she is exposed to an advertising message. The phase includes action, purchase, trial adoption and behaviour.

ACTIVITY 2.9

Complete the following sentences:

Tip:

You will find the answers to these questions in section 8.8.1 in chapter 8 of your prescribed book.

- When buying a car, the (1) model would be applicable to the consumer's response processes.
- When buying a pair of shoes, the (2) model would be applicable to the consumer's response processes.
- When buying margarine, the (3) model would be applicable to the consumer's response processes.
- When buying a refrigerator, the (4) model would be applicable to the consumer's response processes.
- When buying a toaster, the (5) model will be applicable to the consumer's response processes.
- When buying yoghurt, the (6) model would be applicable to the consumer's response processes.

2.8 INTEGRATED INFORMATION RESPONSE MODEL

In the previous section, we investigated the alternative hierarchy models which explained consumer's response processes on the basis of differences between products and on the amount of mental effort consumers will engage in when making a purchase decision. These models, together with the traditional response hierarchy models, do not always explain consumer response processes adequately, since advertising is not the only source of information that consumers use to make a brand choice or purchase decision. Purchase is not a true reflection of commitment to a brand either. It is merely a way for consumers to obtain first-hand information from trial use of a product.

Based on this, another model, called the integrated information response model, was developed. This model combines concepts from the traditional and alternative response hierarchy models and accounts for the effects of direct experience, and recognises that different levels of belief strength result from advertising versus personal experience of a product.

As discussed in the section on the *integrated information response model* in chapter 8 of your prescribed book, the integrated information response model explains that not all consumers will respond to advertising messages in the same way. When you want to buy All Gold tomato sauce, for example, you will first learn about the product via an advertising message and you will then buy the product and use it for a while. After using the tomato sauce for a while, you will develop a positive or negative feeling towards it and only if the feeling is positive will you repeatedly purchase that brand of tomato sauce.

According to the integrated information response model, advertising messages in general would not persuade you to accept information automatically, nor would they persuade you to believe the advertising message or have positive feelings towards the brand being advertised. However, if you are repeatedly exposed to advertising message for All Gold tomato sauce, you would probably try it to obtain more information about the product. When you try All Gold tomato sauce, you would most likely accept the information in the advertising message as true and you would have a positive feeling towards the product. If you are familiar with the product (All Gold tomato sauce) you will most likely seek more information about the product and then the response process will once again be similar to the traditional hierarchy of effects models.

ACTIVITY 2.10

Schematically represent the different phases of the integrated information response model.

2.9 FCB PLANNING MODEL

The Foote, Cone and Belding grid is examined in the section on the *FCB planning model* in chapter 8 of your prescribed book. It explains consumer response processes in terms of the involvement of the consumer in the purchase of a product, as well as whether the consumer will think about the purchase of the product or whether emotions will play a larger role in the purchasing decision. This information enables the advertiser to correctly choose either a rational or emotional appeal for the advertising message.

We are deliberately not explaining the FCB model in detail here, because we would like you to do the following activity. This activity will compel you to study the FCB model and relate it to your own reality.

ACTIVITY 2.11

The FCB grid specifies four advertising planning strategies. In this activity we are going to present you with four different products. Each of these products falls within a specific advertising planning strategy (FCB grid quadrant).

Discuss each of these products separately by explaining the following:

- The advertising planning strategy or FCB quadrant that the specific product falls in
- The model or consumer response sequence applicable to this specific product and advertising planning strategy (FCB quadrant)
- The level of consumer involvement
- Whether it is a “thinking” or “feeling” type of product
- The type of media advertising strategy that will best suit the product, advertising strategy and consumer response sequence

Products:

1. Car
2. Golden bracelet
3. Toaster
4. Chocolates

Tip:

You will find the FCB grid in section 8.8.2 in chapter 8 of your prescribed book.

The easiest way to do this activity is to present the information in table format.

FEEDBACK

PRODUCT	ADVERTISING PLANNING STRATEGY	MODEL/CONSUMER RESPONSE SEQUENCE	LEVEL OF CONSUMER INVOLVEMENT	THINKING OR FEELING TYPE OF PRODUCT	MEDIA OR ADVERTISING STRATEGY
CAR	Informative	Learn-feel-do	High	Thinking	Long copy format and reflective
GOLDEN BRACELET	Affective	Feel-learn-do	High	Feeling	Large spaces and image specials
TOASTER	Habit formation	Do-learn-feel	Low	Thinking	Small space advertisements Ten second ID Radio
CHOCOLATES	Self-satisfaction	Do-feel-learn	Low	Feeling	Billboards, newspapers

We trust that you enjoyed doing this activity and that you now realise that the FCB grid explains the consumer response process in terms of the consumer's level of involvement as well as the amount of thought or emotional deliberation which will go into deciding on the product being purchased. We will now study the association model of the advertising communication process.

2.10 THE ASSOCIATION MODEL OF THE ADVERTISING COMMUNICATION PROCESS

The previous model explained how consumers' responses differ on the basis of their level of involvement as well as how much mental or emotive effort they will put into deciding which product they will buy.

The association model of the advertising communication process is explained under the section on the *inclusive facets paradigm*. It explains when consumers are exposed to advertising messages, they not only become aware of the product, but they also become aware of what the product is associated with. They evaluate this association on the strength of their perception of the product prior to exposure and integrate that perception with product perception at the time of exposure to the advertisement. The model further explains that, in the end, consumers develop integrated stimulation on the basis of the product stimulation and prior stimulation.

ACTIVITY 2.12

Why do you think consumers find it necessary to evaluate the association of the product messages?

FEEDBACK

If consumers evaluate the product association on the strength of prior perception of the product, they will be able to predict whether it will satisfy their needs/desires.

2.11 THE FACETS MODEL OF EFFECTS

In the previous section, we explained the association model, which highlights the fact that, once they become aware of the associations made by the product claims, consumers evaluate these associations on the basis of their perceptions of the product prior to the current advertisement exposure. The end result is integrated stimulation that is also based on product and prior stimulation. This model is linear in that it explains a one-way process that a consumer proceeds through.

However, the facets model of effects explains that consumers are selective about the advertising messages they pay attention to. Once they select the messages, this leads to an emotional facet during which a consumer may like or desire the product. As a result, they would proceed to seek more understanding by learning about the product, comprehending the important information and comparing it with others to distinguish its salient features so that they can recall the information later. Based on the symbolism that represents the product-conditioned learning and transformation, consumers make associations with the product and can be persuaded to believe the product claims. The level of persuasion will determine the resulting action.

ACTIVITY 2.13

Draw up a table to represent the main steps and facets of the association model of advertising communication process and the facets model of effects.

FEEDBACK

The two models explained above are discussed further in chapter 8 of the prescribed book under the section on the *inclusive facets paradigm*.

2.12 AN INTEGRATED MARKETING COMMUNICATION INTERNAL RESPONSE MODEL

The integrated marketing communication internal response model introduces a comprehensive model in reaction to the limitations of the above advertising models. It claims that all possible consumer response levels and phases need to be integrated. It further explains that the existing advertising models do not identify specific variables which could alter consumer response levels and subsequent phases. As such, this model addresses these limitations by focusing on the variables that can influence the sequence in which consumers proceed through six different response levels and phases.

Although the model refers to the response process through which consumers proceed when exposed to marketing communication messages as in the other models, it explains that this model can also be applied to advertising messages. Since advertising is one of the elements of the marketing communication mix, the model explains that these variables apply to consumer response processes with all elements of the marketing mix as well as it does to advertising alone.

When you look at the model in figure 8.1 in chapter 8 of your prescribed textbook, you can see that it brings together all of the levels and phases discussed in the previous models. Can you see how, when studying the model horizontally from left to right, each level is broken down into various phases and subsequently into notable variables? You can also see that as consumers proceed through these levels, they are simultaneously moving through a response process. This suggests a two-way transaction.

2.13 CONCLUSION AND SELF-ASSESSMENT

In our journey through this second study unit of this module in advertising, we have discussed and studied the traditional response hierarchy models, the alternative response hierarchies, the integrated information response model, the FCB planning model and the association model of the advertising communication process. We were also introduced to the integrated marketing communication response model, which is more comprehensive than the other models.

Even though advertising models are extremely abstract and difficult to understand, we are sure that you now understand how even these abstract advertising response models relate to your everyday reality. Would you now be able to evaluate the response process that you go through when you are exposed to an advertising message? Would you be able to evaluate which advertising response model an advertiser had in mind when he or she created a certain advertisement? Would you be able to resist persuasive advertising messages because you understand how they try to persuade you to proceed through certain phases/stages in your response to the advertising message?

If you answered “yes” to all the above questions, you will realise how much your study in advertising has already benefited your understanding and creation of your own reality. You should now understand and be able to explain the processes you go through when you are exposed to an advertising message, and this will enable you to be critical and selective towards the onslaught of hundreds of advertising messages every day of your life.

You have now studied some of the main advertising theories. In the next study unit, you will be introduced to advertising management which includes the advertising agency and consumer audience and behaviour.

STUDY UNIT 3 ADVERTISING MANAGEMENT

CONTENTS OF STUDY UNIT

- 3.1 INTRODUCTION**
- 3.2 THE ADVERTISING AGENCY**
 - 3.2.1 Why use an advertising agency?**
 - 3.2.2 People in the advertising agency**
- 3.3 CONSUMER AUDIENCE AND BEHAVIOUR**
 - 3.3.1 Cultural and social influences**
 - 3.3.2 Psychological influences**
 - 3.3.3 The consumer decision process**
- 3.4 CONCLUSION AND SELF-ASSESSMENT**

3.1 INTRODUCTION

Every day, you are exposed to many advertisements when you listen to the radio, travel by taxi or car to work, watch television or read the morning paper. You tend to pay more attention to advertisements that appeal to your specific needs. But do you know how many decisions were made before the advertisement could actually be printed in the newspaper or broadcast on the radio or television? The process of selective perception is crucial. We will discuss this process later in this study unit.

Advertising is one of the most visible means of communicating with the advertiser's target audience. The people who will be most interested in the advertising message are referred to as the target audience.

ACTIVITY 3.1

Think back to your last exposure to advertising messages – whether it was a billboard or an advertisement in a newspaper or magazine. Make a list of all the advertisements you can remember.

FEEDBACK

Did you realise how many advertising messages you were exposed to and that you generally remember the advertisements that are relevant to you?

Marketers and advertisers put a lot of effort into reaching the right target audience with their advertising messages. They therefore appoint a professional advertising agency with the expertise to provide maximum media exposure to an organisation's products and/or services. Advertisers are aware that consumers react in different ways to an advertisement. You need to understand how an advertising agency functions and also the various influences that may affect whether or not the consumer actually decides to purchase a product.

ACTIVITY 3.2

Visit the following two advertising agency websites:

The first website is that of Brainstorm Projects, an advertising, marketing and graphic design agency in Cape Town, South Africa (<http://brainstormmarketing.agency>).

The second website is that of Boonzaier, Elcott, Housdon & Peimer, a full-service advertising agency (<http://www.behp.co.za>).

Go through the various links, the companies' profiles, what they offer and soon.

FEEDBACK

Did you notice the differences in how these two advertising agencies present their services online? Each has its own unique way of advertising its services to prospective clients, for instance, the use of multimedia. The introduction page of Brainstorm Projects, in particular, is quite striking and speaks of the professionalism of the company.

3.2 THE ADVERTISING AGENCY

This study unit will teach you more about the place (and the people involved) where advertisements are created – the advertising agency.

ACTIVITY 3.3

You may still be unsure about why advertisements are created by advertising agencies and not by advertisers. List a few reasons why you think this may be the case.

3.2.1 *Why use an advertising agency?*

Some large organisations do have their own in-house agencies which create and deliver their advertising messages. However, not all organisations have in-house agencies, which is why they have to use advertising agencies.

Individuals employed by an advertising agency are highly skilled and trained to deliver only the best advertisements to the advertiser. They are also trained in various areas, for instance, to be able to contact only the finest media and write the advertisement in such a way that it will appeal to the target audience. It is extremely expensive to advertise, and an advertisement must not only appeal to, but also reach the right target audience.

The advertiser usually contacts the type of advertising agency that will be able to meet the advertiser's specific needs. The advertiser then explains the organisation's new product or service and what the goal of the advertising is. For instance, the advertiser may wish to introduce a new cellphone to the market – one with attractive features, but which will appeal more to the youth market. He or she explains the product to the advertising agency and what his or her goal is, say, an increase in sales to teenagers for that particular cellphone.

The budget is also submitted and explained. The advertising agency has to use different people in the agency to come up with the best advertisement for the advertiser and provide a creative brief to the advertiser. A creative brief provides details on what the advertising agency plans to do and takes the form of a presentation to the advertiser.

ACTIVITY 3.4

3.2.2 People in the advertising agency

Read through the sections below, as well as the section on the creative roles in the advertising agency, in your prescribed book. You have just completed your degree in communication science, and you are specifically interested in pursuing a career in advertising. Which role do you think would best suit your personality and skills set?

Who are the various people in the advertising agency responsible for the advertising campaign? Both copywriters and art directors will develop the creative concept (the "big idea") and implement the advertising idea and work in teams. The person who shapes and sculpts the words in an advertisement is known as a copywriter. Think of an advertisement that you recently saw on television or in a magazine, for instance, the Vodacom advertisement. The copywriter created the written and spoken messages in these advertisements. Every word in the advertisement is important and should convey a specific message to the target audience.

The art director is responsible for the graphic image of the advertisement and creates the visuals in both print and video and also lays out the advertisement elements in print. Often artists may do the specific illustrations, but the art director is the head designer. He or she therefore has a huge responsibility in creating an effective advertisement.

A broadcast director can also be part of the team when a television commercial is created. The creative director manages the creative process and plays a key role in focusing the strategy of advertisements and ensuring that the creative concept is strategic.

ACTIVITY 3.5

Do you think you have what it takes to work in the advertising industry?

FEEDBACK

As indicated in your prescribed book, Ogilvy & Mather is one of South Africa's leading advertising agencies. Look at the interesting excerpt from their website below, indicating what it takes. You will also find the agency's website interesting. You can find it at the following link: <http://www.ogilvy.co.za/>

Ogilvy & Mather South Africa Careers

IF YOU ALWAYS HIRE PEOPLE WHO ARE BIGGER THAN YOU ARE, WE SHALL BECOME A COMPANY OF GIANTS

We're passionate about liberating the talent of the people who work for us. We like people who are as obsessed with great brands and brilliant ideas as we are. We've built an environment where we're provided with rich stimulus and insights as well as a space to allow our creative energies to flow. We work hard, produce work that we're proud of and most of all have fun while doing it.

Our employees are encouraged to bring their ideas, experiences and perspectives, gleaned from their varied backgrounds, to the workplace. We strive to create an environment in which all employees can contribute to their fullest potential without regard to their race, gender, religion, ethnic or cultural background, generation, disability, age, appearance or sexual orientation.

If this appeals to you, and you'd like to be considered to join our team, we'd love to hear from you.

JOIN OUR TEAM

If you have the passion to push beyond the expected and believe in liberating not only the potential of brands but your own as well, then send your CV and application letter.

ARE YOU RED HOT AND READY?

- Are you desperate to do defining work that liberates brands?
- Do you have a unique point of view?
- Do you agree that the best idea is the boss?
- Do you like working with interesting people?
- Are you good at doing and not just saying?

The advertiser often has different needs when it comes to advertising.

For instance, the product he or she wishes to advertise has to reach people in the financial industry only. Different types of advertising agencies fulfil different needs of advertisers.

A typical full-service advertising agency can cater for all the needs of the advertiser, while the specialised agencies specialise in certain areas, for instance, media buying at the lowest rates for advertisements that focus on the financial industry.

Let's talk about the different types of advertising agencies.

ACTIVITY 3.6

Read through the section on the *types of advertising agency* in chapter 9 of your prescribed book. Suppose you are an advertiser who would like to advertise a product or service. Can you identify a product or service that each of these specialised advertising agencies discussed in the prescribed book would be able to deliver?

FEEDBACK

Each answer to this question will be different. The table below provides only a guideline in terms of what you could have included in your answer. Since you, as the advertiser, would like to advertise a specific product or service, you could have decided to use a specialised advertising agency as follows:

Product or service	Specialised advertising agency
A new cough medicine	Industry-focused agency
A product that will appeal to only a minority group of people	Minority agency (this type of agency is not available in South Africa, however)
A new application for a skateboarding game targeted at teenagers	Creative boutique
Any product or service you wish to advertise at the lowest possible rates	Media buying service
Special discounts available from a local large retailer during the festive season	In-house agency
Any product or service	Vendors
Any product or service	Virtual agency

I hope that you have enjoyed our tour of the interesting world of the advertising agency. Now that you know where and by whom an advertisement is created, we can investigate the various decisions and considerations of the advertising agency and the advertiser regarding the creation of the best advertising message.

3.3 CONSUMER AUDIENCE AND BEHAVIOUR

All people are unique and have a different frame of reference. Consumers therefore react in different ways to advertisements and the advertiser and the advertising agency should be aware of these reactions.

Have you noticed how much your taste in, say, food or clothing differs from that of your colleagues or friends? That is because you are your own unique person who grew up differently from other people and experienced different things. All your experiences shape the person you are.

Advertisers are well aware that people differ from one another on the basis of cultural and social as well as psychological influences. They therefore take these influences into account in creating an advertising message that will appeal to the advertiser's target audience.

Imagine how much an advertiser would have to spend on advertising to fulfil the needs of everyone in South Africa. It would cost millions of rand.

To reach the right target market, marketers have to segment the market. This means that they divide potential customers who will be interested in a specific product into several submarkets. People with similar needs are targeted. This process of segmenting the market is known as the market segmentation process. Various characteristics and behaviours of consumers are considered for segmentation purposes, for instance, geographical (where the consumer lives), demographic (how old the consumer is), psychographics (the consumer's lifestyle) and behaviouristic (when the consumer will purchase a product).

Because South Africa is a country with such a diverse population, it uses its own unique tools to segment the South African market. The most widely used marketing research tool to divide the South African market into homogeneous submarkets is the living standards measure (LSM). The South African Research Foundation (SAARF) developed this marketing research tool.

ACTIVITY 3.7

Visit the website of the South African Research Foundation at <http://www.saarf.co.za>. Examine the different segmentation tools, especially the LSM groups. Go to myUnisa and share your impressions in the discussion forum with your fellow students. Do you think the different LSM groups are relevant in the South African context?

I hope that I have attracted your interest thus far and that you will now eagerly go through the influences that have an effect on consumer behaviour.

3.3.1 Cultural and social influences

As mentioned earlier, your behaviour is influenced by your culture and social influences such as your social class, reference groups and family. You often do not even realise how the people in your personal world can direct your behaviour. You may now wonder why your culture influences your buying behaviour. A culture which, for instance, regards dieting as unimportant will not consider diet foods when making a buying decision. A marketer should therefore be aware that these promotional strategies will not reach them.

Advertisers are well aware that your purchasing behaviour is influenced by your culture and social background and go to great lengths to accommodate these factors in their advertising messages.

How does your reference group influence you?

ACTIVITY 3.8

Think of instances where your reference group could influence your own purchasing behaviour.

FEEDBACK

A reference group consists of people whom you usually use as a guide for behaviour in specific situations. Your answer could have included the example that when you wanted to take out a contract for a new cellphone, one of your acquaintances at your sports club who had had a bad experience with the particular cellphone operator warned you not to take out the contract, but to use another cellphone operator instead.

Another example is members of your church all buying a CD by a famous gospel preacher. Because you use these people as your guide for behaviour, you also buy that specific CD. You would probably not buy a product they do not approve of.

You may also find yourself attracted to a reference group and would therefore buy a specific product in order to gain their respect.

3.3.2 Psychological influences

- **Internal elements**

Psychological influences refer to the internal elements that make up the unique individual you are. Did you know that you perceive the world and learn from new experiences in a different way from other people? You also have different habits, different things motivate you and you have a different attitude towards life and things. This is because you have your own frame of reference from which you experience the world. Similarly, you have your own personality and lifestyle. Let's explore these psychological influences in more detail.

- **Psychological perception**

Every day you are exposed to many stimuli but decide which stimuli are important enough to pay attention to. You screen out information that does not interest you and absorb only that information which you do find interesting and relevant to you. Advertisers are well aware that this screening process is also applicable to the way you react to advertisements. They know that you pay attention only to those advertisements that you find interesting and relevant to your world. This is known as selective perception.

You also tend to seek out only the information that you find pleasant or sympathetic towards your views. This is known as selective exposure. As an individual, you also tend to engage in selective distortion. This means that you hear only what you want to hear, even if the message is different from what you want to hear. For instance, when you really want to buy that expensive luxury item, you hear only favourable messages about the item, even though the salesperson has pointed out its shortcomings.

Lastly, you engage in selective retention when you try to "store" information for future use. For instance, if you hear or see an advertisement, you sometimes tend to forget about it immediately afterwards. Advertisers want you to remember this information and they try to get you to do so through repetition, brand or product names, jingles, high-profile spokespersons or even music.

- **Cognitive dissonance**

Have you ever noticed that when you have bought something, you focus only on information that supports your decision? For instance, if you have bought a home in a nice suburb, you take in information only about house prices that are set to rise in that area, but ignore information about plans to build a highway next to the suburb. According to the theory of cognitive dissonance, you deliberately seek out information that supports your decision and ignore information that does not. To reduce dissonance, you tend to engage in a variety of activities. Advertisers use this theory to their advantage by anticipating where dissonance will occur and then providing the supportive information you may need.

- **Learning**

You may find it interesting to learn that every time you perceive something, you also learn from it, even if only at an unconscious level. You learn from your experiences until the day you die. Advertisers use the process of learning to their advantage by designing advertisements such as brand name, location, product features or price.

- **Habits**

Can you think of a product that you have used for such a long time that you no longer even think about it? You buy the product out of mere habit. Advertisers want you to become a habitual user of their products or services. Buying or using a product out of habit reduces the risk for the consumer and also helps with the decision-making process. Advertisers will therefore design specific messages to reinforce this habit, for instance, providing free samples of new products in the same range in magazines such as *Bona* and *Fair Lady*.

- **Motivation and needs**

A motive is an internal force that stimulates you to, say, complete your studies. Imagine for a moment that you wish to become a public relations consultant, and therefore want to complete your degree in Communication Science in three years. Needs are the basic forces that motivate you. You want to become a public relations consultant, so you will be motivated to study hard in order to complete your degree in three years.

Your motivation and needs will differ from those of other people. Advertisers use people's motivations and needs to design appealing advertising messages.

- **Attitudes**

Did you know that you were not born with a specific attitude, but that your attitude was learnt? Advertisers need to be aware of people's attitudes because they are indicative of how consumers evaluate products or services. For instance, if you have a positive attitude towards the service at Shoprite Checkers, you will tend to shop there instead of at any other retailer. Your attitude towards something or somebody can also be the direct result of your values.

- **Personality**

There is no other person the same as you because you have specific traits that give you your own unique identity. Some people tend to have a low self-image and regard themselves as inferior.

Your self-image is important in that it is a reflection of how you view your own personality and your individual pattern of strengths and weaknesses. Your self-concept refers to what you think of yourself and how you perceive yourself.

- **Lifestyles**

You have your own daily routine. If you are a student, you need to master specific work in your study material or work on your assignments. If you are employed, you need to go to work and perhaps only have time to go shopping after hours. Advertisers need to consider people's lifestyles because they need to be aware of how you allocate your time, energy and money. Your lifestyle is also an indication of your activities, interests and opinions, and advertisers will use that information to make their advertisements more appealing to you.

ACTIVITY 3.9

Let's consider these influences in more detail.

Write down a list of all the products or services you use in your daily life out of mere habit.

Ask your fellow students in the discussion forum on myUnisa to indicate how they spend their time and money.

FEEDBACK

Your habits may include going to the same petrol station, buying the same magazines and newspapers and using the same products such as Omo washing powder and Rama margarine. You may also buy the same toothpaste every month without even thinking about it.

Your fellow students could have indicated various activities and ways in which they spend their time and money.

3.3.3 *The consumer decision process*

The last section of this study unit deals with the consumer decision process. When consumers decide to purchase a specific product or make use of a service, they follow a similar decision process. This process consists of five steps.

ACTIVITY 3.10

Read through the section on the decision process in chapter 9 of your prescribed book. In the table below, provide an example of an occasion in which you can recognise these five steps in your purchasing behaviour.

FEEDBACK

Product or service	
Need recognition	
Information search	
Evaluation of alternatives	
The purchase decision	
Post-purchase evaluation	

3.4 CONCLUSION AND SELF-ASSESSMENT

In our journey through this third study unit of this topic on advertising, we studied the advertising agency, market segmentation and the consumer audience and behaviour.

Do you now understand that there are different people working in an advertising agency who are responsible for the commercial that you see on television or hear on the radio? Are you able to explain why the advertiser's target markets are segmented into different variables? Are you able to identify the different cultural, social and psychological influences of which the advertiser should be aware in planning the advertising message?

If you answered "yes" to all the above questions, you will realise how much insight you have gained into the advertising process by your study of advertising management.

In the next study unit, you will be introduced to advertising media and media selection.

STUDY UNIT 4

ADVERTISING AND MEDIA SELECTION

CONTENTS OF STUDY UNIT

- 4.1 INTRODUCTION
- 4.2 ADVERTISING MEDIA
 - 4.2.1 Print advertising
 - 4.2.2 Broadcast media
 - 4.2.3 Interactive online media
- 4.3 MEDIA SELECTION FOR ADVERTISING
 - 4.3.1 Media planning
 - 4.3.2 Media buying
- 4.3 CONCLUSION AND SELF-ASSESSMENT

4.1 INTRODUCTION

In the previous study unit you were introduced to the advertising agency and consumer behaviour. In this study unit, we will teach you more about advertising media and two different divisions in an advertising agency, namely media planning and media buying. Media selection is vital because the media strategy in an advertising campaign is one of the most important areas in the campaign as it takes up most of the budget.

ACTIVITY 4.1

Write down a list of all the media that you use every day. Are you exposed to advertisements using those media?

4.2 ADVERTISING MEDIA

In your everyday life you use various channels to communicate to your children, your colleagues, spouse or friends. For instance, you use your telephone to communicate with your clients or your e-mail to send a message to a friend. Likewise, the media are channels to communicate advertising messages to the advertiser's target audience. Without radio, newspapers, magazines, television and even the internet, you would not have been aware of the existence of new products unless you had seen them in the supermarket. Advertising media available to the advertiser are print, broadcast and interactive online media. Let's discover more about these media.

4.2.1 *Print advertising*

Examples of print advertising are newspapers, magazines, directories and out-of-home advertising. Even in the age of electronic communication, print advertising remains significant, as do the visuals used in this form of advertising. Newspapers are still the primary source of local advertising and are one of the few types of advertising that is not considered to be disturbing to the reader. Advertisements in magazines are more expensive and cater for more specific needs of the target audience.

For instance, a car magazine will carry mostly car advertisements, while health magazines such as *Shape* will carry health-related advertisements. Magazines are also more suitable for full-colour pictures and images.

In South Africa we have the *Yellow Pages*, a directory with a list of thousands of names, telephone numbers and addresses of companies or people who render specific services to South African consumers. These services are normally indexed alphabetically.

Out-of-home advertising is also a key form of print advertising and includes posters and kiosks, billboards, transit advertising and product literature, kinetic boards, inflatable billboards, painted walls and any other form of advertising that occurs outside the home.

ACTIVITY 4.2

Read through the section on *out-of-home advertising* in chapter 9 of your prescribed book. Suppose you are an advertiser who would like to advertise a product or service. Can you explain how you would use transit advertising to advertise your product or service?

Tip:

To simplify this activity, study section 9.4.1.3 in your prescribed book.

FEEDBACK

Transit advertising is used on the outside of vehicles, for instance, municipal buses or taxis, to carry posters that are known as exterior transit advertising. Transit advertising also uses the inside of vehicles to deliver messages to passengers. This is known as interior transit advertising. As an advertiser, you could have used car cards, tear-offs and take-ones when you concentrated on interior transit advertising. But remember that your product or service must be suitable for the target audience.

Car cards are mounted in racks above the windows and in panels at the front and back of the vehicle. Because car cards are not always easily visible, the type face must be big enough to be legible. Tear-offs are pads of coupons or other information that are glued to the car card. Take-ones, however, are pockets filled with flyers or leaflets that allow potential customers to request more information or advertisers to provide in-depth information.

When you looked at exterior transit advertising you could have used advertising panels that are similar to outdoor boards. The design of these panels should be simple, bold, eye catching and legible.

Remember you can also enrich your knowledge by visiting the ComutaNet website (www.comutanet.co.za) for examples of transit advertising.

4.2.2 Broadcast media

Broadcast media – which transmit sounds or images electronically – include media channels such as television, radio and interactive media. Television is still the most persuasive advertising medium, but also the most expensive. Although television commercials are often a source of irritation to some viewers (who consider the television commercial to merely be an interruption of their television programme), if these commercials are properly done, they can achieve audience acceptance and be extremely effective.

Television advertisers face the problem of viewers changing channels or even leaving the room between television commercial breaks. Creating an effective television commercial therefore poses a challenge to the copywriter.

Radio is also a popular medium and is more cost-effective than, say, television. Bear in mind that radio is also a powerful entertainment medium and that the story is created in the imagination of the listeners. Listeners are also active participants in the creation of the message. People listen to the radio in their homes, perhaps at the office, while driving to work and even while exercising.

4.2.3 Interactive online media

The internet has become a popular medium to expose a worldwide audience to the advertiser's message. It is also still relatively cheap. Online advertising is explained in more detail in study unit 5.

4.3 MEDIA SELECTION FOR ADVERTISING

Media selection consists of two divisions in an advertising agency, namely media planning and media buying. Media planning is essential to ensure that the advertising campaign reaches the specific target audience. Media buying, however, secures the most suitable media for the specific advertising message. The media buyer in an advertising agency is highly trained to negotiate the best prices in the best media, according to the needs of the advertiser. Let's explore these two concepts in more detail.

You need to take social media into account as an advertising medium. The concept of social media is discussed in depth in chapter 10 in your prescribed book.

4.3.1 Media planning

Study the definition of media buying in your prescribed book. After reading through the definition, do you understand that media planning is all about advertising that must reach the right people, the right number of times and at the best cost for the advertiser?

Consider this. The media planner draws up a media plan for the advertiser's approval. This plan includes the planned specifics of each medium being recommended. It lists the media, indicates the frequency, records dates, adds costs and calculates the overall plan performance. Did you know that there are four elements that are important to the media planning process? These are reach, frequency, impact and time and are known as the media square.

ACTIVITY 4.3

Suppose you are responsible for media planning in an advertising agency. Go to myUnisa and explain to your fellow students how you would use the media square for your media plan.

Tip:

To make this activity easier, you can do it in table format.

FEEDBACK

All your answers will differ because you will be referring to different products. However, suppose you wish to advertise a product that will be in demand during the festive season. The media square can be used for the media plan in the following way:

Reach	The advertiser's target population (90%) should be exposed to the advertising message during the festive season.
Frequency	The target audience should be exposed to the advertising message at least ten times during this period.
Impact	The advertising message should made the target audience want to use the product during the festive season.
Time	The advertising campaign should run during the festive season.

4.3.2 Media buying

As we explained earlier, the media buyer in an advertising agency is highly skilled and trained to work and negotiate with different media.

You may now ask how a media buyer selects and negotiates with media. Let's first look at how media are selected and then at how media negotiation occurs.

- **Media selection procedures**

What exactly is media selection? Media selection, which involves the purchase of media space and time, is the most expensive part of the advertising campaign. The main criteria in media selection are cost, access to the target audience and the ability to convey the campaign message effectively. Considerations in this regard are media that offer the greatest reach and frequency and media that will have the greatest impact on the target audience – and also the fact that such media must be cost effective and communicated at the right time. In order words, the media must be suitable to achieve the advertising objectives. The media channels chosen must first of all be able to reach the target audience and change their behaviour – that is, make the target audience buy a product or use a service.

For your interest, the following companies provide media planning and buying in South Africa:
 25 AM (Formerly Acceleration Media)
 Chris Moerdyk
 Drafftcb
 Lighthouse Digital
 Lowe Bull
 The Lime Envelope

ACTIVITY 4.4

Suppose you are the media buyer for a large retailer (e.g. Pick n Pay or Shoprite Checkers). A budget of R1 million has been set aside for advertising over a period of six months in the Gauteng region. Indicate how you would apply the four steps in the media selection procedures in order to advertise during this period.

FEEDBACK

After completing this activity, do you realise how crucial a sound knowledge of the media selection procedures is for the selection of the most important and useful media channels for communication? Did you find it interesting?

The money allocation indicates the amount of money to be spent in each medium. With retail stores throughout Gauteng, a regional advertising campaign has to be embarked upon. The most relevant media will be television and a large portion of the R1 million (approximately 60%) will be allocated to this medium. The balance will be used in newspapers throughout the year. In this activity, you should specify which newspapers would be used (e.g. *The Star*, *Beeld* and *Sowetan*). You have to identify the profile characteristics of the target audience (e.g. people of all age groups, nationalities and income categories). You also have to include proper timing and continuity with special advertisements/promotions during special days (eg Valentine's Day, Mother's Day, Father's Day, festive season specials and other specially created days during the six-month period). You can use the gross rating point (GRP) guides to develop a schedule that can match frequency and achieve objectives. It is necessary to negotiate schedules based on the gross rating point levels for placements at peak times (before the news and prime time) three days before each promotional or special day and one to two days during the promotion.

- **Media negotiation**

There are four key areas of media negotiation, namely vehicle performance, unit costs, preferred positions and extra support offers.

You can now explore these four areas in more detail by doing the following activity:

ACTIVITY 4.5

Imagine that you are the media buyer for Edgars. Edgars wants to promote its new classics range of clothing for working women. You are requested to negotiate with a popular consumer magazine, *Fair Lady*, for the best media opportunity to advertise this new range of clothing. Explain how you would apply the four key areas of media negotiation.

FEEDBACK

You should refer to the performance of the vehicle, in this case *Fair Lady*. You should indicate whether you would use the concept of open pricing to negotiate the best possible price (e.g. you could negotiate free editorial space for a promotional advertisement if you place an advertisement on the front inside page). You could also negotiate for the preferred position for the free advertorial to be placed (say, next to the advertisement of a new exciting perfume, which is a highly preferred position) or negotiate a preferred position if a supplement on *Beauty* is to be included in a future edition. Lastly, you should negotiate extra support offers. One example would be to negotiate with *Fair Lady* to include a competition for the first 20 new subscribers to receive a R300 gift voucher from *Edgars*.

4.4 CONCLUSION AND SELF-ASSESSMENT

In our journey through this fourth study unit, you studied different advertising media, how media selection for advertising occurs and the different phases of the traditional advertising campaign.

Do you now understand that there are different media in which the advertiser can advertise? Can you explain these differences? Do you now understand how the media buyer selects the best media for the advertiser?

If you answered, "yes" to all the above questions, you will realise how much your study of the traditional advertising campaign has advanced your insight into the advertising process.

In the next and final study unit in topic 1, you will be introduced to the exciting world of online advertising.

STUDY UNIT 5

ONLINE ADVERTISING

CONTENTS OF STUDY UNIT

- 5.1 INTRODUCTION**
- 5.2 INTRODUCTION TO ONLINE ADVERTISING**
- 5.3 DEVELOPMENT OF ONLINE ADVERTISING**
- 5.4 NATURE OF ONLINE ADVERTISING**
- 5.5 UNIQUE CHARACTERISTICS OF ONLINE ADVERTISING**
- 5.6 TYPES OF FORMS OF ONLINE ADVERTISING**
- 5.7 ADVANTAGES AND DISADVANTAGES OF ONLINE ADVERTISING**
- 5.8 CONCLUSION AND SELF-ASSESSMENT**

5.1 INTRODUCTION

Welcome to the last study unit in this topic on advertising. We trust that you have enjoyed this extensive journey through the advertising landscape and that you now know and understand the complex but vibrant phenomenon called advertising. Let's quickly reflect on our journey thus far. We introduced you to advertising in its full and colourful glory. Together we discovered the abstract, yet applicable and relevant advertising theories and models. You were introduced to advertising management and the advertising process. And now, you might ask, what could possibly be added to this already extensive study of advertising?

Well, let us explain: You know the history of advertising, its definitions, its classifications and its role and place in the marketing communication mix. You know the different advertising response models, how the advertising agency operates and what elements to include in the advertising process. You also understand the consumer audience and their behaviour. However, do you know about the debate surrounding the use of internet advertising instead of or in addition to traditional advertising?

Yes, that's right! We have not yet discussed the most recent and controversial advertising phenomenon which is referred to as online advertising. Have you ever been exposed to online advertising messages? Regardless of whether or not you have access to the World Wide Web or the Internet, you will, after working through this study unit, come to understand the nature, development, unique characteristic, types, disadvantages and advantages of online advertising.

If you have access to the internet, you will recognise online advertising as those banners on the edges of websites or the pop-up windows that jump up on top of the main webpage when a website is accessed – or as e-mail messages containing advertising information.

The debate currently being waged raises the following question: Should organisations include online advertising in their traditional advertising campaigns or should online advertising be their only type of advertising?

While you might not be able to answer this question right now, I suggest that you travel with me through this last unit of this topic on advertising and discover the interesting phenomenon called online advertising. Once you have studied the development, nature, unique characteristics, types/forms and advantages and disadvantages of online advertising, you will be able to make up your own mind and answer this question.

ACTIVITY 5.1

Do you think that online advertising is superior to traditional advertising in that it provides consumers with great control over the communication process? Study the section on online advertising in your prescribed book for some insight

5.2 INTRODUCTION TO ONLINE ADVERTISING

Online advertising performs the same function as advertising in the physical market. In other words, its primary goals online are also to create awareness, communicate benefits of products and services, promote trials and urge consumers to take action and buy a product or use a particular service. One of the differences, however, is that the only way to access online advertising messages is to access a website on the internet or to read e-mail messages.

As an individual, your exposure to advertisements in the physical environment is sometimes unintentional, but exposure to online advertising messages cannot be unintentional. You must have the urge to seek information on the internet and only then will you be “accidentally” exposed to advertising messages on websites.

You will find an original definition of online advertising in the section on the *introduction* in chapter 10 of your prescribed book.

It reads as follows:

"Online advertising consists of inexpensive, borderless, persuasive, continuous and information-intensive online communication messages sent out to a globally diverse audience that voluntarily accesses unmodified messages on the internet from an identified sponsor who directly receives feedback in an interactive manner."

According to this definition, online advertising is fairly inexpensive and borderless. This means that advertising messages can reach consumers all over the world. Online advertising messages also try to persuade consumers to buy a specific product or use a specific service. It is continuous in the sense that it will provide this information for as long as the advertisement is part of the website or for as long as the e-mail message is sent to consumers. Online advertising messages are information intensive. This means that a single online advertising message can contain a lot of information. The audience that accesses these communication messages does so voluntarily and is globally diverse. Any person worldwide with access to a computer can be reached by means of online advertising messages. In contrast to traditional advertising messages where consumers' participation is minimal, direct feedback from consumers to online advertisers is possible by replying to e-mail messages or providing information online.

ACTIVITY 5.2

Think of any company in the world and consider how that particular company could benefit from using online advertising as a method of advertising.

5.3 DEVELOPMENT OF ONLINE ADVERTISING

If you think back to the first study unit in this module, you will recall that we discussed the history of advertising in detail. We examined the developmental phases of advertising in general, as well as the specific developmental phases of advertising in South Africa. As in traditional advertising, online advertising also went through a series of developmental phases/stages, according to the section on the *development of online advertising* in chapter 10 of your prescribed book.

As organisations started to do business on the internet, they realised that they could use this medium for advertising as well. They attempted online advertising in different formats, but advertising opportunities offered by the internet are still not well understood and require some exploration.

ACTIVITY 5.3

The internet is currently thriving as an advertising medium. Many organisations all over the world realised that online advertising is a fairly inexpensive alternative and a complementary method of advertising. In this activity, we would like to explain the different developmental phases/stages that online advertising went through to progress to the stage of being extremely popular.

In your answer you could have, for example, explained how advertisers first began by offering information and promotional material through textual gopher documents, electronic mass mailings and the posting of messages in UseNet discussion groups. These types of advertising were soon described as "junk mailing", and advertisers realised that they were invasive in nature and ineffective at delivering advertising messages to different target audiences. Advertisers subsequently tried alternatives like commercial gopher sites, but became aware that the impact of these messages was not as they preferred it to be, and they again sought alternative methods. The concept of distributed hypermedia documents then began to develop, and the National Centre for Supercomputing Applications released the first web browser known as Mosaic, which was based on hypertext technology, namely the World Wide Web. The WWW opened up enormous opportunities for advertisers and marketers to promote their products, services and ideas to a diverse spectrum of the population. The web, as an advertising medium, is currently thriving and its popularity is increasing, despite an initial slow start.

ACTIVITY 5.4

In your opinion, do you think the internet is a valuable and effective communication and advertising medium?

Provide any reason that you think is relevant to the question. Use your knowledge (whether extensive or limited) of the internet to complete this activity.

We would regard the internet as valuable and effective for the following reasons:

The internet is information intensive, and any organisation can therefore provide detailed and extensive information to consumers. By means of a corporate website, the organisation can provide a wealth of relevant information to consumers.

This is not really possible with advertising in some types of media such as billboards, radio and even television.

People are spending a lot of time online, browsing websites and conducting different activities on the internet. Consumers can find general and product and service-related information online. An increasing number of people have access to the internet and it therefore makes a lot of sense for organisations to target consumers via this medium.

Marketers and advertisers realised that the internet is another element in the marketing communication mix and also that it can provide value to any integrated marketing communication mix. The internet can be used in synergy with all or some of the other elements of the marketing communication mix in order to ensure effective communication to relevant consumers.

5.4 NATURE OF ONLINE ADVERTISING

We have discussed the development of online advertising in detail and it is now time to analyse its intricate nature. If you struggle with some of the following questions at this point, you should study the section on the *nature of online advertising* in chapter 10 of your prescribed book in detail. You will find all the answers right here in this study unit.

- What exactly is online advertising?
- Does it differ totally from traditional advertising?
- Do the prerequisite for effective communication apply to online advertising?

Ranchhod, Curau and Lace (2002) explain effective communication as consisting of four different and fundamental pillars: dialogue, borderless communication, inclusive communication and continuous communication. What does this mean?

Well, let us explain:

Let's use a big organisation such as Shoprite Checkers as an example. According to these authors' fundamental pillars for effective communication, communication should be in the format of a dialogue – and it should be borderless, inclusive and continuous. If we apply this to Shoprite Checkers' communication in general, we can also say that this organisation's communication with its target audiences and all other stakeholders (internal and external to the organisation) should be in the form of a dialogue.

It should thus communicate a message, receive feedback and then respond to that feedback. Communication is essentially a process of exchange. Shoprite Checkers should therefore never allow one-way communication. It should always interpret the needs and wants of consumers and transform these into communication goals for the organisation.

Communication should furthermore be borderless. The same message should be delivered across cultures and should attempt to persuade them. Borderless communication also means that communication messages should be consistent across Shoprite Checkers' advertising, marketing, intra-organisational and public relations messages.

If we say that Shoprite Checkers' communication should be inclusive, it means that internal as well as external audiences should be reached. Inclusive communication includes communication to employees, consumers and any other stakeholders.

Communication should also always be continuous. Hence all stakeholders should receive messages on a regular basis. Shoprite Checkers should communicate new developments in products and services, as well as organisational decisions that could regularly influence consumers/stakeholders.

We have just applied the prerequisites for effective communication to the organisational communication strategies of Shoprite Checkers. Bear in mind that it is possible to apply these to any communication situation.

ACTIVITY 5.5

The four fundamental pillars for effective communication can also be applied to online communication or online advertising. Explain how you would apply these pillars to online advertising.

Tip:

You will find a discussion of the four fundamental pillars of effective online communication in table 10.3 in chapter 10 of your prescribed book. It would be easiest to present this information in table format.

FEEDBACK

In this activity, you had to apply the four pillars of effective communication to online communication or online advertising. You should have included a discussion on the importance of the process of online communication/advertising as a dialogue. Direct feedback from consumers is possible in an online communication situation and is therefore an essential prerequisite for the effectiveness of online communication. Online communication should furthermore be borderless. As in an organisational setting, borderless communication means that communication messages should be delivered consistently across cultures and time zones. Advertising messages should therefore be developed to persuade consumers from different cultures.

Inclusive communication is also a key element for effective online communication. All messages should be communicated in a similar manner to all stakeholders. Stakeholders include employees, consumers and any other interested parties. Online communication messages should also always be continuous and should reach stakeholders on a regular basis.

5.5 UNIQUE CHARACTERISTICS OF ONLINE ADVERTISING

The manner in which communication on the internet takes place differs from physical communication encounters, according to the section on the *unique characteristics of online advertising* in chapter 10 of your prescribed book. The internet is a communication medium with many unique and distinctive characteristics. You can imagine that communication messages on the internet will differ from those exchanged between two people in an interpersonal communication situation.

Online advertising therefore also differs from traditional advertising. Because the internet is such a distinctive communication medium, advertising messages using this medium will have to differ from traditional advertising messages to ensure that they reach their target audiences effectively.

Do you think it is possible to take a television or radio commercial and use it on the internet without adapting it for this specific medium? If you answered "no" to this question, you would probably want to know exactly which unique characteristics cause the internet to be a distinctive advertising medium.

ACTIVITY 5.6

Use your acquired knowledge of traditional and online advertising and identify the unique characteristics of online advertising which set it apart from traditional advertising.

Online advertising possesses unique characteristics which set it apart from traditional advertising.

These characteristics include the following:

- **Deliberate exposure**

In the online environment, the consumer actively and voluntarily finds or visits the marketer or advertiser's online message, and marketers and advertisers need to actively attract users (Kiani 1998; Raman & Leckenby 1998). The consumer therefore deliberately chooses to be exposed to an online advertising message.

This is in direct contrast to traditional advertising messages where exposure is accidental. In the traditional media environment, the consumer usually accidentally hears or sees the advertising message, but in the online advertising environment, the consumer must actively and deliberately require the advertising information.

- **Consumer control**

In the online advertising environment, the consumer even chooses the amount of exposure to a web advertisement and decides what to watch, when and how much. The WWW and other interactive technologies shift control from advertisers to consumers who are now free to seek information they desire and ignore other information (Cordon & De Lima-Turner 1997).

- **Equality**

The web provides a level playing field for all participants. Organisations, as well as consumers and customers, have equal opportunities to access and provide information. Access opportunities are essentially equal for all players, regardless of size and share of voice. Any consumer or customer can do net surfing and online shopping.

- **Competency issue**

The consumer or customer who wishes to access the online environment needs computer skills to browse on commercial websites. This is in direct contrast to the physical world where access to advertising messages is not based on a competency issue.

- **Information intensity**

The web is not a simulation of a real-world environment, but an alternative to real-world environment that offers online shopping facilities. In the real-world environment, the focus of advertising messages is on visual persuasion, which is in direct contrast to the information-intensive nature of online advertising messages. Any updated product-related and non-product related information can be delivered on the web, because of its accentuation of content delivery (Kiani 1998).

- **Affordability**

Presence in the online environment is relatively inexpensive to establish. The advantage of this inexpensive opportunity to reach a vast number of consumers is that an international audience can be reached.

- **Interactivity**

In the online environment, consumers actively choose whether or not to approach organisations through their websites. The consumer now exercises unprecedented control over the content with which he or she interacts and therefore becomes an active participant and partner in the communication process and production of messages. An important strategy for advertisers is to ensure that consumers are motivated to respond to and interact with the online advertising content. The concept of interactivity merits serious consideration owing to the shift in channel power that takes place during online advertising activities.

5.6 TYPES OR FORMS OF ONLINE ADVERTISING

We discussed the different types or forms of traditional advertising in study unit 1 of this study guide. We explained that it is not at all possible to use the same type of advertising, advertising message or media for different products or services. Try to recall the information on the different types of advertising in study unit 1.

Do you remember that we classified advertising according to purpose, target audience, geographical area and medium? Exactly the same applies to online advertising. Different online advertisers will use different formats for their online advertising. They will also use different forms of online advertising for different products and services. Not all the types of online advertising afford the same opportunity for the provision of information and interactivity.

ACTIVITY 5.7

Study the different types or forms of online advertising in the section on the types or forms of online advertising in chapter 10 of your prescribed book. In this activity, we have provided you with a list of different products. Indicate in each case which type or format of online advertising would be appropriate to advertise the specific product or service.

Tip:

You will find information on the different types or forms of online advertising in section 10.9.3.2 in chapter 10 of your prescribed book. Use your own knowledge and deliberation to answer this activity, since more than one type of online advertising can be used to advertise the same product or service.

Product	Type of online advertising
Magazine
Edgars (or any other retail clothing store)
Medicine
Holiday clubs
Vitamins
Suggestions	Type of online advertising
Magazine	Pop-up windows
Edgars	Online shopping malls
Medicine	E-mail marketing
Holiday clubs	E-mail marketing
Vitamins	The selling of certain words to advertisers

5.7 ADVANTAGES AND DISADVANTAGES OF ONLINE ADVERTISING

Can you remember the question we asked you in the introduction to this study unit? We asked you whether you think that online advertising should be integrated with an organisation's traditional advertising strategy or if it should be the only advertising vehicle for organisations. You might have a few valid arguments on this issue at this point in time, but we want you to consider the advantages and disadvantages of online advertising discussed in the section dealing with the *advantages and disadvantages of online advertising* in chapter 10 of your prescribed book before you finally make up your mind.

In our opinion, online advertising can be advantageous to any organisation's advertising strategy, especially when it is integrated with traditional advertising efforts. Although online advertising provides many unique opportunities for original advertising messages, it definitely also has some disadvantages. If you have access to the internet, you will understand the frustration a person sometimes endures because of annoying online advertising messages popping up all over the screen. Apart from this frustration, an additional disadvantage is the fact that the costs of online advertising have increased over the past years.

Besides these, there is the added disadvantage of inaccessibility of the internet for thousands of people in South Africa. Many South Africans do not have access to the internet and it is therefore essential for advertisers and marketers alike to know and study their target market thoroughly before attempting to use online advertising as part of an advertising strategy.

ACTIVITY 5.8

Based on the knowledge and understanding of online advertising that you have acquired by studying this last study unit in this topic, we want you to answer the pressing question that we posed in the introduction to this study unit. Do you think that online advertising should be part of an organisation's advertising strategy or do you think that organisations should concentrate on online advertising only and abandon traditional advertising strategies?

If you think that online advertising should be part of the organisation's advertising strategy, you should include the advantages of online advertising in your discussion. However, if you think that online advertising is a waste of money for organisations, you should include all the disadvantages of online advertising in your discussion.

FEEDBACK

The reason for this activity is to make you enter the current debate on the viability of online advertising as part of an organisation's advertising strategy. If you decided that online advertising plays a key role in any organisation's advertising strategy, then you could have mentioned the advantages such as easy targeting, the possibility of message tailoring, interactive capabilities, information access, sales potential, creativity, exposure, speed, flexibility and accessibility.

If you do not think that online advertising should be part of an organisation's advertising strategy, then you could have mentioned the disadvantages of online advertising such as measurement problems, outdated audience characteristics, websnarf, clutter, potential for deception, increasing costs, limited production quality and poor reach.

5.8 CONCLUSION AND SELF-ASSESSMENT

In our journey through this last study unit of topic 1, we studied the development, nature, unique characteristics, types/forms, advantages and disadvantages of online advertising.

Even though the concept of online advertising is difficult to understand if you do not have access to the internet, we are sure that you now have a good idea of what online advertising is and what uses it has for organisations in their advertising strategies.

We trust that you have enjoyed our journey through the study units in this interesting topic of advertising. We also hope that, from now on, awareness of advertising in general will be a reality in your everyday life and that you will even be able to relate the theory of advertising to your everyday existence. Remember that you are confronted with advertising messages every day of your life. You now know and understand the fundamentals of the advertising phenomenon and you are thus able to critically evaluate these advertising messages.

Browse the internet to find examples of online advertising. Your knowledge of the types or forms of online advertising will help you understand the different ways in which the advertisements are presented.

You will now start your study of topic 3. Remember, if you have chosen the advertising option, you need study only topics 1 and 3 and you do not need to study topic 2.

TOPIC 2

PUBLIC RELATIONS

AIM

The aims of this topic are to

- introduce you to the field of public relations and what will be expected from a public relations practitioner in the organisation
- contextualise public relations in both the traditional and online environment.

TOPIC LEARNING OUTCOMES

After working through this topic, you should be able to demonstrate an understanding of

- the contexts of both traditional and online public relations
- the different theories of public relations
- the different public relations functions
- the importance of corporate social responsibility
- the different criteria for newsworthiness
- the difference between internal and external publics and suitable media
- how to develop a crisis communication plan and what online crisis communication entails
- the use of marketing public relations (MPR) by the public relations practitioner
- how to apply theory to a real-life situation

OVERVIEW OF THE TOPIC

This topic comprises the following study units:

Study unit 6

Public relations in context

Study unit 7

Public relations functions

Study unit 8

Media and public relations

Study unit 9

Public relations applied

STUDY UNIT 6

PUBLIC RELATIONS IN CONTEXT

CONTENTS OF STUDY UNIT

- 6.1 INTRODUCTION**
- 6.2 CONCEPTS**
- 6.3 DEFINITIONS OF PUBLIC RELATIONS**
- 6.4 PUBLIC (STAKEHOLDERS) AND THEIR OPINIONS**
- 6.5 PUBLIC RELATIONS THEORY**
 - 6.5.1 Grunig and Hunt's models**
 - 6.5.2 A process approach**
 - 6.5.3 A systems approach**
 - 6.5.4 Relationship management theory**
 - 6.5.5 A values-driven approach**
 - 6.5.6 A postmodern critique**
- 6.6 CONCLUSION AND SELF-ASSESSMENT**

6.1 INTRODUCTION

The first study unit in topic 2 provides the background for your studies in public relations. It provides you with vital knowledge that will be required in the study units that follow.

We invite you to undertake this journey with us and explore the fascinating story of public relations and its

- definitions
- stakeholders and their opinions
- theories, models and approaches

We will explore how each of these concepts is relevant to your situation and applicable to your future in the field of public relations.

Did you know that in every phase of human history, when people needed to be mobilised or convinced to cooperate, the basic principles of public relations were applied in one form or another? Would you like to become a public relations practitioner who promotes an organisation, a product or a service, or would you prefer to be involved in the more creative side of public relations such as advertising and marketing? Then pay attention – public relations is integrated into these activities, and this study unit will show you how to use public relations effectively to communicate any message to a public. Let's take a tour of the public relations context and discover its rich contributions to the field of communication by starting with a view of how organisations promote themselves to the publics out there.

Read through section 7.2.1 in chapter 7 in your prescribed book to familiarise yourself with the history of public relations.

ACTIVITY 6.1

Visit the following main pages of the websites below and see if you can determine how the messages on each of them differ from one another. Do this merely from your own point of view, even if you have little knowledge of public relations. What differences do you see on each of these organisation's web pages? Write these differences down and keep the piece of paper you use safe. At the end of this study unit, we will return to your evaluations of these messages.

The websites you should view for this activity are

<http://www.unisa.ac.za>

<http://www.uj.ac.za>

<http://www.web.up.ac.za>

FEEDBACK

Did you see any differences in the main web pages of these three universities with regard to colour, images, messages, information and so on? Make notes of these differences and keep the notes because you will use them again in another activity in this study unit.

6.2 CONCEPTS

Before we continue with this study unit, it is necessary to provide clarity on important concepts that will be used.

- **Definition**

A definition provides you with a guideline that will support you in understanding a concept. A definition is usually an answer to the questions: What is it about? What does it mean?

- **Publics/stakeholders**

This is a group of people or a whole community that supports an organisation. It is the organisation's supporter base or potential supporter base. It is a group that will invest their money in the organisation by buying its products or services. For instance, you are a stakeholder of Unisa.

- **Public relations theory**

Similar to a definition, a theory provides you with guidelines on how a concept functions. In fact, a theory will determine the definition of a concept. For example, a theory or model or approach (they often represent the same principle) about public relations will indicate to you how public relations works. HOWEVER, there are several theories, models or approaches, each with its own views of how the field of public relations works. The greater the number of different theories, the more different definitions you will find.

6.3 DEFINITIONS OF PUBLIC RELATIONS

We start our journey through the public relations contexts by providing a view on the various definitions of public relations. A definition provides you with a guideline to what public relations means and how it should or could be used. In the same way as personal experiences will provide you with memories, and these memories will provide you with a convictive description or definition of that experience because that is the way YOU have experienced it, so too will public relations be defined differently by individuals or organisations that have experience public relations differently. You too may formulate a different definition of public relations form our definition, even different from the definitions in the prescribed book in section 7.2.2 (ch 7) relating to *defining public relations*. Your own definition of public relations will be determined once you have familiarised yourself with the practice of public relations and have decided which approach or theory you would like to use as a guideline when you start practising public relations.

In a similar vein, you may find that although you have a specific belief or memory of a previous experience, varying circumstances or personal growth may provide you with alternative viewpoints of that same experience. Personal growth and insight will therefore lead you towards a new vision or a new definition of a situation.

This also applies to the definitions you may encounter in the field of public relations. It will not make sense to convince you that only one definition of public relations is correct when many definitions exist. However, the prescribed book gives various definitions of public relations and we also have our own – based on our experiences, our personal growth and our personal insight into the field of public relations.

Although you may feel more comfortable in formulating your own definition of public relations, it is still important for you to know the various definitions of public relations as indicated in the prescribed book. You will find that when you engage in public relations activities yourself your own definition of public relations may change and that you come to agree more with an alternative definition of public relations other than the one indicated in the prescribed book. By familiarising yourself with all the definitions of public relations, you also contribute greatly to your own knowledge of and insight into the field. When the time comes, you may be expected to provide a knowledgeable answer to the question of what the concept of public relations once was in comparison to what it is currently, and the best answer would be to compare various definitions before concluding with the one definition that applies to the situation at hand.

ACTIVITY 6.2

After reading section 7.2.2 (ch 7) in the prescribed book, which deals with defining public relations, which definition of public relations do you agree most with? Why? Which one of the websites you viewed complies most with the definition you selected? Substantiate your answer.

FEEDBACK

In this activity it is necessary to determine which definition of public relations you agree with most. It is also important to know why you chose the definition that you did. We will refer back to this activity when we discuss the approaches to and theories of public relations. Your definition will often determine the approach or theory you will use as a guideline when you practise public relations.

6.4 PUBLICS (STAKEHOLDERS) AND THEIR OPINIONS

Who and what is a public? Have you ever thought about what a public is, and even more than that, what the purpose of a public is? If a situation concerns you and you would like to voice your opinion or address a problem that applies to you, you will make your opinion heard. Correct? You will protect your own rights or those of your family or friends. You will probably be supported by your family and friends who share your concerns and, together, you will form a public. Guth and Marsh (2000:88-89) agree with this view, defining a public as "any group whose members have a common interest or common values in a particular situation". Publics are also generally defined by the type of relationship they have. See section 7.2.3 (ch 7) in the prescribed book, which deals with *publics (stakeholders) and their opinions*. Can you think of an example where you and a group of friends protested against an issue of concern to you, say, poor bus or taxi services or the rising crime statistics in your community?

True to our nature of exploring various views of public relations, we identify two viewpoints relating to publics. One is the traditional view of publics and the other is the contemporary view. The traditional view sees people as passive recipients of the public relations message, and furthermore that these people (publics) will be easily convinced to react to the message in a predictable manner. What does this mean? An example of this view in action would imply that when you love chicken and we show you an advertisement for fried chicken from a well-known food franchise, you will necessarily ignore all other food franchises to buy fried chicken from the advertised franchise. We have therefore convinced you that this franchise's fried chicken is the best and you will buy fried chicken from this franchise only because we told you to. Do you think everyone should buy from this franchise just because we say they should? Are we as humans really this predictable? Would you, without question, comply with our message in a public relations promotion to advertise the franchise's fried chicken? This is what the traditional view of public relations suggests.

More contemporary views are critical of the traditional view which argues for passive compliance by publics. Contemporary views recognise the complex nature of people who question, enquire and criticise. It is argued that publics are not as predictable as the traditional view maintains. For example, many people may not like chicken and would not necessarily buy fried chicken from the franchise we introduced you to. Owing to the different views that the public may have of the same product, research needs to be done about the publics that an organisation wishes to target. Guth and Marsh (2000) propose important guidelines that an organisation needs to follow in this regard. Whereas the traditional view focuses on the organisation and its influence on the public, contemporary views focus on the influences of the publics on the organisation by exploring the formation of public attitudes, and the establishment, maintenance and adaptation of public behaviour.

ACTIVITY 6.3

Although the contemporary view of public relations may be more preferable since it recognises that people are different, and have different reactions to the same issue, this does not mean that the traditional view is always inapplicable. Can you think of an example where a traditional view of public relations would be more applicable than a contemporary view?

FEEDBACK

It may be difficult to think of an example where the traditional view of public relations may be applicable to the publics in society today. Our thinking is that we would consider highly traditional types of organisations with specific views of how people should act or react, for example, a church. Traditionally, the church is the guardian of moral values and would question and/or criticise any immoral behaviour. The church, with its traditional view, would not, for example, consider alternative or justified reasons for immoral behaviour. The traditional view of the church towards immorality is to condemn it.

6.5 PUBLIC RELATIONS THEORY

You will find that the way in which you were raised by your family has crafted your values, beliefs and moral system. If you were part of a highly politicised family, you would have strong views and arguments on politics, political leaders and their messages to the public. You may perceive everyday life to be a justified battle for human rights and, to a much lesser extent, possibly also for animal rights. However, if you were brought up in a family of veterinarians who constantly fought for animal rights, you may have a greater understanding of why it is imperative to protect animals from abuse by humans in comparison to a person who has a better understanding of the need for human rights as opposed to animal rights. Neither of these two people is wrong. Neither one has a position that is more correct, more applicable or more justifiable than the other. They are merely different.

This example also applies to public relations theory. A great deal of what public relations entails, how it is practised and what is expected of it depends on the theoretical starting points that are selected. It is true that one theory may be more applicable to one organisation's situation, and another theory more applicable to another organisation's situation. It all depends on the circumstances, and what the organisation believes and values.

In your prescribed book in the section on *public relations theory* in section 7.3 (chapter 7), you are introduced to various approaches and theories of public relations. It is vital for you to study all these theories, models and approaches since this will enable you to choose the most appropriate one when you are asked to apply public relations theory to a practical example. The following are the theories, models and approaches that we would like to present to you.

6.5.1 *Grunig and Hunt's models*

Grunig and Hunt (1984) developed an understanding of public relations by distinguishing between the following four models:

- press agency/publicity model
- public information model
- two-way asymmetrical model
- two-way symmetrical model

Each of these models has a specific view on public relations. These views may share some similarities but will definitely also have their differences. You need to understand both the similarities and differences between these models to enable you to choose the most appropriate model when you are asked to evaluate the organisation's approach to public relations. How should you approach this?

The following is an example:

The press agency/publicity model and the public information model are both characterised by one-way communication where communication is perceived as incomplete and/or distorted. The primary concern in both models is to "rather tell than listen". This implies that both models focus more on the message and the organisation and less on the public. An example would be during election time, when two opposing political parties both tell the public what the country needs. Neither of them asks the public what it considers as key issues, but instead they tell the public what these important issues are.

However, the differences between the press agency/publicity model and the public information model are that the former emphasises the importance of persuasion and a philosophy of publishing at all costs to defeat the opposition, whereas the latter is less concerned with the persuasive approach to public relations – rather, it is concerned with providing as much information as possible to serve the organisation's interest. The press agency/publicity model therefore provides the public with arguments and debates on why the issues at hand are so crucial, for example, why antiretroviral medication for AIDS patients should not or cannot be provided free of charge. The public information model merely provides statistics and information to justify its argument that antiretroviral medication will not be free of charge. (Some governments, educational institutions and non-profit organisations will still make use of this model).

The press agency/publicity model therefore focuses more on persuasion through philosophical discussions and debates, while the public information model focuses more on information and facts.

The two-way asymmetrical and two-way symmetrical models also share similarities and have differences. Both of these models consider research into public attitudes, views and behaviour to be of primary importance. However, the differences between them are that the two-way asymmetrical model expects public relations practitioners to contribute visibly towards reaching certain targets and to justify the existence of public relations to produce results that can be converted into rands. The two-way symmetrical model is less fixed on the materialistic value of public relations, and rather perceives the function of public relations to determine the extent and impact of its intervention on the understanding that an audience has of the organisation, and what management's understanding is of its publics. Referring back to the previous example, the political party with a two-way asymmetrical model would probably also associate with the public information model, whereas the political party with a two-way symmetrical model would adopt a more philosophical and less materialistic approach by determining whether it gets its message across to the public effectively and whether the public understands the message.

ACTIVITY 6.4

Go to the library or search on the internet and find copies of various South African newspaper stories that covered the national *Blackberry* outage crisis in 2011. Identify two issues that the different cellphone service providers such as *Vodacom*, *Cell C*, *MTN*, *BTA*, *Virgin Mobile* and so on, perceived as essential to communicate to their clients during the crisis.

Can you identify the relevant Grunig and Hunt models that these parties used in their campaigns in 2004?

FEEDBACK

From the discussion on the Grunig and Hunt models you would have been able to make associations between these models. The public information model and the two-way asymmetrical model, for example, seem to follow similar methods, whereas the press agency/publicity model and the two-way symmetrical model share similarities. Thus, after having done your research on the campaign messages of the cellphone service providers during the 2011 *Blackberry* outage crisis, you would have found that when a company follows a public information model, its communication would probably also have characteristics of the two-way asymmetrical model. The same could apply to the press agency/publicity model and the two-way symmetrical model.

6.5.2 A process approach

The process approach defines public relations in terms of four ongoing steps. It perceives public relations as a science that (1) attempts to resolve problems and (2) implements any change that might be required according to the following four steps:

Step 1:
Defining the problem

Step 2:
Planning and programming

Step 3:
Taking action and communicating

Step 4:
Evaluating

In the same way as you would follow a sequence in your daily routine – for example, sleep, wake up and have breakfast, go to work or university, have lunch, go home, have dinner and go to sleep again – it is essential to follow a specific sequence in this approach as well. You would probably not have dinner for breakfast and breakfast for dinner. In the same way, you cannot take action to resolve a problem (step 3) if you have not first defined the problem (step 1) and determined a plan and programme for action to resolve it (step 2).

ACTIVITY 6.5

Read the following scenario.

BKA, a cellphone service provider, has a huge client base in South Africa and dominates the market. However, its CEO, Mr D Ferry, is arrested two weeks before the general elections on two accounts, namely for driving under the influence and trying to flee the scene after hitting a pedestrian on the pavement. This is an embarrassing situation that could also be costly if the company loses its public support.

You are the public relations practitioner for BKA. Apply the four steps of the process approach to the problems in this scenario.

FEEDBACK

The following four steps must be taken:

Step 1

Determine what the problem is. In the above scenario two problems can be identified.

Step 2

Brainstorm methods of approaching this problem. Work out a programme of action by deciding on dates and times for press interviews, press releases, the content of the messages to the public, the media to be used to reach the target public optimally and so forth.

Step 3

Put these plans into action by having the press interviews, by writing and faxing the press releases, by apologising on radio or in the newspaper for the CEO's irresponsible behaviour.

Step 4

Evaluate the effectiveness of this approach by interviewing clients and determining their support for the company. Is the support still strong?

6.5.3 A systems approach

In the systems approach, the essence of relationships is of paramount importance. It is believed that one party depends on another before a successful result can be obtained. For example, you need to take a taxi to the supermarket to buy meat. After buying the meat you take the taxi back home and there you prepare and cook the meat so your family can have dinner. Would the end result (eating dinner) be possible if there were no taxi available to go to the supermarket? Even if there were transport available, but the supermarket did not have meat, you would not have been able to prepare dinner. Hence there is a close relationship – an interdependence – between your need for transport, the taxi that provides the transport, the supermarket that provides the meat and your preparation of the meat for your family dinner. If one of these links had been missing, the end result would have been different.

Similarly, this approach argues that there should be equilibrium (balance) and an interdependence between the systems to provide a satisfactory result. Applying this approach to public relations means that there needs to be a balanced (two-way) and interdependent relationship between the organisation and its publics in order to ensure a successful outcome.

An organisation can either be a closed or an open system, with an open system allowing for a flow of information between the organisation and its environment and stakeholders.

ACTIVITY 6.6

Read the previous scenario in activity 6.5 again. How would a systems approach to public relations apply here?

FEEDBACK

The systems approach focuses on interrelationships between the elements of, say, a public relations campaign. In the scenario (activity 6.5), there is firstly an interrelationship between the steps of the process approach. The problem needs to be identified first, and then a plan of action can be determined by the party officials. These plans need to be put into action, after which an evaluation of public support will follow.

However, when broken down into more simple segments, you can see there is also an interrelationship between the problem the company has to face and its CEO's irresponsible behaviour. There is also an interrelationship between the CEO's irresponsible behaviour and the critical process of planning and programmes that need to be activated by the company, the message that has to be communicated to the public and the media that will be used to reach the target public with the message.

6.5.4 Relationship management theory

This theory emphasises the importance of relationship management. It maintains that communication alone between two parties, say, between the public relations practitioner and management and the organisation and its publics, is insufficient since communication alone does not define a relationship.

Behaviour is also a factor. Ledingham (2003) provides the following axioms of relationship management in this theory:

- transactional (constant dialogue between two parties)
- dynamic and not afraid to adapt or change
- goal oriented
- has antecedents (prior relationships on a different level) and consequences which can be analysed in terms of relationship quality, maintenance strategies and relationship types
- driven to meet the perceived needs of both the organisation and its publics
- dependent on the degree to which expectations are met for continued relationships
- affected by the relational history (which affects trust)
- involves communication as ONE variable in relationship building and management

ACTIVITY 6.7

Return to the scenario in activity 6.5 and apply the relationship management theory to it.

FEEDBACK

To successfully apply the relationship management theory to the scenario in activity 6.5, you need to consider and apply Ledingham's axioms of relationship management.

Use the following as guidelines:

- Transactional: constant dialogue between which parties?
- Adapt or change in which way? How? Why?
- Goal oriented: what will the new goal be to achieve the existing goals of the party?
- Have antecedents (prior relationships on a different level) and consequences that can be analysed in terms of relationship quality, maintenance strategies, and relationship types. What does the CEO has, or what did the company do in the past, that could be analysed in terms of quality, maintenance strategies and relationship types?
- Driven to meet the perceived needs of both the organisation and its publics.
- Dependent on the degree in which expectations are met for continued relationships.
- Affected by the relational history (which affects trust)
- Involve communication as ONE variable in relationship building and management.

6.5.5 A values-driven approach

This approach argues that an organisation's core values play a vital role in public relations. As such, it implies that the public may and should hold an organisation accountable for what it is doing or may be involved in. Since the turn of the century it has become clear that society has a need for meaningful actions and social responsibility. An organisation's publics thus expect progressively more social responsibility and transparency from the organisation they support, and organisations in turn have to adopt new business ethics since they are measured by the extent to which they are socially responsible and environmentally friendly. The task of the public relations practitioner, according to this approach, is thus to ensure that the values that the public demands from an organisation become the driving forces of the organisation towards these values.

ACTIVITY 6.8

1. Read the scenario in activity 6.5. How would the CEO of the cellphone service provider BKA and its management strengthen the company's message of social responsibility and good values after the drunken driving and attempted hit-and-run incidents of which the CEO is being accused?
2. Go into your community and determine how people would feel if the above scenario really did take place. Would they still support the CEO and his company? What would make them consider forgiving him and still support BKA?

FEEDBACK

Write down what you feel would be of value in the messages communicated by the company after the incident with the leader. What do the community members with whom you have spoken say? Write down their reactions too.

6.5.6 A postmodern critique

This approach attempts to view society differently from any other approach. It emphasises an alternative understanding of the public relations practitioner's experience of society. There are four public relations issues that are questioned by a critical post-modern perspective, as indicated below.

1. Public relations as a management function

The emphasis in traditional public relations activities is on the systematic planning, classifying and regulating of experiences. This traditional view perceives society as *reactive* (societal actions are predictable) instead of *proactive* (societal actions are unpredictable). The assumption of this approach is that the aim of public relations is to exert power and control.

2. Public relations as a power function

This function implies that public relations practitioners are agents who create societal narratives that are transmitted through the rules, practices and norms of modernist organisations. What does this mean? It means that this function argues that the publics of an organisation are presented with messages that the organisation wants the publics to believe. Publics can therefore be persuaded and manipulated through the public relations function, which exerts power over the publics on the organisation's behalf.

3. Public relations and representation

This function implies that public relations create unrealistic images (therefore false images) of an organisation's service or a product to create a need for this service or product among the organisation's publics. Incomplete information is therefore provided.

4. Public relations and the issue of symmetry

Postmodern critique questions the two-way symmetrical model of public relations. It argues that it is only an illusion (a lie) that public relations practitioners seek consensus with the organisation's publics. The organisation has financial needs and the public relations practitioner's purpose is to fulfil these needs.

ACTIVITY 6.9

1. Which of the above functions of public relations do you most closely identify with? Why? Does this correlate with your original definition of public relations in activity 6.2?
2. You are a public relations practitioner and you have to launch a campaign to make the public aware of the dangers of cellphone use while driving. You wish to create awareness about methods that the public could use to protect themselves from these dangers.

Apply the following in your campaign:

- The press agency/publicity model
- The two-way symmetrical model
- A process approach
- The power function of public relations

FEEDBACK

1. In this activity, your insight into the concept of public relations is challenged. The first question merely asks you to identify with one of the functions of public relations. It is your choice which function you want to identify with, as long as you can justify why you chose the specific function.
2. In the second question, you are given a practical exercise. You need to consider the models and functions provided in this exercise. This is a crucial activity since you could be asked in an assignment or in the examination to analyse a scenario by applying any of the models or functions of public relations to the scenario. You therefore need to understand them and be able to apply them.

6.6 CONCLUSION AND SELF-ASSESSMENT

This study unit provided a theoretical background of various approaches, theories and models of public relations theory. It also provided insight into the publics of an organisation as receivers of the public relations message.

You should be able to discuss each theory, approach or model and indicate the various differences and similarities between them. If you can apply one of these theories, models or approaches to a case study, and justify your argument for choosing the specific theory, approach or model, you may consider yourself prepared and knowledgeable about the contents of this study unit.

Go back to activity 6.1 where you evaluated the differences between the main pages of the three websites. Can you now identify the Grunig and Hunt models and theory and/ or approach in the images, messages and information provided on each of these main pages?

In the next study unit we discuss the different functions of public relations.

STUDY UNIT 7

PUBLIC RELATIONS FUNCTIONS

CONTENTS OF STUDY UNIT

- 7.1 INTRODUCTION
- 7.2 CONCEPTS
- 7.3 AIM OF PUBLIC RELATIONS
 - 7.3.1 Public relations as communication and interpretation
 - 7.3.2 Managing the communication of the organisation
 - 7.3.3 Strategic role
- 7.4 CORPORATE SOCIAL RESPONSIBILITY
- 7.5 CONCLUSION AND SELF-ASSESSMENT

7.1 INTRODUCTION

As a follow-on to study unit 6, this study unit provides more in-depth insight into the functions of public relations. It will enable you, as a future public relations practitioner, to communicate effectively with your organisation's publics on the basis of your knowledge of public relations functions. It provides you with essential theoretical knowledge of what public relations entails and how it is used in organisations. It is necessary at this point to remind you that the Department of Communication Science at Unisa accepts the definition of public relations created by the Public Relations Institute of Southern Africa (PRISA). Further discussions in this study guide will therefore use PRISA's definition as a guideline. We invite you to continue this journey with us, and to further explore the story of public relations.

ACTIVITY 7.1

Based on your knowledge of public relations thus far, what do you consider to be the most important function of public relations?

FEEDBACK

You could have referred to the functions discussed in the previous study unit, or you could have listed your own views of what the main functions of public relations are. Either way, you were asked for an opinion.

7.2 CONCEPTS

Before we continue with this study unit, we should provide clarity on the key concepts that will be used.

- **Public relations**

Public relations is the management, through communication, of perceptions and strategic relationships between an organisation and its internal and external stakeholders (publics).

Let us look breakdown this definition in order to understand the functions of public relations.

Public relations is the management, through communication

Management implies control. Public relations is therefore controlling "something" through the process of communication.

of perceptions and strategic relationships

Perceptions and strategic relationships are the "things" that are being controlled by public relations through the process of communication. *Perceptions* are the way in which you view something, and what you believe to be true about that something. *Strategic relationships* refer to the relationships that the organisation has with its employees and clients.

between an organisation and its internal and external stakeholders (publics)

Internal publics represent the employees of the organisation. External publics represent the clients and external stakeholders of the organisation.

- **Corporate social responsibility**

Society expects organisations to invest their profits in humanitarian issues that will bring relief to people's or animals' lives. Because organisations are perceived to have funding, their publics, internal and/or external, expect these organisations to take responsibility for issues that have social relevance.

7.3 AIM OF PUBLIC RELATIONS

The aim and purpose of public relations can be found in PRISA's definition of public relations:

We therefore argue that public relations manages the perceptions and relationships between an organisation and its publics. To be able to do this, public relations needs to fulfil three functions (in the prescribed book also study sec 7.4 on *public relations functions* in chapter 7):

- Interpreting the needs, attitudes and opinions of the publics (see section 7.3.1 of this study unit)
- Communicating clear messages to the publics about the organisation's understanding of their needs, attitudes and opinions (see section 7.3.2 of this study unit)
- Managing the process of communication with the publics to change these identified needs, attitudes and opinions, or if these needs, attitudes and opinions are in line with the philosophy of the organisation, to maintain them (see sections 7.3.2 and 7.3.3 of this study unit)

The following sections will provide more clarity on these functions.

7.3.1 *Public relations as communication and interpretation*

The interpretive function of public relations is a huge responsibility, since the organisation and its publics often depend on public relations practitioners to interpret their needs, opinions and ideas to one another.

Have you ever been in the position where you were the intermediary between, say, management and your colleagues in your workplace (as a union or committee leader), or between your community, who may be unhappy about service delivery, and the local municipality? If so, then you have served as an interpreter of the community's and the municipality's messages, demands, needs, expectations and motives.

How?

On the one hand, you interpreted and discussed the community's grievances about service delivery with representatives of the municipality, and on the other, you had to interpret the feedback from the local municipality to the community. This, in essence, defines the public relations function of communication and interpretation.

To be able to provide an interpretive function, the public relations practitioner needs to be knowledgeable about the subject that is being discussed. He or she needs to do research on the topic or event and familiarise him or herself with the demands and needs of both parties (organisation and publics). Furthermore, knowledge can be gained only if the practitioner is familiar with the environment from which these needs and demands arise. The environment could be the political environment in which society has specific expectations of government to secure them against crime, or the economic environment where members of society demand higher salaries or better jobs. It is therefore the function of the public relations practitioner to explain the publics' views to the organisation's management, even if management do not want to hear about these needs, demands and expectations.

Organisations that do support the interpretive function of public relations are usually proactive (they provide solutions before the problem occurs), since they are able to anticipate the needs and demands or changes that may occur in society or among the publics, and adapt or change their organisational strategies to accommodate the publics concerned.

The communication function, which works in alliance with the interpretive function, is also about more than merely providing information. Communication is a transaction (a continuous dialogue between parties) during which a relationship of mutual understanding and negotiation develops. When two parties in conflict discuss their grievances to such an extent that each understands the other party's circumstances, both can come to a joint agreement about a proper solution.

ACTIVITY 7.2

You are the public relations practitioner for *Worx Accounting Solutions*. A new accounting software solution was recently launched onto the market and *Worx Accounting Solutions* will, in future, provide this solution as part of its service offering to clients. The introduction of this software package, however, will result in various structural changes and hence create confusion among the employees of *Worx Accounting Solutions*. Use the communication and interpretative functions of public relations to address this problem.

FEEDBACK

Since you are the public relations practitioner for *Worx Accounting Solutions*, you will play a central role in managing and resolving the internal as well as possible external issues that might arise as a result of the implementation of the new software. In terms of utilising the interpretive and communication function of public relations, what do you need to keep in mind?

1. Do you understand the possible problems that this software package might cause? How will you communicate this knowledge to the employees, and in future, to other external stakeholders?
2. Do you understand the benefits of and rationale behind introducing this package as part of *Worx Accounting Solutions*' service offering? You need to be aware of this to be able to fully explain the benefits and address problems.
3. If you and the employees – as well as other members of top management – all understand one another, transaction or dialogue is occurring, during which a relationship of mutual understanding and negotiation develops. Employees could, for example, ask questions pertaining to the software package. You can address these questions and use the opportunity to further highlight the benefits of the package.

7.3.2 *Managing the communication of the organisation*

Managing the communication of the organisation implies managing specialised public relations programmes such as media relations or publicity programmes. What does this mean? It means, for example, that you as a public relations practitioner will have to manage media and publicity announcements or share information with newspapers or magazines (inside and outside the organisation), and you will have to provide the correct information according to the organisation's policies of how much and what type of information should be distributed. Too much information or incorrect information can be dangerous to both the organisation and its publics. There will therefore be communication policies about the sharing of information.

Communication management, like other management processes, is concerned with clear strategies and objectives that develop specific tactics, each with a budget, time-table and an allocation of resources.

Lubbe (2000) sees this communication management function as follows:

- The public relations practitioner needs to do research about the environment in which the organisation functions as well as of the publics' needs, perceptions and expectations, to obtain applicable insight with the purpose of enabling optimal communication between the organisation and its publics.
- He or she should plan communication programmes to change or shape the attitudes and/or perceptions of the organisation about the publics or the attitudes and/or perceptions of the publics about the organisation.
- He or she uses organisational resources such as funds and marketing material to implement communication programmes.
- He or she evaluates the communication programmes to determine whether they have achieved the desired effects.

The primary aim of public relations in communication programmes is therefore to establish and maintain good relationships and minimise conflict between the organisation and its publics.

ACTIVITY 7.3

1. Think about what your strategies and policies about information sharing with the public would entail if you were the director of a highly successful company. Would they be transparent or would you hide certain information? Which information would you share and which information would you hide?
2. How would you use the management function in a public relations campaign to promote yourself as a new political candidate of a new political party?

FEEDBACK

1. This is a personal question and the answer will be determined by your personal values.
2. This question is about applying the management function of public relations to a campaign.

You need to do the following:

- Consider the research step, for example, research the environment in which your political party functions as well as the publics' needs, perceptions and expectations. This will give you insight and will indicate to you how to communicate with the publics as a new political candidate.
- Plan communication programmes to change or shape the attitudes and/or perceptions of your political party about the publics, or the publics' attitudes and perceptions about you and your party.

- Use organisational resources such as funds and marketing material to implement communication programmes.
- Evaluate the communication programmes to determine whether you have achieved the desired effects.

Your main aim in this campaign, in accordance with the management function, is to establish and maintain sound relationships and therefore minimise conflict between the party and its publics.

7.3.3 Strategic role

Steyn (2000) views the public relations practitioner in a strategic and managerial role, instead of as a mere communication link between the organisation and its publics.

According to Steyn (2000), the public relations practitioner should, through proper research, be involved in the identification of the

- Organisation's public and their needs
- Consequences of organisational decisions and behaviour on publics
- Issues around which activists emerge to prevent difficulties

To enable the public relations practitioner to do the above, he or she should perform the following activities (*see section 7.4.3, chapter 7, for a complete discussion*):

- Do environmental scanning. This implies an exploration of the developments and changes in, say, the political, economic and market environments.
- Determine the public's concerns, feelings and attitudes towards the organisation.
- Assist in the identification of key issues that apply to both the organisation and its publics.
- Analyse the consequences of corporate behaviour.
- Forecast the public's behaviour towards changes and behaviour by the organisation.
- Make this knowledge part of the decisions taken by the organisation.

ACTIVITY 7.4

You are the public relations practitioner for the South African Guide Dog Association and you need to raise funds that will be utilised to upgrade the training facilities at the institution and to employ more dog trainers.

Do the following activities:

- Determine who the publics are and their needs. Are the association's plans to upgrade the facilities and to employ more dog trainers in line with the needs of the blind?
- Establish the consequences of the association's decisions and behaviour in the process of upgrading the training facilities and the employment of additional dog trainers.
- Determine the issues around which activists may emerge – do this to prevent difficulties from arising during the process of upgrading facilities and the employment of new trainers.

FEEDBACK

To be able to do the above, you should do the following:

- Do environmental scanning. This implies an exploration of the developments and changes in, say, the political, economic and market environments.
- Determine the public's concerns, feelings and attitudes towards the South African Guide Dog Association.
- Assist in the identification of key issues that apply to both the association and its publics.
- Analyse the consequences of corporate behaviour.
- Forecast the public's behaviour towards changes and behaviour by the association.
- Make this knowledge part of the decisions taken by the association.

7.4 CORPORATE SOCIAL RESPONSIBILITY

There are great expectations these days among members of society in respect of corporate social responsibility. There is a major move towards humanitarianism and the preservation of human and environmental rights. Society therefore expects organisations to address social problems, and not to be only profit-driven.

Organisations therefore express their corporate social responsibility by indicating their involvement through advertisements, speeches and community development.

ACTIVITY 7.5

1. Discuss the three functions of public relations identified by Lubbe (2000).
2. Do you consider these functions to be important? Give reasons for your answer.
3. Can you identify an organisation that is socially responsible by being involved in projects that support the upliftment of disadvantaged communities?

FEEDBACK

1. In section 7.4, chapter 7, of the prescribed book, the three functions of public relations are identified as
 - Interpreting the needs, attitudes and opinions of people, groups or organisations
 - Communicating these to relevant stakeholders managing this process of communication to change or maintain needs, attitudes and opinions.

However, you were not asked only to mention or list these functions. You were asked to discuss them. You therefore need to provide a discussion on each of these functions from sections 7.4.1, 7.4.2 and 7.4.3.

2. You were also asked to voice an opinion on whether or not these functions are important and why you hold this opinion.
3. Examples of companies known to be involved in the upliftment of communities are SAB, Unisa and the University of Johannesburg.

7.5 CONCLUSION AND SELF-ASSESSMENT

This study unit provided insight into the functions of public relations and its practitioners. It also explained what an organisation's publics expect from the organisation.

You should be able to discuss each function and indicate the various differences and similarities between them. If you can apply these functions to a case study, and justify your argument for choosing the specific function, you may consider yourself prepared and knowledgeable about the contents of this study unit.

Based on the public relations functions discussed in this study unit, are you now able to formulate a proper definition of public relations?

In the next study unit we will look at media and public relations.

STUDY UNIT 8 MEDIA AND PUBLIC RELATIONS

CONTENTS OF STUDY UNIT

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- 8.2 CONCEPTS**
- 8.3 MEDIA FOR INTERNAL PUBLICS**
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- 8.4 MEDIA FOR EXTERNAL PUBLICS**
 - 8.4.1 Newspapers**
 - 8.4.2 News agencies (wire services)**
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- 8.5 CRITERIA FOR NEWSWORTHINESS**
 - 8.5.1 Deviance**
 - 8.5.2 Social significance**
 - 8.5.3 Predicting newsworthiness**
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8.1 INTRODUCTION

The media are a product of communication. It can therefore be assumed that communication without a medium is unlikely. Since the field of public relations is concerned with communication, it may also be correctly implied that the media are inevitably a tool in the process and function of public relations. This study unit will therefore explore the types of media at the disposal of the public relations practitioner.

8.2 CONCEPTS

Before we continue with this study unit, it is necessary to provide clarity on the main concepts that will be used.

- Internal publics

This term refers mostly to the employees of the organisation, whether full time or part time. If you have a conditions of service contract with the organisation, you are part of one of its internal publics. You contribute to the production of the organisation's product or services.

- External publics

This term refers to the clients or customers of the organisation. These publics use or buy the organisation's products or services.

- Controlled media

Controlled media can be managed and controlled by the public relations practitioner. He or she can decide which information is distributed and through which medium, as well as to whom. He or she can control the content, the medium and its distribution.

- Uncontrolled media

Uncontrolled media are media that are not under the control of the organisation or the public relations practitioner. The public relations practitioner can write a press release, and to an extent, have a certain amount of control over the content of the information, but he or she cannot manage or control what the newspaper or journalist will do with the information, or the way in which the information will be presented.

- Newsworthiness

Certain events are in the public interest and are considered newsworthy. They are news events that people want or need to know about.

8.3 MEDIA FOR INTERNAL PUBLICS

Although communication with the organisation's publics or stakeholders is crucial, employees are still the most important public of the organisation. Communication with employees should therefore be of primary concern. A variety of media can be used to communicate with employees. These are also discussed in the prescribed book in section 7.6.1 (ch 7) which deals with *media for internal publics*. Examples of media for internal and external publics are discussed below.

8.3.1 Print media

Although technology has developed at an alarming rate in the last few decades, print media are still used primarily as a means of communication with employees. The reason for this is often to keep a record of communication with employees. Examples of print media in the organisation are

- Formal organisational documents (newsletters and magazines)
- Supplemental publications (pamphlets, brochures, manuals and books)
- Written memoranda and reports
- Training and job instructions
- Letters
- Reprinted speeches, position papers and background information
- Bulletin boards

8.3.2 *Images and words*

Image and word media provide visual images or the use of storytelling to give a creative and visual description of an event. Examples of image and word media are

- Closed circuit television
- Videoconferences or teleconferences
- Satellite broadcasting
- Displays and exhibitions
- Storytelling

8.3.3 *Electronic media*

Because most employees in an organisation have e-mail, intranet and internet access, electronic communication has become the most used and preferred medium for internal communication, next to print media.

Online public relations and the use of electronic media are discussed in detail in chapter 10. Some of the most commonly used electronic media for internal audiences are discussed in section 7.7.1 of your prescribed book. These are

- E-mail
- Internet/intranet

ACTIVITY 8.1

Go to any newspaper agency or large organisation in your area and introduce yourself as a third-year Unisa public relations student in training. If you are close to a Unisa campus, you could even ask to see the local representative or public relations practitioner on that campus. Whomever you visit, ask to see examples of

- Newsletters and magazines
- Pamphlets, brochures, manuals and books
- Written memoranda and reports
- Training and job instructions
- Letters
- Reprinted speeches, position papers and background information
- Bulletin boards

FEEDBACK

Familiarising yourself with the above print media will give you a good idea of what the function of a public relations practitioner in an organisation entails. Public relations practitioners generally manage these media and also have to select the best possible medium to distribute a message to the internal publics of an organisation. In the current globalised environment, public relations practitioners also have to familiarise themselves with the use of images and electronic media.

8.4 MEDIA FOR EXTERNAL PUBLICS

Communication with an organisation's external publics is a vital public relations function. To ensure an effective message or more media exposure for the organisation, public relations practitioners need to use effective media. A distinction is made between controlled media and uncontrolled media.

The term “controlled media” implies those media in respect of which a public relations practitioner has some control over what is said, to whom, how and when.

The term “uncontrolled media” refers to those media over which a public relations practitioner has no control since the media gatekeepers, such as journalists and editors, decide on what is reported as well as how, when and where.

Examples of effective media that a public relations practitioner can use to communicate with the organisation's external publics are as follows (these are also discussed in section 7.6.2 on *media for external publics*, in chapter 7 of your prescribed book):

8.4.1 Newspapers

If you wanted to find information about an event of public concern, say, the assassination of a political figure, or the economic consequences of a major strike, you would probably buy a newspaper to read more about the news story. This applies to most people. The world's intellectuals, opinion leaders, politicians and ordinary citizens like you and me rely heavily on newspapers to find required information about the environment and society in which we live.

The power of newspapers lies in their ability to disseminate information, set the agenda of which news is important and which is less important, and to focus people's attention on issues of concern. It is therefore a wonderful medium to use when communicating with external publics.

8.4.2 News agencies (wire services)

News agencies such as Reuters, SAPA and Associated Press have the power and reputation to provide high-interest stories at regional, national or international level at an economical rate to both organisations and their publics. Newspapers often obtain their news stories from these agencies, and instead of buying a newspaper, people can gain immediate access to stories via the internet. These agencies also provide information faster than a newspaper would be able to in time of emergency.

8.4.3 Magazines

Magazines may not attract as many people as a newspaper or a news agency, but they provide in-depth and specialised information of specific interest. Each publication caters for specific needs of a specifically defined audience. The greatest advantage of magazines is that they are read by opinion leaders who have the influence and power to persuade publics.

8.4.4 Radio

Radio is a mobile medium that reaches mobile audiences. Whether you are driving, in a taxi, on a train, in the office or at home, radio can reach you. Radio provides flexibility which no other medium can compete with. It also has the advantage of direct and personal contact with which audiences can identify more easily.

8.4.5 Television

Of all the media, television is the most intimate. It attracts huge audiences and for many people it is the main source of information. Television heightens citizen awareness, influences and persuades publics, and makes a news event very real by showing visuals of an event as it happened.

ACTIVITY 8.2

You are the public relations practitioner for the Bafana Bafana soccer team and you need to promote their match against the Ivory Coast soccer team in two weeks' time. Owing to their poor performance in the Africa Cup of Nations, the team does not have much support from the South African public. However, you decide to create a positive image of the team by focusing on each of the player's personal lives. Compare the advantages of the various media for external publics and decide on the best medium (or media) for this purpose.

FEEDBACK

This activity requires you to study sections 7.7.1 to 7.7.2 in your prescribed book and determine the advantages of each of the media discussed. Once you have done this, you should compare them to determine their similarities and differences and then apply the best media option to the activity above. Remember, you want to choose a medium that will reach most of the soccer fans.

8.5 CRITERIA FOR NEWSWORTHINESS

What is it about news that attracts your attention? Is it because the news is unusual and unexpected? Which story would you perceive to be most interesting: a story about rising fuel costs, or a story about Archbishop Desmond Tutu's sudden and very serious illness? It would be the latter wouldn't it? Rising fuel costs are either not applicable to your situation or have become an expected event, but Archbishop Tutu's illness would be an unexpected event that would affect every South African. Characteristics associated with news that would attract the public's attention are as follows (see section 7.7.3 on the *criteria for newsworthiness* in chapter 7 of your prescribed book):

8.5.1 Deviance

Deviance refers to news that is unusual, different or even unexpected. Shoemaker, Chang and Brendlinger (1987) indicate three types of deviance that contribute to newsworthiness, namely statistical deviance, potential for social change deviance and normative deviance.

Statistical deviance refers to those things nobody would expect to happen, and then they do happen. The more unusual, unexpected or shocking an event is, the higher its statistical deviance. Some of the most statistically deviant news in the last two decades are the car accident in which Princess Diana of Wales died, the terrorist attacks on the World Trade Centre in New York and the democratisation of South Africa.

The potential for social change deviance is characterised by an event's potential to threaten or change the status quo. Perfect examples of news with the potential for social change deviance would be the release of Nelson Mandela from prison in 1990, the recognition of the ANC as a legal political party and the national democratic elections of 1994.

Normative deviance is characterised by behaviour, attitude or opinion. It is about behaviour that contradicts the social norms and values of a society or community. Examples are news coverage about the alleged dishonesty of well-known political figures.

8.5.2 Social significance

Social significance has to do with news about important people or an event that will have an impact on society. Four types of social significance are identified, namely political, economic, cultural and public significance.

Political significance refers to those events covered in a news story that may impact on the relationship between various parties – for example, senior political figures' negative views on HIV/AIDS might have a negative impact on the relationship between the government and the victims of AIDS. Such leaders are considered unsympathetic towards the hardships of AIDS sufferers.

Economic significance refers to those news stories that could impact on the exchange of goods and services. The strikes by various groups such as Eskom employees, the mine industry, teachers, public services, security and hospital personnel in 2007 had economic significance for government as well as for business.

Cultural significance refers to news that may impact on the traditions or norms of a community or society. Strikes by hospital personnel and teachers are an example of culturally significant news.

We expect nurses to look after patients and, when patients die because nurses were on a strike, the event becomes culturally significant. The same applies to teachers. As a society we expect teachers to teach and educate children. When children become the victims of a negative event such as a teacher strike, the story will have cultural significance.

Public significance refers to those news stories about events that may improve or threaten the public's wellbeing. A recent story of public significance in South Africa was the country's opportunity to host the 2010 Soccer World Cup. This contributed greatly to an improved national transport service and job opportunities.

8.5.3 Predicting newsworthiness

Predictions about news coverage could best be measured against the deviance and significance of an event. The following combinations of deviance and social significance in respect of a news event will determine its newsworthiness:

- If both deviant and socially significant, the news event is highly newsworthy.
- If an event is highly deviant but low in social significance, it is still newsworthy but to a lesser extent.
- If an event's deviance is low but its social significance high, the event will still be newsworthy, but again to a lesser extent.
- If an event is low in both deviance and social significance, it will not be perceived as newsworthy.

A public relations practitioner needs to keep deviance and social significance in mind when he or she wishes to create awareness for the organisation among its publics. Suppose an organisation criticises the oil and fuel spillage of mine A into the water resources of a bird sanctuary (normative deviance). It decides to sponsor new infra- structure which will remove all the mining waste from the sanctuary and thus ensure a healthy environment where nature lovers can have safe and free access to the sanctuary. This will be of cultural and public significance as well.

ACTIVITY 8.3

You are the new public relations practitioner at ABC Bank. You are required to create more awareness of the bank's services and products and the best way to do this would be to become involved in a project of great community or societal concern, say, the funding and establishment of a new children's hospital. Use the above criteria for deviance and social significance and explain how the funding and establishment of a new children's hospital, and the involvement of ABC Bank in this project, would be newsworthy.

FEEDBACK

In this scenario you represent ABC Bank which is involved in funding and establishing a children's hospital. To discuss the newsworthiness of this project you need to identify the project the bank would become involved in and how it would be involved. The "how" of your answer should reflect the deviance and social significance of the bank's involvement, which would make it a newsworthy story that would create awareness. Make sure that the bank's involvement includes statistical deviance and/or potential social change deviance and/or normative deviance, as well as political significance and/or economic significance and/or cultural significance and/or public significance.

8.6 CONCLUSION AND SELF-ASSESSMENT

This study unit provided insight into the types of media that a public relations practitioner can use, as well as the importance of deviance and social significance of any event that the public relations practitioner may plan or implement. The more deviant and socially significant, the more the organisation will attract attention from existing and new publics.

You should be able to identify the best medium to use for the purposes of getting an organisation's message across to the internal and external publics. You should also be able to discuss each type of deviance and social significance of a planned event or message. You may be required to identify the type of deviance or social significance in a scenario, or you could be asked to develop a project in which deviance and social significance are reflected. If you can apply these to a case study, and justify your argument for choosing the specific deviance or significance, you may consider yourself prepared and knowledgeable about the contents of this study unit.

Do you think the coverage of murders in newspaper stories is still deviant and/or significant? Why? Why not? Discuss this topic in the myUnisa discussion forum.

In the next study unit, we discuss applied public relations.

STUDY UNIT 9

PUBLIC RELATIONS APPLIED

CONTENTS OF STUDY UNIT

- 9.1 INTRODUCTION**
- 9.2 DEFINITION OF ONLINE PUBLIC RELATIONS**
- 9.3 DIFFERENCES BETWEEN TRADITIONAL PARADIGMS AND ONLINE PUBLIC RELATIONS TRENDS**
- 9.4 ADVANTAGES AND DISADVANTAGES ON ONLINE PUBLIC RELATIONS**
- 9.5 THEORY OF ONLINE PUBLIC RELATIONS**
- 9.6 ONLINE PUBLIC RELATIONS TOOLS**
- 9.7 INTEGRATION OF ONLINE AND TRADITIONAL PUBLIC RELATIONS**
- 9.8 CRISIS COMMUNICATION**
- 9.9 CONCLUSION AND SELF-ASSESSMENT**

9.1 INTRODUCTION

In the previous study units you were introduced to the contexts of public relations, public relations functions, the media and the application of public relations. In this study unit, you will learn about online public relations. In your view, what is the difference between traditional public relations and online public relations and what is the impact of communication technologies such as the internet and social media on the practice of public relations? Write down your views and share them with a friend or colleague.

ACTIVITY 9.1

Traditional public relations is said to have the following three primary problems:

- It is expensive.
- It can be time-consuming.
- It is often a "hit and miss" affair

Do you think that public relations practitioners can overcome these problems by practising public relations online in addition to their traditional public relations activities? Write down the reasons for your answer and discuss them with someone at home or at work.

In our opinion, online public relations can eliminate some of the above problems. The internet is said to be a much cheaper communication medium than traditional media and the practice of online public relations may therefore cost less. Traditional as well as online public relations can be time-consuming. We think it all depends on the type of activity one needs to manage or implement. We also believe that both traditional and online public relations can sometimes reach the intended target audience and some- times not. However, it is much easier to target individual audience members via the internet. Feedback is also much easier online than with traditional media and thus allows interactivity to be a part of the public relations communication process. This is generally not possible with traditional media. For more information read section 10.12 in the prescribed book.

9.2 DEFINITION OF ONLINE PUBLIC RELATIONS

ACTIVITY 9.2

What are your first impressions of online public relations? Do you think there are significant differences between traditional and online public relations? It is necessary to define the concept of online public relations before we continue to discover these differences, if indeed there are any.

Think about the definition of traditional public relations. Do you think this definition can be adapted to include online elements in order to define online public relations as a concept?

Write down your own definition of online public relations.

Tip:

There is no right or wrong answer to this activity, but your definition should at least include the most important elements of the definition of traditional public relations, applied to the online environment.

Study the definition of online public relations in section 10.12.1 of the prescribed book

9.3 DIFFERENCES BETWEEN TRADITIONAL PARADIGMS AND ONLINE PUBLIC RELATIONS TRENDS

Revise your own definition of online public relations, as well as the one provided in the prescribed book. Do you think that there are many differences between traditional and online public relations?

There may be numerous differences if we think about the many unique features of the internet as a communication medium. Since the internet and World Wide Web are used as media for the practice of online public relations, features such as interactivity, flexibility, speed, individual targeting and feedback immediately come to mind. These unique features of the internet and World Wide Web must have an influence on the practice of online public relations, don't you think?

ACTIVITY 9.3

List as many of the differences between traditional and online public relations you can think of.

Tip:

You can present the differences in table format.

The differences between traditional paradigms and new online public relations trends are listed in table 10.6 of the prescribed book.

9.4 ADVANTAGES AND DISADVANTAGES OF ONLINE PUBLIC RELATIONS

Without referring to the prescribed book, write down the advantages and disadvantages of online public relations. Discuss these advantages and disadvantages with your friend.

The main advantages and disadvantages of online public relations are presented in table 9.1. You will find these in the subsections on the *theory of online public relations* and the *advantages and disadvantages of online public relations* in section 10.10.3 or your prescribed book.

Table 9.1

Advantages and disadvantages of online public relations

TEN ADVANTAGES	TEN DISADVANTAGES
Allows for timely mass media publishing.	Not a complete PR strategy, but a facet of an overall PR strategy
Enhances communication with journalists	Will not replace paper, a phone call, traditional mail/fax or a visit
Allows the sending of messages to targeted audiences	Cannot reach everyone – not everyone is connected
Helps to keep track of what has been said in the media through online clipping services	Can be complicated, difficult to use and understand, and requires users to be computer literate
Creates a 24 hour presence	Can initially be expensive – start-up costs
Conveys information through multi-media publishing	Requires continual effort to maintain a positive internet presence and constant monitoring
Provides searchable information	Has security weaknesses against hackers
Eliminates geographical barriers	Lacks a common user registry for e-mail users
Permits internal communication through intranets	A limited resource – the explosive growth turned it into an information highway, slowing the speed of data processing
Lets you manage crisis communications through posting corporate statements or positions online	Able to damage an organisation's image owing to negative public voices (like activist groups), criticism and statements

Source: (Adapted from Barker 2004)

9.5 THEORY OF ONLINE PUBLIC RELATIONS

ACTIVITY 9.5

Based on your knowledge of online public relations, what do you think is the most outstanding or unique feature of online public relations when compared to traditional public relations?

In our opinion, the fact that organisations are able to communicate with stakeholders and that stakeholders can provide feedback and react to organisational communication messages is unique to the online communication environment. Stakeholders are now able to enter into a “dialogue” with the organisation. Dialogue, as a communication dimension, is also referred to as “interactivity”.

Barker, Du Plessis and Hanekom (2006) in the section on the *theory of online public relations* in chapter 10 of the prescribed book refer to the following two types of interactivity:

- Quasi-interactivity

This type of interactivity has the potential of being two-way communication - for example, an e-mail message can be responded to, a subscription for news releases can lead to further communication and so on.

- True interactivity

This type of interactivity refers to two-way communication including exchanging e-mail messages with a public relations person or taking part in discussions with other stakeholders in the website's chatrooms.

ACTIVITY 9.6

Carefully study Barker's (2004) online public relations model below. Use the graphic representation of this model to explain the elements and process of online public relations in your own words.

Tip:

Try to work out the online public relations process yourself before you look at the explanation below. The elements of the online public relations model are also represented in the figure.

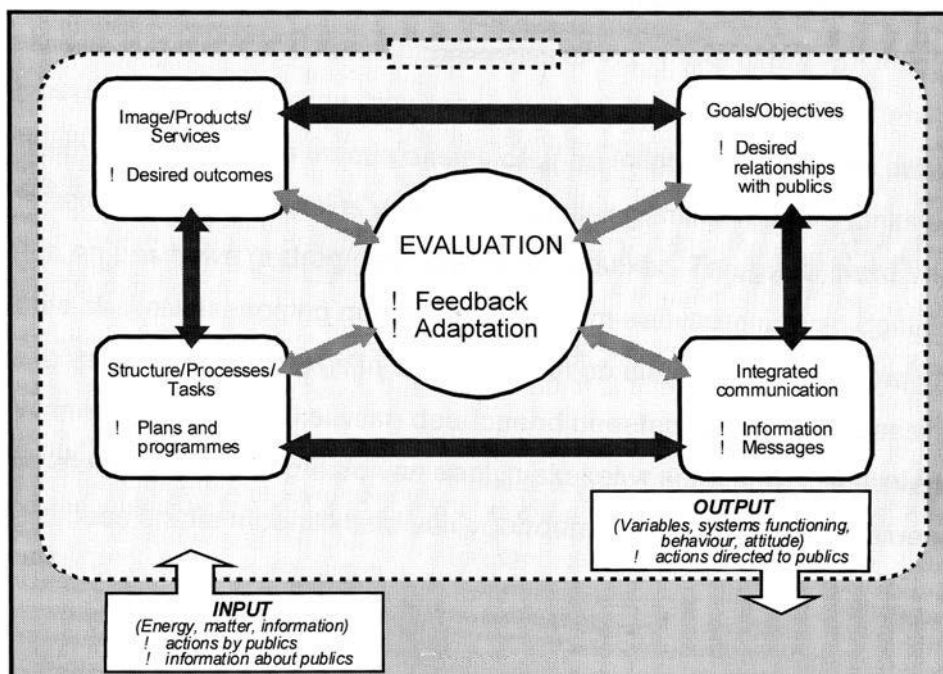


Figure 9.2
Online public relations model

Source: Barker (2004)

Barker (2004) systematised online public relations by developing this model based on public relations theories such as symbolic interactionism, exchange theories, conflict theories and structural-functional theories (systems approach). Barker (2004) suggests that online public relations should be studied as a combination of elements from systems theory, cybernetics and information theory.

Barker (2004) furthermore explains that the model entails an *open systems approach*. This means that interaction with the environment through two-way or one-way communication is essential. This open system provides for *exchange of information* between the organisation and the environment through inputs and outputs. In simple terms, inputs are actions by and information about the publics and outputs are variables and actions directed at the public to ensure the functioning of the system and positive behaviour/attitudes. *Feedback* is obtained when the public relations effort is evaluated to ensure adaptation of goals and objectives. The arrows in the model indicate the *continuous nature of the process*. When online public relations is practised continuously, adaptation to the environment is possible. The *integration* of online public relations communication ensures a *holistic process* and the possibility of *continuous evaluation and adaptation*.

You will find a detailed explanation of the elements of the online public relations model in chapter 10 of your prescribed book. They are not repeated here, since they are self-explanatory in the prescribed book.

9.6 ONLINE PUBLIC RELATIONS TOOLS

Have you ever tried to fix your broken car, bicycle or electrical plug or construct something without using any tools, such as a screwdriver, drill or nails and screws? You will agree that it is impossible to attempt to build or fix anything without any tools. This is exactly the case with online public relations. We have established that online public relations has certain advantages and that it is currently imperative for organisations to use this type of public relations. However, public relations practitioners need certain tools to be able to practise online public relations effectively. These tools are the "how" of online public relations. According to the section on *online public relations tools* in table 10.8 of your prescribed book, online public relations practitioners can use online promotions to, say, persuade consumers to buy a product, write online media releases as part of the online media relations strategy and even post information on the intranet and extranet of organisations in order to provide information to employees, consumers and customers.

ACTIVITY 9.7

As the public relations practitioner of *Happy Tail* dog food, write an online public relations media release on a batch of toxic fake *Happy Tail* dog food being distributed by certain chain stores. Refer to the example of the online media release in section 10.12.4 of the prescribed book.

9.7 INTEGRATION OF ONLINE AND TRADITIONAL PUBLIC RELATIONS

In the section on the *integration of online public relations and traditional public relations* in chapter 10 of your prescribed book, it is explained that public relations practitioners are expected to follow an integrated approach to public relations. This does not mean that those public relations practitioners who hold to traditional tools and those who practise online public relations should be working side by side.

It in fact means that online public relations practitioners should use integrated marketing programmes, online or printed advertisements, sales promotions and so on, all of which requires a much wider action than the simple design and development of a corporate website.

9.8 CRISIS COMMUNICATION

Organisations always need to be prepared to deal with a crisis by means of accurate messages to the media and to the different stakeholders. A crisis is usually unexpected, and it is therefore imperative for a proper crisis communication plan to be in place. This plan should also be updated continuously.

In the event of a crisis, the organisation can expect a great deal of negative publicity in the media and this can harm its brand. As a rule, it is the public relations department in the organisation that has to deal with crisis communication.

The prescribed book refers to a model by Guth and Marsh (2000) on how to plan crisis communication. This plan consists of four steps that need to be followed, namely risk management, developing the plan, response and recovery. It is especially step 2 that is important, because here decisions should be made on how to deal with a crisis properly. The organisation should also preferably have a crisis management team that will have the necessary expertise to deal with the crisis. It should also be decided who the various stakeholders are for each potential crisis. Dealings with the media, in particular, should be carefully considered and planned.

The case study in chapter 7 of your prescribed book is an excellent example of how to deal with a crisis, especially where the crisis was unexpected. Do you remember when, in 2003, a person threatened to poison food in Pick 'n Pay stores? There were also reports of people falling ill because of poisoned food. Pick 'n Pay's CEO managed to deal with the problem openly and honestly in the media after carefully planning the message. In this way, the company brand suffered no harm – in fact its share price actually increased.

Here is another example of effective crisis communication. Harrington (in Scriven 2000) discusses the case of a transport organisation, Cenex Incorporation, which had to deal with a crisis when one of its tankers was involved in a crash and posed a danger to society because of the escaping gas (anhydrous ammonia, which is an inhalation hazard). The organisation immediately started implementing its crisis management plan, which involved putting its specially equipped emergency response team into action. The organisation also sent its public relations person to the scene to handle the media. The only effective way to deal with the crisis was to allow the gas to escape into the atmosphere, a process that took several hours. Families living nearby were required to evacuate their homes as a precautionary measure. Cenex provided the families with hotel accommodation at its expense. Throughout the entire incident, Cenex held regular press conferences and was open and honest about the incident by providing the media with all the information they had. If they did not know answers, the answers were researched and provided at a subsequent press conference. This open approach did wonders for the organisation's corporate image. The fact that Cenex had a well-devised crisis recovery plan made all the difference.

Can you see from the above examples that crisis communication is effective when the communication is fast, open, honest and continuous?

ACTIVITY 9.8

Read through the article below. It discusses Nationwide Airlines, which lost its licence in 2007 as a result of poorly maintained aircraft. The company did, however, manage to start flying again after a couple of weeks, but in the process, lost a lot of credibility. The airline went bankrupt in 2008.

Explain why you think Nationwide Airlines did not handle the crisis well. Discuss this article in the myUnisa discussion forum with your fellow students and come up with ideas of how the crisis should have been dealt with.

Nationwide's PR - more harm than good

In the days after an engine fell off a wing and the wheels came off its airworthiness certificates, what little PR there was from Nationwide Airlines was unimaginative, naive, completely without substance and distinctly lacking in credibility. Then, to add insult to injury, the company actually had the gall to say that it believed it had protected its corporate reputation during the entire crisis.

Well, either Nationwide's owners are admitting that it didn't have much of a reputation to start with or else they have what must amount to the most unbelievably warped idea of what reputation management is all about.

No apology

You do not protect reputations by muttering and mumbling about something flying into an engine to make it fall off a plane and then retracting the statement without a word of apology, then just clamming up completely and not saying anything to anyone.

That's not protecting a reputation: that is stuffing it up.

And on the rare occasion that anyone at Nationwide did say anything, it was painfully defensive and completely lacking in credibility.

All of which means that when someone from Nationwide puts his hand on his heart and says, as he did in the media last week, "'The safety of customers, staff and equipment was always [Nationwide's] top priority,' it's a safe bet that the response from customers, staff and even the equipment, if it could talk, would be, 'Yeah, right, pull the other one.'"

The Nationwide PR example is typical of a lot of South African companies today. Companies that don't give any thought to a crisis communications plan until they are in the thick of a crisis, by which time there is no time.

Typical of top management

It is also typical of so many executives in top management who believe that PR is really not all that important and, in any case, that PR is dead easy because human beings are natural born communicators.

However, as Nationwide proved conclusively, human beings are probably nature's worst communicators. That's why we have so many wars, divorces, broken friendships, business cock-ups and rebellious teenagers. It's an accepted fact that even brain-dead amoeba are better communicators than humans. And even completely dead amoeba were better than Nationwide.

By relegating their PR consultants and staff to simply getting the bosses' names in the media as often as possible and organising cocktails parties and golf days, many of our captains of industry are shooting themselves in the foot and staring career suicide in the eye by allowing themselves to go into a crisis situation so completely unprepared.

Like Nationwide, they cannot accept that the mind-set of the consumer has moved on from the 1950s, when potential and existing customers were as gullible as hell and turned their backs on companies that appeared to have made mistakes.

Looking for trust

Today's consumer is desperately looking for companies to trust. And that trust in a crisis situation comes from executives who understand the power of apology and how, in this day and age, an admission of guilt and a subsequent determination to put things right does a lot more to enhance a reputation than being so pathetically defensive. It's time companies such as Nationwide started taking PR seriously.

It is a remarkable business tool and cheap at the price.

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FEEDBACK

You will all come up with different ways in which Nationwide Airlines could have dealt with the crisis. The most obvious errors, however, are the lack of a proper communication crisis plan, contradictory messages in the media, no apology and no crisis management team.

- **Online crisis communication**

Consider the following statement:

"The internet has a valuable role to play in a crisis communication plan" (Barker et al 2006:318).

Can you think of any guidelines that public relations practitioners could follow in order to limit long-term damage and possible disaster?

ACTIVITY 9.9

List and discuss at least eight important guidelines for organisations attempting to deal with a crisis.

Tip:

You will find guidelines for online crisis communication in the section on *online crisis communication* in chapter 10 your prescribed book. You do not need to mention only those listed in your prescribed book – you may add your own guidelines.

Since the guidelines for online crisis communication are discussed in detail in section 10.11 in chapter 10 of your prescribed book, we will not discuss them here. You could have included the following guidelines for online crisis communication:

- Develop a good online crisis plan.
- Have a basic crisis communication “first aid kit”.
- Respond quickly, completely, clearly and accurately.
- Respond immediately.
- Accept responsibility.
- Remember all the target audiences.
- Address the crisis directly on the website.
- Monitor and address false rumours.

9.9 CONCLUSION AND SELF-ASSESSMENT

We highlighted the importance of online public relations for organisations in this section of the study guide by discussing the definition of online public relations, the differences between traditional paradigms and online public relations trends, the theory of online public relations, the elements of the online public relations model, online public relations tools, the integration of online public relations and traditional public relations and online crisis communication.

Read the case study on Virgin Atlantic and do the following activities as outlined on page 389 of the prescribed book:

1. Go to your favourite internet search engine or directory site. Browse through the search page and look for links such as “About this company”, “Business overview”, “Company overview”, “Company background”, “Company profile” and so on. Read the corporate overviews of a few company sites and make a short evaluation of each in terms of presentation, use of design, information on products and services and so on.
2. Go to your own company website. Do an honest evaluation to see whether the image of the company created on the website is in line with the overall brand of the organisation, its mission, vision, goals and objectives.

3. You are the public relations officer in your organisation (or an organisation with which you are familiar). Indicate and discuss the online public relations tools that you would apply to reach your internal and external target audiences. Substantiate your answer.
4. Develop an online crisis communication plan for your organisation (or an organisation with which you are familiar).
5. Study the Virgin Atlantic case study carefully. Indicate which factors would contribute to the successful use of online communication to reach the global market.

You should now start studying topic 3.

LIST OF ADDITIONAL SOURCES CONSULTED

Barker, R. 2004. Study guide for OLPT01C. Online public relations. Pretoria: University of South Africa.

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Du Plessis, TC. 2005. *A theoretical framework of corporate online communication: a marketing public relations (MPR) perspective*. Doctoral thesis, University of South Africa, Pretoria.

Scriven, TC. 2000. Integrated marketing communication at Unisa: an evaluation of its publicity. Master's dissertation, University of South Africa, Pretoria.

TOPIC 3

INTEGRATED COMMUNICATION CAMPAIGNS

AIM

The aim of this topic is to provide a framework that will allow you to plan and execute a basic communication campaign in which all elements are integrated and geared towards attaining primary campaign and organisational objectives.

TOPIC LEARNING OUTCOMES

After working through this topic, you should

- be able to demonstrate an understanding of what an integrated communication campaign is
- be able to apply the interactive model of communication campaign
- understand and be able to apply the process of assessing the environment and audiences for a communication campaign

Be able to plan a communication campaign by

- formulating the communication problem or opportunity
- conducting a SWOT analysis based on
 - the information obtained about the audience
 - a description of the products/service/idea
 - the position of this among the audience
 - a definition of the audience's needs
 - a description of the competition
 - a description of the environment
- formulating the campaign topic
- formulating strategic objectives for the campaign
- creating the communication message
- allocating resources and tasks
- selecting media
- producing communication material

OVERVIEW OF THE TOPIC

In the previous topics and study units, you studied the building blocks that make up the core elements of a campaign – public relations or advertising – as well as online communication. These techniques need to be applied in a specific context and co-ordinated to make an impact on the identified audiences in a planned and deliberate manner.

STUDY UNIT 10

INTEGRATED COMMUNICATION CAMPAIGNS

CONTENTS OF STUDY UNIT

- 10.1 INTRODUCTION**
- 10.2 ORIENTATION**
- 10.3 COMMUNICATION CAMPAIGNS AND INTEGRATION**
- 10.4 APPLYING THE INTERACTIVE MODEL OF COMMUNICATION CAMPAIGNS**
- 10.5 PHASE 1: ASSESS**
 - 10.5.1 Identify the communicator**
 - 10.5.2 Identify the communication planner**
 - 10.5.3 Identify the target audience**
 - 10.5.4 Analyse the situation**
- 10.6 PHASE 2: CREATE**
 - 10.6.1 Stipulate the communication problem or opportunity**
 - 10.6.2 Define strengths, weaknesses, opportunities and threats (SWOT analysis)**
 - 10.6.3 Establish the campaign topic**
 - 10.6.4 Formulate strategic communication objectives**
 - 10.6.5 Create the communication message**
 - 10.6.6 Allocate resources and tasks**
 - 10.6.7 Select the media**
 - 10.6.8 Produce the communication material**
- 10.7 IMPLEMENTATION AND EVALUATION PHASES**
- 10.8 CONCLUSION**

LIST OF ADDITIONAL SOURCES CONSULTED

10.1 INTRODUCTION

Read the following story and try to imagine the consequences:

Imagine that you are a bride-to-be and you want to organise a special wedding reception. You will have to take the following elements into account:

- budget and finances
- who you want to invite
- the flowers, gifts for the guests and the wedding cake
- the venue and menu
- entertainment and music
- invitations and other printing
- the wedding programme (who should do what, when)
- other things that may be important to you

The clever idea will be to delegate responsibilities to ensure that you are not overworked – and to ensure that somebody will take care of every little detail – taking ownership for the things they will be responsible for.

You decide to distribute the tasks in the following ways:

- the budget and finances – Dad
- the guest list – your sister in consultation with your future mother-in-law
- the flowers, gifts for the guests and the wedding cake – Mom
- entertainment and music – the neighbour's teenage son
- invitations and other printing – your brother
- the wedding programme (who must do what, when) – the groom's politician uncle
- other things that may be important to you – you will see to these

You have an initial meeting during which you inspire everyone to get on with his or her job enthusiastically.

Dad goes to see his bank manager and concludes that he will make the huge sum of R20 000 available for the wedding.

Your sister and future mother-in-law have long sessions deciding who to invite– and do not have the heart to leave out anyone who has been listed as a possible guest. They also do not want to add to your stress and simply inform you that it has all been taken care of. Everyone you indicated as a possible guest is included on the list (as is Grandpa's wish list of his old friends, Dad's list of important work and golf contacts, Mom's friends, all possible family members that could be identified - and with the same and equal provision for the new in-laws). They reckon that 500 guests will not be too many people.

Mother loves pink roses - and she remembers that you have always loved pink since your nursery school years. She therefore orders the florist to have huge bushes of pink roses on every table (she thought there may be ten tables) plus an elaborate arrangement of pink roses for the church that will be moved to the venue by a team organised by the florist. In addition, she selects beautiful little pink porcelain swans as gifts for all the guests. She estimates that there will be approximately 80 guests attending the wedding. She also orders a five-layer cake with pink icing for the big day.

Your best friend decides that only the best is good enough for you and she researches every possible wedding venue in a 200-kilometre radius. Finally, she informs you that she has booked the small, intimate, exclusive and romantic wedding venue where the 2005 Miss South Africa tied the knot with her new billionaire husband six months ago (in secret, with only the media attending). The caterers agree to fly in that wonderful French chef from the Royal in Cape Town to prepare exquisite French cuisine for dinner. The only date available is a Wednesday afternoon in late October.

The neighbour's teenage son is a member of a metal-rock band that entered the school's talent competition last year and won third place in the "alternative music" category. He has this band preparing enthusiastically for the big day because they need exposure and money to fund their road to fame.

Your brother asks his artistic, postmodern girlfriend to design the invitation cards and basic layout for the wedding programmes. She decides that a deep purple background with minimalist writing in white will look stunning – the card and envelopes she designs for the responses of the people who will accept the invitation are also in a matching deep purple. (The guests will have their creativity stimulated in trying to make their responses readable when replying.) Your brother and his girlfriend have trouble finding a printer willing and able to accept their complicated designs – and ask you to postpone the wedding for a couple of weeks to allow for the printing and cutting and folding of the invitation cards and to allow the guests time to respond. Because they are so expensive, they decide to print no more than 50 of these invitations.

Your politician uncle decides that this will be his big moment and carefully plans the day to revolve around him and his oratorical skills – maybe he can even get some ideas across for next year's election. He promises you that this will be an unforgettable day - which it definitely has all the potential to be.

With this capable team working hard and enthusiastically, all that is left for you and the groom is to dream and prepare psychologically for your September spring Saturday wedding.

Do you think that the wedding will turn out as anticipated by the bride? Everyone is planning and executing their plans without consultation or communicating their ideas to the others. Every single activity that everyone performs, if coordinated, might contribute to a successful wedding, but being planned and executed in isolation, they become senseless acts.

This story illustrates the significance of communication, cooperation and integration of communication in any organised activity. If this is true of a relatively simple wedding, you can only imagine how important this will be for organisations that may employ thousands of employees and deal with millions of clients with budgets involving billions of rands.

Nevertheless, to be effective, even a small charity that involves more than one person and relies on volunteers and other stakeholders needs to coordinate and plan communication.

Before you continue with this chapter on integrated communication campaigns, you need to look at the definition of communications campaigns in section 13.2 of your prescribed book.

10.2 ORIENTATION

As a first-year undergraduate student, I learnt some important lessons that form the basics of communication as a phenomenon.

The first is that the secret of communication is to know your audience. This simply means that you have to put yourself in the shoes of the person you are talking to. What will this person do with the message? Once you have delivered the message, you do not have any control over how it will be perceived. The receiver will evaluate what you have said against a whole frame of reference and previous experience and will add meaning to the message based on how it is interpreted. This may, or may not, be how you intended the message to be understood. For example: If I talk to you about my cute dog, you may see a little Jack Russell in your mind – but I am actually referring to my Alsatian. If I am not clear about this, you may have a nasty shock when you come to visit me. Everyone can recall misunderstandings – even in close one-on-one relationships where people may have lived together for many years. The broader your audience, the greater the possibility is for misunderstanding.

Hence the first principle for an effective communication campaign is to do proper research – to enter the recipients' frame of mind and understand what the audience's needs, perceptions, attitudes and preferences are. This will help you to understand how to reconcile the needs of the audience with those of the communicator. Communication is not an art, but a science. If you know your audience, you will be able to establish a relationship and communicate effectively – coming close to the ideal of mutual understanding.

The second important lesson that I have learnt is that credibility is the key to effective communication. If a communicator and/or an organisation are not perceived to be credible, all communication will be in vain. During the 2007/2008 Eskom electricity crisis, the public no longer believed the management or the communication professionals at Eskom because there were so many conflicting messages and the perception was that the public was deliberately being kept in the dark and lied to. At that stage, all Eskom's communication efforts were being taken with a pinch of salt. If a communicator and/or an organisation wishes to communicate effectively, it is necessary to establish and maintain credibility when communicating with an audience. They have to perceive you and the organisation to be earnest and sincere.

10.3 COMMUNICATION CAMPAIGNS AND INTEGRATION

If you think back to the wedding that was planned in the introduction to this study unit, you will realise that integrating communication activities is of utmost importance when planning any campaign. A campaign is not simply a number of people doing what they, individually, think will work. Looking at the definition of a campaign in the prescribed book, you will realise that there are some issues that need to be considered. In the following activity, you will discover what the different elements of a campaign entail:

You are a member of the executive of COMSA (Communication Students of South Africa – many students studying Communication Science at Unisa are members of this student association). COMSA has decided that it wants to organise an annual conference for the organisation. Your specific task is to promote the conference to the members of COMSA and all the Communication Science students registered at Unisa. You decide to set up a small committee to assist you with this task.

Look at the definition provided in section 13.2 of the prescribed book. How would you describe the different elements of the definition if you have the task of promoting the conference by means of a communication campaign? (The elements of the definition are in bold in the activity.)

The communication campaign is purposive (considered, planned and structured). To what extent is your campaign purposive? Is it going to be structured and planned?

1. Provide a brief discussion of why you believe that this is true of your campaign.
2. Identify at least three outcomes of your planned campaign (e.g. to persuade at least 800 students to attend the conference, to recruit 200 new paid-up COMSA members and to create awareness of the practical training COMSA provides).
3. Define the audience(s) towards whom the campaign will be directed.

4. Provide a timeline (given time period) for the campaign – what will happen when during the campaign.
5. Describe at least five different communication activities that will be organised in such a way that they will form a campaign.

FEEDBACK

If you have answered the questions above, you have complied with the rules for planning a basic campaign – but this is still not a properly integrated campaign. What do you need to consider to make it an integrated campaign? COMSA as an organisation is much larger than the campaign you are planning. It is part of a much bigger organism. It has links with the Department of Communication science and with Unisa as an organisation, it is affiliated to the Students’ Representative Council and it is situated in the context of higher education in the country (this is the external context of campaign integration). In addition, you have to ensure that the campaign is integrated internally.

ACTIVITY 10.2

1. Read section 13.3 in the prescribed book. Apply the different elements and discuss what you think needs to be considered in planning the campaign (internal and external contexts of integration) when you think of:

- COMSA as an organisation
.....
.....
- The conference as an event (given that the promotion of the conference is only one part of the bigger picture of organising the conference)
.....
.....
- The Department of Communication Science at Unisa
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.....
- The Students’ Representative Council
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.....
- Unisa as an institution
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.....

- Other external considerations

.....

.....

2. How would you ensure that the different communication activities (which you identified in activity 10.1, question 5) are integrated internally?

.....

.....

FEEDBACK

The activities above will have shown you that to communicate is not enough – you have to take a number of things into account. Your campaign must be integrated with the rest of the organisation and the different communication activities have to be aligned with one another. The messages have to be prepared and presented to the relevant audiences in such a way that the messages support and complement one another. You also have to make sure that they are appropriate and that the different messages and communication activities are consistent with one another and the objectives for the campaign. In chapter 12 of the prescribed book, the issue of integration in organisations is discussed at length. Perhaps it would be a good idea to read that chapter again to see which variables are relevant to communication integration.

10.4 APPLYING THE INTERACTIVE MODEL OF COMMUNICATION CAMPAIGNS

In the prescribed book (chapter 13), the authors show that the interactive model can be applied to any communication campaign. It is based on two principles, namely market orientation and integration. The first, market orientation, is derived from the position that it is audience oriented. Earlier in this study unit, we indicated that the first important principle for all communication is to know your audience. This is then also true of this approach. What the audience need, their predispositions, perceptions and attitudes are the basis for the campaign. In addition, the communication that is developed through the campaign must be integrated externally and internally, as explained in the sections above.

The *interactive model of communication campaigns* proposes four phases for campaigns:

Phase 1 Assess

Phase 2: Create

Phase 3: Implement

Phase 4: Evaluate

We expect you to complete an assignment (see the instructions in *Tutorial Letter 101*, which you should have received when you registered) in which you will be required to plan a real campaign for a real local or community organisation or a local charity.

The assignment will require you to do only the first two phases of the campaign – which will allow the organisation to implement the plan, parts of it or not at all. We therefore expect you to complete the activities that follow for your selected organisation.

In our illustration of some of the concepts, we will, for the sake of convenience, refer to the hypothetical example of promoting the annual COMSA conference.

10.5 PHASE 1: ASSESS

As explained earlier, the key to a successful campaign is to know your audience: what are their needs, expectations, dispositions, perceptions and attitudes? Nevertheless, not only the audience is important; the organisation and its aims and objectives need to be taken into account - and the organisation and its members are audiences that need to be assessed.

Outcome of phase 1:

A document should be compiled that would describe the complete assessment of the audience, the organisation's broader operations and objectives, environmental conditions, historical and future considerations, and the detail, perceptions, status and communication of the idea that forms the focus of the campaign. It should also include a complete situation analysis. To assess the different variables, it should be based on observation, informal research and investigation and, finally, formal research.

To compile this document systematically, the following need to be done:

10.5.1 Identify the communicator

Study section 13.5.1.2 in the prescribed book and try to find an answer to the questions below.

In promoting the COMSA annual conference, who do you think will be the communicator? Is it COMSA as an organisation, the COMSA executive, the conference organising committee, the member of the executive tasked with the job, or anyone else?

Because the annual conference is a flagship event for the organisation, one can safely assume that COMSA as an organisation, and specifically the COMSA executive (as the responsible entity) as a whole, is the communicator. The campaign will therefore be executed in the name of the COMSA executive for the organisation as a whole.

When you plan your real campaign for a local organisation, you have to act as a "consultant" to the organisation. It is therefore crucial to identify exactly for whom you are planning the campaign, who will be the responsible authority and to whom you will report.

ACTIVITY 10.3

Identify one or more organisations which you would approach with the proposal to plan a communication campaign. Write down the name of the organisation(s) and the contact details:

Write a letter to the owner/manager/organiser of the organisation in which you explain that you wish to meet with him or her to propose the planning of a communication campaign, also explaining what the campaign will entail. Explain that the organisation will be under no obligation to implement the campaign and what the planning process will require. Remember, this first act of approaching the organisation is also an act of communication – convincing the organisation and its management that you can add value to the organisation (selling yourself and your expertise). Attach the letter as an annexure.

Write a report covering the following:

- Your experience in approaching the organisation: did you experience it as positive or negative?
- How did the organisation respond to your request?
- You have to establish a working relationship with the organisation – what are the arrangements? Whom will you report to and who will be your contact person at the organisation? How often will you report back to the organisation? Write a brief report on how you have established a working relationship with the organisation.

Identify who the communicator for the campaign will be. Will it be the organisation as a whole, a section of the organisation and so forth? Substantiate your choice by explaining why the communicator has been designed as such.

10.5.2 Identify the communication planner

Here the question is quite simple. You will be the communication planner. It will be your responsibility to do the research (assessment) and plan the communication campaign. You will have to generate the plan and the materials that will be presented to the organisation as a proposal for a communication campaign.

10.5.3 Identify the target audience

Study section 13.5.1.4 in the prescribed book as well as the work you may have covered in the research modules RSC2601 and COM3706. You will be required to conduct some formal research and consulting textbooks on research methodology would be advisable (if you are not familiar with research methodology).

This section is where the real work in communication campaigns begins. As explained earlier, you have to know your audience in order to communicate effectively. Communication campaigns endeavour to inform people and establish and manage the mutual relationships between an organisation and its publics.

The purpose of this phase is to identify the issues which should be addressed by the campaign in order to capitalise on the opportunities or solve the problem.

We can use the analogy of a student writing an examination. If you arrive at the venue for the examination and the invigilator informs you that the examination paper did not arrive, you will not be able to write that examination - you do not have the questions. In a communication campaign, doing research will provide you with the questions which you will have to answer in your campaign.

Another issue to keep in mind is the reasons for conducting a communication campaign. Communication campaigns are about people's attitudes, perceptions and, ultimately, behaviour. By changing people's attitudes and perceptions you expect to change their behaviour. In developing a campaign for a charity, for example, you may be focused on persuading potential stakeholders to support the organisation. To this end, you need to change people's attitudes and perceptions towards the charity. How will you know what their current attitudes, perceptions and state of awareness towards the charity are if you do not establish that in your research?

The primary idea in the research is to establish what the real communication opportunity or problem is. Although you could have decided beforehand that you would concentrate, for example, on improving the public image of the organisation, the research should serve as a diagnostic tool to establish existing attitudes and perceptions among those members of the community which you want to reach. Only if you manage to establish what the real issues are (eg your research may indicate that the organisation is seen as irrelevant or not credible) will you be able to attend to the real communication problems or opportunity.

The research should enable you to differentiate between current and potential audiences (such as businesses and ordinary members of the public), to select the media to reach specific audiences and to deliberately change existing perceptions of the organisation.

To identify the target audience and their perceptions, attitudes, needs, expectations, preferences and so forth towards the organisation and/or product or idea, formal research is required. The steps in the activity below need to be considered as a process of research (you have to go out and do real research on your selected organisation).

Report on each of the following:

ACTIVITY 10.4

1. Formulate a brief problem statement for the research (remember that this should be a research problem statement – trying to obtain the information to identify the real communication opportunities or problems). Please study the work you have done in the research methodology modules (or reflected in the research methodology literature if you have not yet completed the research modules) to formulate a proper research problem statement.

2. Formulate at least three sub-problems. (If the purpose of sub-problems is to divide the main problem into smaller researchable parts, explain how you think that these sub-problems would contribute to solving the main research problem.)
 - Sub-problem 1
 - How would it contribute to solving the main problem?
 - Sub-problem 2
 - How would it contribute to solving the main problem?
 - Sub-problem 3
 - How would in contribute to solving the main problem?
3. Formulate one research question for each sub-problem (operationalisation of your sub-problems). These must correlate with the three sub-problems.
 - Research question 1
 - Research question 2
 - Research question 3
4. Identify the unit of analysis.
5. Identify the population(s) for the study. (You need to define your population carefully because this will determine your sample and sampling procedure).
6. Describe the sampling procedures that have been applied. (Read up on sampling procedures to understand the concept).
7. Identify the specific methodology that you would apply and describe how you have developed your measuring instrument. For example, if you used survey research and developed a questionnaire, add it as an annexure to your assignment; or if you used interviews, add all your discussion documents and transcripts of the interviews (or your notes, if the interviews were not recorded mechanically), also as an annexure to your assignment. Briefly discuss the measuring instrument and explain how it helped you identify the communication opportunities or problems.
8. Report your results in full (if you used survey research you can provide results in the form of a frequency table or if you used other qualitative measuring instruments you can do a thematic analysis and provide the results in the form of a table).
9. Discuss at least three issues identified in the results that would have an influence on the way you would plan the campaign.
10. Explain how you made provision for audience segmentation in terms of demographic (at least) and other variables in your research (e.g. by including these variables as part of a questionnaire).

Explain what you have learnt from the research exercise by answering the following questions:

- What did you discover about the organisation in conducting the research?
- To what extent could you predict the results?
- Why would you say it was worthwhile (or not) to conduct the research?
- How could the research influence the way in which you would plan your campaign?

10.5.4 Analyse the situation

In addition to the research on the audience, the situation analysis is a vital aspect of assessment in planning a communication campaign. This may mean that you need to do a lot of observation and informal research to properly identify, analyse and describe the different elements that may influence the functioning of the organisation in society.

Study section 13.5.1.5 in the prescribed book and discuss the following factors as they apply to your organisation:

- Provide a historical review and forecast (10–15 lines).
- Describe the central idea of the communication campaign in three paragraphs (e.g. COMSA may see them as "bridging the gap" between theory and practice, between lecturer and student, and so on, and use this as the central theme to promote the annual conference).
- Describe the social, political and economic environment and the impact on the organisation (at least two paragraphs on each of these environments).
- Describe your competitors.
- Describe the organisation and its culture (remember to identify those elements that may influence the integration of the campaign).
- Explain the relationship infrastructure (this has to do with current stakeholders).
- Identify other information that is critical for the campaign.

FEEDBACK

At the end of phase 1, you should have a good overview of and insight into the organisation and the needs, perceptions, attitudes and predispositions of the audience.

ACTIVITY 10.6

Provide a summary of the insights you developed by doing research (audience) and the situation analysis. You should be able to identify the issues that are relevant to the campaign and discuss how they would affect the planning of the campaign. Specify the broad general aim(s) of the communication campaign.

- Issues identified that are relevant for the campaign (e.g. credibility, awareness, image).
- How the above issues would affect the planning of the campaign.
- Specify at least three broad general aims for the campaign.
- Finally, specify the communication problem or opportunity that would be addressed by the campaign.

FEEDBACK

All the above should now be documented in a report describing phase 1 of the *interactive model of communication campaigns*. This should be filed systematically and presented as a complete section of the assignment.

10.6 PHASE 2: CREATE

The purpose of the first phase was to find all the facts and information. As already discussed, the first principle for effective communication is to know your audience. The homework for this has been done. In the second phase, the campaign should be planned – based on the work already done in the first phase. In the planning phase, much of the information that has been collected in the first phase needs to be systematically summarised in the first part of phase 2. Although it may be seen as a repetition, it is basically a refining of the information to serve as an operationalisation of the results obtained in the first phase.

This phase entails the following:

- Formulation of the communication problem or opportunity
- SWOT analysis based on:
 - The information obtained about the audience
 - A description of the product/service/idea
 - The position of this among the audience
 - A definition of the needs of the audience
 - A description of the competition
 - A description of the environment
 - Formulation of strategic objectives for the campaign
 - The creation of the communication message
 - The allocation of resources and tasks
 - Media selection
 - The product of communication material

10.6.1 Stipulate the communication problem or opportunity

From the assessment document, the main communication problem or opportunity needs to be stated as a communication objective. The communication objective will remain unchanged throughout the campaign. This statement needs to satisfy the question of why the campaign is necessary and what it will achieve.

ACTIVITY 10.7

Formulate the main communication problem or opportunity for the organisation that you selected as the object for your campaign.

1. Why do you need to conduct this campaign?
2. What does the campaign aim to achieve?

10.6.2 Define strengths, weaknesses, opportunities and threats (SWOT analysis)

Study section 13.5.2.2 in the prescribed book, and complete the following activity:

ACTIVITY 10.8

1. As a precursor to the SWOT analysis, the following information must be extracted from the research document:
 - The information obtained about the audience (describe at least three audience characteristics that are relevant to the campaign as discussed in activity 10.7)
 - A description of the product/service/idea (from the assessment, highlight those characteristics that are relevant to the communication campaign as discussed in activity 10.7)
 - The position of this product/service/idea among the audience (a brief discussion of the existing perceptions, attitudes, etc., of the audience(s) towards the organisation/product/service or idea)
 - A definition of the needs of the audience
 - A description of the competition
 - A description of the environment
2. Based on the above, provide a summary of
 - Strengths
 - Weaknesses

- Opportunities
- Threats
- Problems

Although the heading of phase 2 is “create”, all that you have done so far is to rework and process the information that was generated in phase 1. This forms the “theory” and foundation upon which the rest of the campaign’s steps will be based.

10.6.3 Establish the campaign topic

At this stage of the campaign, you have already identified the main communication problem or opportunity. The SWOT analysis provided you with the context in which the campaign needs to be developed. The campaign topic now needs to be created. This is not about the organisation/product/service or idea but specifically what is going to be communicated about it. In the research document you have already touched on the topic by identifying the main communication problem or opportunity (see also sec 10.5.1).

Study section 13.5, phase 2, in the prescribed book.

If we return to the COMSA example, we could say that their idea of “bridging the gap” provides such a campaign topic and can be written in a sentence as follows: “The annual conference of COMSA will assist you to bridge the gap between theory and practice.” This sentence will then form the basis of the communication to the stakeholders, encouraging students to attend the conference on the basis of the premise that it will allow them to “bridge the gap”. COMSA will then be able to play around with the concept when it comes to communicating the message.

The topic that is formulated should indicate what perception you wish to create – in the case of COMSA, this will be to mobilise students to attend the conference – but ultimately, to create a perception of COMSA as a dynamic organisation that would be able to assist students to “bridge the gap” in the broader sense. The campaign would involve persuasion, awareness, information dissemination, education, image management, and ultimately, the changing of behaviour. The idea is that students would have a positive image of COMSA and become paid-up members of the association.

ACTIVITY 10.9

Formulate a one-sentence topic for your campaign.

10.6.4 Formulate strategic communication objectives

Building on the topic for the campaign and based on the information obtained during the assessment phase, it is now time to formulate the strategic objectives of the campaign.

When you did the research in phase 1, you had to subdivide the main research problem into smaller parts in the form of sub-problems. Similarly, you should look at the campaign topic and divide it into smaller parts that can be communicated, that are *specifically quantified* and that can be *measured* at the end. These smaller parts of the main campaign topic are the strategic communication objectives.

Study section 13.5, phase 2, in the prescribed book for a discussion of the campaign objectives. In addition, do a search on the internet to see what is being said about communication campaign objectives.

For example, some of COMSA's strategic communication objectives may be as follows:

- To promote the annual COMSA conference using various media to persuade 20% of the Communication Science students living in Gautent to attend the annual conference by the end of September.
- To create a favourable image of COMSA among at least 60% of Communication Science students registered at Unisa and living in the main urban areas where there are branches of the association. This should result in 600 more paid-up members by the end of October.
- To create a favourable image of COMSA among at least 60% of Communication Science students.

ACTIVITY 10.10

Identify and formulate at least three strategic communication objectives for your campaign.

10.6.5 Create the communication message

To create the message, two concepts need to be differentiated. The first is the establishment of the "big idea" (what the message will communicate) and secondly the "creative concept" (how the message will be communicated).

These two concepts are discussed comprehensively in section 13.5.2.5. Taking COMSA's conference as an example, the following can be said:

The "big idea" for COMSA has already been established as "bridging the gap". For COMSA this becomes a convenient way of positioning itself in the minds of its audience. Because Unisa is a distance education institution, a gap between the university and its students develops.

There is a distance between students and lecturers. A physical gap and, even more so, a psychological gap because students and lecturers do not see one another often and it is difficult to establish a relationship. There is also a gap between theory and practice. Because of the distance education model, most topics are taught from a theoretical perspective, providing academic substance. However, there are few opportunities to obtain practical training. COMSA now claims to bridge those gaps on behalf of the Communication Students, between students and lecturers and between theory and practice. This is the association's claim to fame.

The creative concept is now to decide how to put the "bridging the gap" concept into a format that can be communicated easily and that makes the "big idea" accessible to the audience. COMSA needs to consider the *message approach* that would work for it – would it be emotional or rational?

Study section 13.5.2.5 in the prescribed book for guidance on the approach that can be used. Remember, your research (phase 1) should provide you with enough information to take decisions like these (if not, you did not do proper research). Remember to link all activities to the first phase. This should not be thumb-sucking, but based on the research you have done. Also take into account the characteristics of your audience that you have discovered in your research. You also have to consider how you would execute the message to reach your audience. Again, you have to rely on your research to guide you in this decision.

In the execution, you have to return to what you did in sections 1 and 2 of this study guide. You have to apply the tools of advertising and public relations as well as the online communication tools. In an integrated communication campaign, these tools need to be integrated and applied alongside one another. Your selection of techniques will depend on the "big idea", the execution of the message and marrying these with the information you obtained from the assessment in phase 1 of the campaign.

ACTIVITY 10.11

1. Formulate the "big idea" for your campaign in one sentence.
2. Formulate a message approach for your campaign.
3. Decide how you would execute the campaign and list at least eight different ways of presenting your message.

10.6.6 Allocate resources and tasks

Thus far, there have been no serious problems in respect of integrating the campaign because, as the communications planner, you were the only person involved in the campaign. You synchronised with the organisation and planned an integrated campaign. However, you now have to also involve other people in the planning (and later execution) of the campaign. Do you remember the wedding at the start of this topic?

Study section 13.5.2.6 in the prescribed book. Identify the individuals, groups and others who will be involved in the creation and execution of the campaign.

The following need to be considered:

- Budget

During the assessment phase you should already have investigated how much money is available for the implementation of the campaign. For the purposes of this assignment, you need not have money physically available because it will only be a proposal to the organisation which they may implement or not. However, have to be realistic because small local community organisations or charities usually do not have much money available for communication campaigns. Of course, you could do well in the portfolio assignment if you also include proposals on how you could raise money for the execution of the campaign.

- Task allocation

You have to identify what you can do and what needs to be outsourced. This will determine how many people would be involved in the planning and execution of the campaign.

For the purposes of this assignment you will be expected to go to the point where you have to produce creative concepts such as concept, press releases, pamphlets and advertisements. If you need to design a pamphlet and you do not have access to the software, or do not have the artistic talents, you will need to ask someone with the necessary computer software and talent to put your ideas into reality in the form of "dummies" that you can include in the submission of your assignment.

- Relationship infrastructure

Make sure that everything is in place to make the campaign possible. Is the database updated and does the infrastructure exist to deal with the additional interest the campaign will raise?

- Communication mix

Make sure that you include a proper mix of media and techniques.

- Review mechanisms

How do you ensure that the campaign is properly integrated internally (consistent and complementary)? In addition, are there mechanisms in place to monitor progress and provide alternatives if the campaign fails to achieve its goals?

ACTIVITY 10.12

Using the headings above, provide a comprehensive report on how you allocated resources and tasks.

10.6.7 Select the media

The major challenge in developing a communication campaign is to select the appropriate media. Using the mass media can be costly and therefore needs to be considered with discrimination – are you sure that the costs can be justified? However, public relations tools, such as demonstrations, events, promotions, media relations and others, can be extremely cost-effective, but may not reach as wide and audience as others.

The so-called "new media" (internet, cellphones, etc.) also provide a wide audience at affordable costs, but audiences are highly defined and limited to a select group of people.

ACTIVITY 10.13

Provide a list of media (at least eight media activities) you would use to distribute your message – selecting appropriate media for advertising, public relations and using online media (include all three). Explain for each medium you would utilise why you selected that medium and how it would contribute to internal integration. Refer to the criteria of *reach*, *frequency* and *impact* to substantiate your choices.

10.6.8 Produce the communication material

For the assignment, you have to produce, in concept form, all the materials for the media you listed above. For the purposes of the profile assignment, you have to provide only sketches and concepts of the different materials (eg advertisements, pamphlets, press releases and online designs). Add these to your assignment as annexures.

You must explain how each design helps to convey the meaning you intended – in other words, how it contributes to the “big idea”.

10.7 IMPLEMENTATION AND EVALUATION PHASES

Of course, it would not make sense only to plan a communication campaign – it also needs to be implemented. In the end, the proof of the pudding is in the tasting, and it therefore needs to be evaluated. In the prescribed book, the implementation and evaluation phases are briefly discussed. Please study them carefully.

However, for the purposes of this exercise (the portfolio assignment), it will be sufficient to concentrate on the first two phases, culminating in the production of materials (in concept form). The last challenge will be to present this planning and proposal for a campaign to the management of your selected organisation. If you are convincing in your argument and are able to demonstrate the need for the campaign based on your research efforts, the chances are excellent that you will be requested to implement the whole plan or part of the plan. If this happens, we would like to request you to inform us of this and report on the implementation via the myUnisa discussion forum or e-mail.

10.8 CONCLUSION

I introduced this topic with the story of the wedding. After going through the process for an integrated communication campaign, it is clear that an integrated approach to communication can make a difference. Although it cannot guarantee success, it provides for a procedure to make a deliberate effort to ensure that we know all there is to know about the audience (and their needs, perceptions and attitudes). In addition, it also compels you to ensure that you cover all aspects of the planning of the campaign including in terms of integration. Following a similar type of procedure would also ensure that the planning for a wedding can be successful with everyone doing their bit in co-operation with others.

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