

Faculty motivations to integrate international perspectives in public relations
education

by

Myranda Bower

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Major Professor

Raluca Cozma

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Abstract

A survey of public relations educators at accredited institutions in the United States revealed that faculty members are more intrinsically motivated to incorporate international perspectives in the curriculum than extrinsically motivated. The analysis also found that there is a relationship between cultural intelligence and incorporating multiculturalism and international public relations into curricula. The study contributes to the literature on self-determination theory and cultural intelligence and has practical implications for both educators and the future generation of PR practitioners.

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Chapter 1 – Introduction

The globalization of the world has led to the globalization of business practices, including public relations. With the globalization of public relations comes the need to properly prepare public relations students for a globalized workplace. Scholars have written about the globalization of public relations and how it is taught on college campuses in the United States (Bardhan, 2003; Creedon & Al-Khaja, 2005; DiStaso, Stacks &, 2009; Grunig, 1989; Sriramesh, 2002; Peterson & Mak, 2006; Taylor, 2001).

The first course to cover public relations is often believed to have been taught by Edward L. Bernays, the “father of public relations” (Wright, 2011). Even two decades after, few universities actively taught public relations. Alfred McClung Lee reported that in 1945 only 21 universities were offering classes in public relations, and that number rose to 30 by 1947 (Grunig, 1989). The amount of universities that teach public relations courses has certainly risen in the six decades since then, but the question is, are students graduating from those bachelor programs prepared to work as public relations professionals in a globalized world?

In fact, being a culturally and globally competent citizen of the world is something every field is looking at. In today’s global world, working with different countries and cultures is continually increasing (Mak & Peterson, 2005). Public relations is no exception to that idea. It has become a global business, which means that there is a need for an international view on public relations (Sriramesh & Verčič, 2003). Public relations in particular is a field in which researchers and professionals have been calling

on educators to fully prepare students for decades. “There is a dire need for public relations education to identify the characteristics that make for an effective multicultural practitioner, and help impart these to students who, as professionals, will need to operate in a multicultural environment” (Sriramesh, 2002, p. 54).

So what are educators doing to prepare their students best for international public relations? Do they teach classes dedicated to international public relations or is a focus on multiculturalism integrated throughout the entire program? How do public relations instructors in higher education make sure that their students are globally competent?

In 2003, Bardhan conducted in-depth interviews with public relations students at a large midwestern state university about their feelings on their education, focusing on the international aspect of it. The study found that students were excited to learn about international and multicultural perspectives but weren’t quite getting that yet. “Many students wrote that their current public relations courses do not incorporate enough materials in this area, and that more assignments and projects enabling students to explore the international and multi-cultural dimensions of the profession could effectively rouse interest” (Bardhan, 2003, p. 167).

Recently, Mak (2017) focused on the characteristics of both the instructors who teach international public relation courses and also the institutions who employ those instructors. The results from that study suggested that there is room for improvements in the methods that instructors teach international public relations. The study also provided some interesting demographic information about who was teaching international public relations in the United States. The study found that there are more female (55.3%) than male (44.7%) public relations scholars, the majority being white (80%), with the rest

being Asian (11.8%), black (4.7%), Hispanic/Latino (2.4%) and other (1.2%) (Mak, 2017).

This study aims to look at international public relations and the way it is taught at American universities. A survey will be conducted to learn about the practices of international public relations instruction at American universities. This chapter introduces the history of international public relations education. Chapter two will focus on the literature review through three sections: international public relations in higher education, multiculturalism in public relations education, and the self-determination theory, and will end by formulating the research questions that will guide the study. Chapter three will focus on the survey method that will be conducted to answer the study's research questions and will also include the timeline of activities and will also include the time line of activities, including details on IRB approval. Chapter four will analyze the results from the survey and major findings from the research. Finally, chapter five will feature discussion and implications for future research, as well as limitations.

This study is important because it will bring many contributions not only to the public relations industry but also to public relations education, pedagogy and theory. This study will show how students are being taught public relations and if they are being trained to become successful practitioners on an international level. This study will also show how decision theory can be used in public relations and how it applies to public relations. This study is important to the public relations industry because it gives the industry an idea of how future practitioners are being prepared for the field and if they are getting a proper international education. Finally, this study is important to pedagogy

because it will provide an insight into the different ways that international public relations is being taught across the United States.

Chapter 2 – Literature Review

This chapter provides a thorough literature review on international and intercultural public relations and the way it is taught at American universities along with the theory within which this study is grounded, self-determination theory. The first topic explored in this chapter is international public relations in higher education; the second is multiculturalism in public relations education; the third is cultural intelligence, and finally the fourth is an overview of the self-determination theory and how this study builds on its framework.

International Public Relations in Higher Education

As stated in the introduction, in order to be a successful public relations practitioner, you must be both experienced and knowledgeable in international affairs (Lariscy, 2008). It is important that professionals are ready to communicate with various audiences across the globe (Sriramesh & Verčič, 2003). Several reports and studies have focused on globalization and what it means for public relations and how higher education prepares students for field work (Lariscy, 2008; Taylor, 2001). The questions that these studies and reports have asked throughout the years have been similar. Are we preparing public relations students properly for a globalized workplace? What measures are educators taking in order to prepare their students for a globalized workplace? (Lariscy, 2008).

While researchers agree that there are questions about whether students are being properly prepared, they offer different solutions to that dilemma. Taylor (2001) argues that the most successful way to make sure public relations is being taught on an international level is to have a course solely dedicated to international public relations

(henceforth IPR). Taylor (2001) suggests doing this by offering an upper-level course with the sole focus on IPR at the undergraduate level. “One of the best ways to ensure that future public relations practitioners are comfortable and competent in dealing with international publics is to incorporate the discussion of international public relations into undergraduate education” (Taylor, 2001, p. 86). The argument here is that a course dedicated to IPR should not just be an elective, but a mandatory part of a public relations education curriculum.

The need for a focus on international public relations in education is ever present. Just relying mainly on western culture and American context deprives PR students of the opportunity of learning from a multicultural viewpoint (Sriramesh, 2002), which can have dire consequences in a world that is more interconnected than ever. It is paramount that the public relations education is all encompassing of the world because of its influence (Sriamesh, 2002). Practitioners should be given the education that prepares them for a multitude of situations and cultures.

Culture is an important aspect of any company or organization. It is an integral piece of how things run, day to day, especially in public relations (Vasquez & Taylor, 1999). The notion that culture is a part of public relations in the day-to-day practice comes from two ideas; first, that “it communicates across cultural borders, and second, that it is a cultural practice itself” (Banks, 2000, p. 29). Public relations is cultural in of itself because it focuses on the practices of communication across cultural and global borders (Banks 2000).

After leaving college with a degree in public relations, a practitioner should be able to practice not only in the United States but also with overseas clients and

collaborators. Without adequate knowledge and education of other cultures, nationalities and ethnicities, there is room for error and gaffes. A PR practitioner should be able to write a piece of media about an international situation comfortably, without perpetuating stereotypes or offending (Creedon & Al-Khaja, 2005). American practitioners and agencies are often hired by international governments and corporations that deal with high-power situations (Grunig et al., 1995). If American practitioners are being put into such high-power jobs all across the globe, don't we want to ensure that they are properly educated in how to deal with the differences and challenges that can come with cross-cultural communication?

There have been many cases in which American practitioners made blunder when practicing on a global level. One such case happened to Nike in Ireland in 2012. For Saint Patrick's Day that year, Nike released a shoe that they called "Black and Tan" based on a popular alcoholic drink in Ireland (Gani, 2012). The problem with this was that there was once an aggressive military group call the Black and Tans (Gani 2012). Nike eventually issued an apology and claimed it was done with no intent to offend anyone (Gani 2012). If someone within the Nike brand in Ireland would have done research, they wouldn't have faced the backlash that they did.

Another PR blunder committed by an American company overseas happened in 2013 with Apple. There were complaints that Apple was being arrogant towards its customers in China, which is offensive to their culture (Rudawsky 2013). Apple issued an apology stating that they dedicated to learning how to better communicate in China (Rudawsky, 2013). Another gaffe made by an American PR company also happened in China, this time with KFC. When KFC decided to make the move to China in the late

1980s, it tried to translate its famous “finger lickin’ good” slogan for it to translate to “eat your fingers off” (Brooks, 2013).

Each of these blunders could have easily been avoided had someone within the PR teams simply looked up cultural norms, appropriate translations and appropriate cultural mannerisms. If PR students are taught PR on a global scale and given the opportunity to learn how culture affects communication, some of these blunders could be prevented.

One question raised is if international public relations is necessary for a public relations curriculum. According to the Accrediting Council on Education in Journalism and Mass Communications, there are nine accrediting standards that journalism schools have to meet in order to be accredited. For journalism schools to be accredited they have to meet these standards: mission, governance and administration; curriculum and instruction; diversity and inclusiveness; full-time and part-time faculty; scholarship research, creative and professional activity; student services; resources, facilities and equipment; professional and public services and assessment of learning outcomes (ACEJMC.ORG).

There are two instances in those outcomes in which international and global learning is required. Both instances are under the “curriculum and instruction” standard. The first is that the curriculum should give students an “understanding of gender, race, ethnicity, sexual orientation and as appropriate other forms of diversity in domestic society in relation to mass communications” (ACEJMC.org). The second is that the curriculum should “demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society”

(ACEJMC.org). These two accrediting standards show that universities should be giving their students the opportunity to learn about international mass communications and how to properly deal with those audiences.

IPR in higher education is pertinent to a proper college degree in public relations. If universities are not fully preparing students for a globalized workplace, then they are doing the students and the PR field a disservice. In today's fast-paced, multicultural world, practitioners have to be able to face the onslaught of challenges that can come with practicing in different countries and working with global companies and organizations.

Multiculturalism in Public Relations Education

One main aspect of IPR is multiculturalism. Multiculturalism is “the view that the various cultures in a society merit equal respect and scholarly interest” (Hirsch, Jr., et al., 2002). Multiculturalism is allowing other cultures to thrive, even if they are not native to the country. There are many parts to multiculturalism and how to successfully integrate it into an IPR curriculum. Specifically, the way that people communicate with each other is something that needs to be focused on when teaching PR students about multiculturalism (Sriramesh, 2002). Public relations specifically focuses on how businesses, brands, organizations and companies communicate with their multiple audiences. In today's world, that means being able to communicate with multicultural audiences with different values and ways of living.

Sociologist Geert Hofstede founded cultural dimensions theory when he started his research in 1965. Hofstede focused on finding the differences in values in different cultures around the world. Eventually his work moved to the cultural differences in

workplaces across the globe. His belief was that cultural differences experienced within society lead to the cultural differences experienced in the workplace. His initial results came up with four value categories that countries fell in; they were power distance, individualism versus collectivism, masculinity versus femininity, and uncertainty avoidance (Hofstede, Hofstede & Minkov, 2010). Over time, more dimensions have been added such as long-term normative orientation versus short-term orientation and indulgence versus restraint (Hofstede et al., 2010). The main idea behind cultural dimensions theory is that how one operates in the workplace is heavily influenced by one's own culture. Public relations is an international business so there will be times when there are cultural differences in how practitioners work, which has implications on productivity, job satisfaction, etc.

Communication is key to multiculturalism because they go hand in hand. The main point to a PR professional's job is to communicate, so it makes sense for PR education instructors to focus on the effect culture has on PR practices (Sriramesh, 2002). Without proper communication between professionals, colleagues run the risk of making mistakes that would not be made if there was proper cultural communication. This need for communication amongst practitioners should be taught at the collegiate level with professors giving their students the proper tools to navigate those situations (Vasquez & Taylor, 1999).

Sriramesh makes the point that in order to have a solid IPR and multicultural curriculum, there has to be a solid body of knowledge that reflects the "political, social, economic and cultural differences that make non-Western regions such as Asia a different and challenging environment for PR practice" (2002, p. 65). This means that the theories,

readings, projects, case studies, assignments, etc. cannot just reflect western thinking and ideals, they need to be all encompassing of different cultures, regions and areas of the world. This is important because they need that knowledge to be able to accurately know how to navigate different situations correctly the first time, rather than learning from each misstep (Sriramesh & Verčič, 2003).

Along with building that body of knowledge on multiculturalism, case studies in the classroom need to reflect the difficulties that come along with using western-centered public relations practices in an international setting. They need to specifically show the failures of what happens when PR practitioners only apply western practices in other parts of the world (Sriramesh, 2002). Case studies are pertinent to the curriculum of a public relations student, so the breadth of the case studies being shown to students should be global.

Some suggest that along with increasing the body of knowledge about international public relations, finding relevant international public relations case studies, students should also receive additional schooling in IPR. There are calls for workshops in cultural sensitivity, communication and diversity in order to expand students' knowledge on how to deal with IPR (Banks, 2000). Along with teaching students about being aware of other cultures, there also has to be opportunities for them to learn about how to deal with those differences in cultures. Banks calls on educators to teach their students this virtue: "Similarly, cultural awareness and sensitivity need to be built into university curricula in which public relations practitioners are educated" (Banks, 2000, p. 116).

Studies have shown that students have the desire to learn more about other countries and how they practice public relations. A study done by Bardhan in 2003 found

that students felt that the PR courses they were taking at the time did not include an adequate amount of information on IPR and that if there were more assignments and projects on IPR then the interest in it would be piqued. On top of expanding the body of knowledge and the desire of students wanting to learn about international public relations, studies have also shown that students want to learn in different ways. Bardhan (2003) also found that students would prefer to learn by hands-on experiences, such as traveling abroad, internship opportunities, etc.

As stated in the “International Public Relations in Higher Education” section, there is a need to have a core class devoted to IPR. Just over 20 years ago, there were few classes that offered this. A study done by Sriramesh in 1994 showed that of 119 universities in the USA, only one offered a course on IPR for undergraduate students (Sriramesh, 2002). Is that number higher today? Are there more universities integrating international public relations into their curriculum? Is that a mandatory part of their curriculum or just an elective class? And what determines educators’ choice of emphasizing international public relations and multiculturalism in the public relations classes?

So far, most of the research about multiculturalism in both PR and PR education has been done by people who are directly affected by it. “For the immediate future at least, much of the theory building of multicultural PR will continue to originate from international graduate students studying principally in the USA and a few Western countries, as well as from recent graduates” (Sriramesh, 2002, p. 65). Will this ring true? Or will the rest of the PR world catch on and look into how multiculturalism affects the profession and how and if students are being taught multiculturalism in higher education?

Multiculturalism is an important aspect of public relations. The body of research in it is growing every year. Has that changed in the past few years? Are things getting better or worse? Will focusing more on multiculturalism in public relations be controversial? “Changing public relations education and practice so that it is more responsive to the multicultural world in which it operates inevitably means inviting differences and dissent into the ranks of practitioners and educators,” (Banks, 2000, p. 117). Do educators even feel the need to make the switch?

One such way that educators make decisions about the way they teach and why they teach is explained by the self-determination theory. Self-determination theory focuses on motivation and whether someone is intrinsically or extrinsically motivated to do something (Vansteenkiste et al., 2006, p 19). The next section explores the self-determination theory and how it applies to this study.

Cultural Intelligence

Cultural intelligence is a relatively new term. It is believed to have been coined in 2003 (Ang & Van Dyne, 2008, p. 3). One possible factor that could affect a public relations instructor’s motivations or abilities to teach international and multicultural public relations could be whether they are culturally intelligent. What is cultural intelligence? Cultural intelligence was defined as “an individual’s capability to function and manage effectively in culturally diverse settings” (Ang & Van Dyne, 2008, p.3).

Cultural intelligence comes from the idea of cultural norms, the way they change from culture to culture and how people adapt or don’t adapt to those changes (Brislin, Worthley & Macnab, 2006). One key skill they found was that those with high cultural

intelligence had an expectation to be misunderstood or misunderstand someone from a different culture (Brislin, Worthley & Macnab, 2006).

With cultural intelligence properly defined, there needs to be a way to measure cultural intelligence among people. One way in which cultural intelligence can be measured is by using the Cultural Intelligence Scale or CQS. The CQS is measured by four categories: CQ-Drive, CQ-Knowledge, CQ-Strategy and CQ-Action (Buko & Johnson, 2013, p. 53). This scale has four items or questions that are measured on a four-point Likert scale.

The Cultural Intelligence Scale has been used in many different studies, in a variety of ways and subjects such as culture and gender (Hendricks, Atkinson, Lewis & Crossen, 2018) and in cross-cultural research (Chiu, Gelfand, Yamagishi, Shteynberg & Wan, 2010), etc. However, it appears it has never been applied in regards to higher education and international public relations. Including cultural intelligence and investigating the possible relationships between it and other factors would fill a gap in the literature. Knowing if cultural intelligence plays a part in motivations to teaching international public relations could potentially give way to the ideal instructor that is needed to teach international public relations.

Cultural intelligence is definable and it is measurable. How does it apply to international public relations education? How does it apply to education as a whole? While there is not any research specifically about cultural intelligence and international public relations education, there have been studies on cultural intelligence and other forms of education and cultural intelligence and workplace success (Brislin, Worthley & Macnab, 2006).

Self-Determination Theory

Universities may have set curriculum or checkpoints their faculty, staff, professors and instructors have to meet, but are they meeting those standards because they have to or because they want to? The self-determination theory is the “idea that autonomy and self-control are necessary conditions for heightened human motivation” (Bess, 1997, p. 14). Self-determination theory focuses on whether an individual is intrinsically or extrinsically motivated when making decisions. If a person is intrinsically motivated, that means that motivation comes from within, and there are no outside forces influencing the person’s actions. If a person is extrinsically motivated, then that means that there are outside forces that are influencing that individual’s decision-making.

According to Deci and Ryan (2017), self-determination theory involves the social conditions that ease or impede success. Deci and Ryan are the original creators of the self-determination theory, which is based on intrinsic and extrinsic motivations. According to Deci and Ryan (1985), for years psychologists have been struggling to figure out the usefulness of choice, autonomy and volition. This is how self-determination theory came to be. “It is our contention that intrinsic motivation and self-determination are necessary concepts for an organismic theory” (Deci & Ryan, 1985, p. 7).

According to Deci (1985), self-determination involves human choice. Human choice is a big part in both intrinsically and extrinsically motivated behaviors. Self-determination is something that is affected by environmental forces and can often involve both controlling one’s situation but also relinquishing control in a situation (Deci, 1985).

“SDT endorses an organismic perspective on individual functioning whereby individuals—in the present case, faculty are inherently self-motivated to master their environment” (Stupinsky et al., 2018, p. 16). Intrinsic motivation is when a person feels most self-motivated, while extrinsic motivation is when someone is motivated from outside forces. Deci and Ryan (2000) argued that in order for an individual to feel self-motivated, there are three psychological needs that need to be met—autonomy, relatedness, and competence.

The three basic psychological needs of autonomy, competence and relatedness are imperative to self-determination theory and how it applies to real situations. Filak and Nicolini (2018) went into great depth to explain these three concepts and what they mean. Autonomy is the notion that a person feels that they have control of the choices and actions in any situation (Filak & Nicolini, 2018). Filak and Nicolini (2018) also said that relatedness is the most interpersonal need of the three and that it occurs when a person feels a connection to other important individuals. Relatedness occurs when a person has a connection and feels that others ‘get’ them (Filak & Nicolini, 2018).

Filak and Nicolini (2018) also stated that competence was the most solid of the three needs because it is satisfied when an individual completes and masters tasks. People who are looking for competence will try to find meaningful outcomes they want to accomplish and will practice them again and again until they succeed on a regular basis (Filak & Nicolini, 2018). When the three psychological needs are met, intrinsic motivation becomes possible.

Self-determination theory breaks extrinsic motivation down into four categories based on autonomy, ranked from lowest to highest: external regulation, introjected regulation, identified regulation, and integrated regulation (Stupinsky et al., 2018). External regulation comes from when behaviors are regulated by outside factors like punishments, constraints, and rewards, while introjected regulation are when behaviors are partially regulated by the self but they are not consistent with other parts of the self (Stupinsky et al., 2018). Identified regulation happens when a person is behaving on his or her own choice and volition when the person thinks it is important, while integrated regulation is when behaviors are correspondent with the person's needs, values and identity (Stupinsky, et al., 2018). Just like the Stupinsky et al. (2018) study, this study does not include the last regulation of extrinsic motivations because it is highly correlated with intrinsic and identified regulations.

Self-determination theory has been used in multiple fields of study, such as healthcare (Vansteenkiste, et al., 2012), relationships (Brunell & Webster, 2013) and psychology (Deci & Ryan, 2000). In recent years, self-determination theory has been used in the field of education. It has been used for student motivations (Madison, et. al, 2017), the motivation to teach e-learning classes (Sorebo, et. al, 2009), the motivation of faculty to volunteer to review manuscripts for journals (Curtin, Russial & Tefertiller, 2018), and to learn about teaching motivations (Fairweather & Rhoads, 1995). It is from these studies on self-determination theory in education that the need to explore self-determination theory in the context of teaching of international public relations has emerged.

From applying self-determination theory to student motivation and their satisfaction with their major, Desi et al. (1991) found that the highest level of conceptual learning appeared to occur under the same type of motivational conditions that also promoted personal growth. Madison et al. (2017) found that the reason why students choose mass communications as a major is aligned with students' motivation orientations and coursework requirements. It has been shown that students' satisfaction with their major is highly aligned with that major's ability to complete intrinsic needs (Madison et al., 2017).

Fairweather & Rhoads (1995) found that being self-motivated is a key element in faculty behavior, citing previous research that found that "psychosocial development, including commitment to the values of achievement, autonomy, and intellectual satisfaction, distinguishes individuals who choose a faculty career from those who pursue other occupations." Curtin, Russial and Tefertiller (2018) found that intrinsic motivations, such as the satisfaction of helping others, were stronger for faculty willing to engage in peer review of research for journals than extrinsic motivations, such as service required for career advancement.

Self-determination theory has been used in relation to faculty motivation and teaching practices but it has yet to be applied to international public relations and the way it is taught on college campuses. Stupinsky et al. (2018) found with the model they used that when the basic psychological needs of autonomy, competence and relatedness are met, faculty would be more intrinsically motivated to teach, which would result in a greater use of successful teaching methods. This study is necessary because when there is knowledge as to how instructors, teachers and professors are motivated, it can help to

know how to improve teaching quality and student learning (Stupinsky, et al., 2018). Roca and Gagne (2008) also back up this idea of the three basic psychological needs, “The theory proposes that the adoption of intrinsic motivation or the internalization of more self-determined types of extrinsic motivation depends on the satisfaction of three basic psychological needs: the need for relatedness, competence and autonomy” (p. 1588).

If we gain more knowledge as to how public relations educators feel motivated to teach, and whether or not they feel intrinsically motivated to teach international public relations, then there will be more insight as to how to better motivate faculty to integrate internationality into their pedagogy and curricula.

Research Questions

Building on the literature reviewed above, this study sets out to answer the following research questions:

RQ1: How important do PR educators think international public relations is to a comprehensive PR curriculum?

RQ2: How are public relations educators preparing their students for international public relations?

RQ3a: Are public relations educators more intrinsically or extrinsically motivated to teach international public relations?

RQ4: What is the relationship between self-efficacy and motivations to teach international public relations?

RQ5a: What is the relationship between cultural intelligence and motivations to teach international public relations?

RQ5b: What is the relationship between cultural intelligence and incorporating multiculturalism & IPR into the curriculum?

RQ6: What is the relationship between cultural intelligence and the perceived importance of teaching IPR?

Chapter 3 – Methodology

Procedure

The study used survey methodology to answer the research questions formulated above. A survey was chosen in order to get an initial assessment of intrinsic and extrinsic motivations for instructors of international public relations, adopting well-established measures from the cultural intelligence and self-determination theory literature. A survey was emailed to all public relations professors and instructors at CEPR (Certification in Education for Public Relations) and ACEJMC accredited colleges and universities in the United States and also by using the listserv of the Public Relations Division of the Association for Education in Journalism and Mass Communications (AEJMC).

Variables

Based on the self-determination theory literature (Deci & Ryan, 2017) basic needs are operationalized as follows:

Autonomy – “I teach international public relations because it makes me feel good.”

Competence – “I teach international public relations because I want to be one of the best educators in the field.”

Relatedness – “I teach international public relations so I don’t lose my job.”

Intrinsic and extrinsic motivations measures were adapted from (Deci & Ryan, 2017) and included questions such as “I teach because I like teaching ” (intrinsic) or “I teach because I am paid to do so” (extrinsic). These questions are based on a five-point scale (5 = Strongly agree, 4 = agree, 3 = neither agree, nor disagree, 2 = disagree, 1 = strongly disagree) with each scale made up of several items. The questions ask about

what motivates the respondents to teach IPR. Motivations will be measured by an exploratory factor analysis. For a complete list of items measuring motivations, see Table 2.

Types of classes taught within the institution and by the educator were measured with items such as asking educators if they taught IPR or not.

International public relations and multiculturalism incorporations in the classroom was measured by asking Likert-scale questions on how often they brought in international or multicultural perspectives and whether or not they took their students abroad.

A couple of questions gauged accreditation. These questions check if the universities or colleges that the respondents work for are either CEPR (certification in Education for Public Relations) accredited or ACEJMC accredited.

Cultural intelligence was measured by using the scale from Johnson & Buko (2013). This scale is comprised of 20 Likert-scale items.

Self-efficacy was measured through a scale from Stupinsky, et. al. (2016).

Finally, the survey included demographics questions about gender, age, ethnicity, education level, years of teaching experience, and academic rank.

Survey Development

The survey was developed based on the questionnaire used by Stupinsky et al (2018). From this survey, questions were adapted from two sections, Motivation and Teaching best practices. These same questions were adapted from Frenet, Guay and Senecal (2004) but for faculty members.

Chapter 4 – Data Analysis

Introduction

The purpose of this study was to examine what motivates public relations educators to teach international public relations and multiculturalism and how they do so. The online survey was sent to 642 respondents, a list that came from colleges in the United States that were either CEPR, ACEJMC certified, or both. The survey was also distributed via the listserv of the Public Relations Division of AEJMC. The survey was conducted via Qualtrics. Of the 642 respondents, 168 took the survey. After cleaning the data, there were 104 complete responses available for analysis.

In terms of demographics, women and men were almost equally represented in the sample, with 47 respondents being men (45.2%), 56 respondents being women (53.8%), and 1 respondent preferring not to answer (1%).

In terms of ethnicity, the respondents were overwhelming white, with 83 respondents identifying as white (79.8%), 8 respondents identifying as other (7.7%), 6 respondents identifying as black or African American (5.8%), 5 respondents identifying as Asian (4.8%), and 1 respondent identifying as American Indian or Native American (1%).

In terms of cultural backgrounds, 85 respondents were born in raised in the United States (81.7%). Eleven respondents were citizens of a foreign country (10.6%), while 8 respondents chose the “other” option (7.7%). In terms of academic ranking, five respondents were graduate or doctoral level students (4.8%), 20 respondents were adjunct, instructors, professors of practice or lecturers (19.2%), 33 respondents were assistant professors (31.7%), 22 respondents were associate professors (21.2%), 21

respondents were professors (20.2%), and finally, 3 respondents chose the option of “other” (2.9%).

Findings

The first research question asked how important PR educators think international public relations is to a comprehensive PR curriculum. This question was answered on a five-point Likert scale with 1 being “strongly disagree” and 5 being “strongly agree”. The mean from the 104 respondents to this question was 4.3 with a $SD=1.23$, indicating that most educators agree that international public relations is important to a comprehensive PR curriculum.

The second research question to answer was how public relations educators are preparing their students for international public relations. The survey asked questions on a five-point Likert scale in regards to the methods instructors could possibly deploy to inform their students on international public relations. Descriptive statistics found that of the 104 educators surveyed, only 14 said that the institutions they worked for made IPR a mandatory part of their curriculum (13.5%), while only 60.8% said that IPR courses were offered as electives.

Table 1 summarizes findings on PR educators’ practices of incorporating multiculturalism and IPR in their instruction. In relation to “bringing multiculturalism into the classroom,” 46.2% (48 respondents) said always, 40.4% (42 respondents) said almost always, 12.5% (13 respondents) sometimes and 1% (1 respondent) said never. In terms of “taking students abroad,” 10.6% (11 respondents) said always, 3.8% (4 respondents) said almost always, 14.4% (15 respondents) said sometimes, 10.6% (11 respondents) said almost never, 60.6% (63 respondents) said never. In response to the

question about “bringing international perspectives into the classroom,” 38.5% (40 respondents) said always, 29.8% (31 respondents) almost always, 27.9% (29 respondents) sometimes, 1.9% (2 respondents) almost never, 1.9% (2 respondents) never.

Table 1.
Percentage of PR educators incorporating multiculturalism & IPR in the curriculum

| | <i>Always</i> | <i>Almost always</i> | <i>Sometimes</i> | <i>Almost never</i> | <i>Never</i> |
|--|---------------|----------------------|------------------|---------------------|--------------|
| Take students abroad. | 10.6% | 3.8% | 14.4% | 10.6% | 60.6% |
| Bring international perspectives into the classroom. | 38.5 | 29.8% | 27.9% | 1.9% | 1.9% |
| Bring multiculturalism into the classroom. | 46.2% | 40.4% | 12.5% | | 1% |

RQ3 set out to examine PR educators’ motivations to incorporate IPR and multiculturalism in the curriculum. One finding from this study was that public relations educators are more intrinsically motivated than extrinsically motivated. This was determined by running a factor analysis for all of the 16 items that measured both intrinsic and extrinsic motivations, then comparing those results. Principal components analysis with Varimax rotation found that 16 items loaded into two factors explaining 60.1% for the variance for the entire set of variables (Table 2). Factor 1, which explained 37.8% of the variance, was labeled intrinsic motivations due to the high loadings of the following motivations: “I teach IPR because it makes me feel accomplished and better about myself”, “I teach IPR because it’s exciting and intellectually stimulating”, “I teach IPR for the satisfaction I get when I see students learn new perspectives.” The variance explained by the second factor was 22.2%, and it was labeled extrinsic motivations. The cluster included the following items: “I teach IPR because I am paid to do so”, “I teach

IPR to be more marketable”, “I teach IPR to obtain a more prestigious job later”, “I teach IPR so I don’t lose my job” and “I teach IPR for career advancement”. An index was created for each type of motivation based on the findings of the factor analysis, by adding up the values of for all relevant items and dividing the sum by the number of items. On a five-point scale, the average for intrinsic motivations was 3.5 ($SD=.92$), and the mean for extrinsic motivations was 1.94 ($SD=.75$). The findings show that a majority of instructors were more intrinsically motivated versus extrinsically motivated.

Table 2.
Factor Analysis with Varimax Rotation of Intrinsic & Extrinsic Motivations

| Items | Component | |
|--|------------------|------------|
| | 1 | 2 |
| <i>Factor 1: Intrinsic Motivations</i> | | |
| I teach IPR because it’s exciting and stimulating. | .865 | -.141 |
| I teach IPR for the satisfaction I get when I see students learn new perspectives. | .763 | -.146 |
| I teach IPR because it’s my passion. | .743 | -.037 |
| I teach IPR because it makes me feel accomplished as a PR educator. | .781 | .072 |
| I teach IR because I want to be one of the best in the field. | .776 | .031 |
| I teach IPR so I help students become more successful practitioners. | .731 | -.266 |
| I teach IPR because I want to be one of the best educators in the field. | .776 | .031 |
| <i>Factor 2: Extrinsic Motivations</i> | | |
| I teach IPR because I am paid to do so. | -.02 | .79 |
| I teach IPR to be more marketable. | .03 | .67 |
| I teach IPR to obtain a more prestigious job later. | .06 | .63 |
| I teach IPR so I don’t lose my job. | .24 | .60 |
| I teach IPR for career advancement. | .21 | .48 |
| I teach IPR to ensure I get tenured or promoted. | -.02 | .45 |

RQ4 asked what is the relationship between self-efficacy and motivations to teach IPR. The public relations educators surveyed in this study had a high level of self-efficacy ($M=4.23$, $SD=1.12$). First, when correlating self-efficacy and intrinsic motivations to teach international public relations, there was no significant relationship $r(104)=-.028$, $p=.777$. For extrinsic motivation, a Pearson correlation test failed to establish a significant relationship, $r(104)=-.028$, $p=.312$.

The last set of questions gauged the importance of cultural intelligence. First of all, on a five-point scale, descriptive analysis found that the respondents had in general a moderate level of cultural intelligence ($M=2.1$, $SD=.55$). Cronbach's Alpha for cultural intelligence was .917 for 20 items.

RQ5a asked about the relationship between cultural intelligence and motivations to teach IPR. Two Pearson correlation tests were run to establish the relationship between cultural intelligence and intrinsic and extrinsic motivations, respectively. For intrinsic motivations, there was a significant moderate positive relationship found $r(104)=.370$, $p=.000$. For extrinsic motivations, there was no correlation, $r(104)=.043$, $p=.667$.

RQ5b set out to examine the relationship between cultural intelligence and incorporating multiculturalism & IPR into the teaching curriculum. Pearson correlation analysis found a moderate, statistically-significant positive relationship, $r(104)=.27$, $p=.005$ between cultural intelligence and incorporation of multiculturalism. Pearson correlation analysis also found a major, statistically-significant positive relationship, $r(104)=.450$, $p=.000$, between cultural intelligence and incorporation of IPR.

The final research question asked what is the relationship between cultural intelligence and the perceived importance of teaching IPR. Pearson correlation analysis found no significant relationship between the two, $r(104) = .148, p = .133$.

Chapter 5 – Discussion

The primary goal of this research was to find out the motivations for public relations educators in the United States to teach international public relations and the importance of cultural intelligence in those motivations as well as in educators' perceived importance of incorporating IPR and multiculturalism in the curriculum. This topic was explored by attempting to answer six different research questions. The first research question was: How important do PR educators think international public relations is to a comprehensive PR curriculum? As stated before in the "Data Analysis" section, the sample of public relations educators who were surveyed overwhelmingly agreed that international public relations is important to public relations education. However, only 13 percent of the sample reported that IPR is a mandatory part of the curriculum in their program. This indicates a misalignment between instructors' opinion about a comprehensive curriculum and the administration in their respective programs. On the positive side, about 60 percent of respondents said that IPR is offered as an elective at the university.

This implies that no matter what the motivations are behind teaching IPR, most of the educators believe that is a crucial piece of a well-rounded public relations education, but they deal with institutional barriers. This adds to the long-standing point that educators believe that students need to have globalized perspectives and experiences while receiving their education.

The second question this study set out to answer was: How are public relations educators preparing their students for international public relations? The findings revealed that the main way educators attempt to prepare their students for IPR was by

bringing in multiple perspectives into their classrooms. While that was the predominant answer to how educators were preparing students, the answer that occurred the least was studying abroad.

The fact that studying abroad was the least used option provided in this study as techniques to teach IPR brings about a few questions. Was studying abroad the least used technique because of funding? Did accessibility and easiness have anything to do with it? On the opposite side, the fact that bringing in international and multicultural perspectives was the highest used technique in this study, indicates that educators feel that in order for students to be prepared for IPR, they need to be exposed to multiple cultures and situations, which could possibly be linked to cultural intelligence.

RQ3 set out to examine PR educators' motivations to incorporate IPR and multiculturalism in the curriculum. This study found that educators were more intrinsically motivated to teach international public relations to their students than extrinsically motivated. This shows that educators are motivated from within to teach their students, that it isn't outside forces such as the possibility of promotions or pressure from administration that gets them to do work, but it is their own needs being fulfilled. This provides reasons for optimism, especially when combining this finding with Stupinsky et al.'s (2018) finding that knowing how educators are motivated can lead to improvements in teaching quality and student learning. Intrinsically motivated individuals are more likely to find the best methods to teach students international public relations.

The fourth question this study set out to answer was: What is the relationship between self-efficacy and motivations to teach international public relations? The

analysis did not find enough evidence to indicate a relationship between self-efficacy and intrinsic motivations or extrinsic motivations to teach international public relations. This means that there was no evidence to suggest that those with high self-efficacy are more likely to be either intrinsically or extrinsically motivated to teach. This does not mean that there is no relationship whatsoever, just that this study could find no correlation between the two.

RQ5a set out to find out about the relationship between cultural intelligence and motivations to teach IPR. The results found that there was a significant relationship between intrinsic motivations and cultural intelligence but no significant relationship between cultural intelligence and extrinsic motivations. The positive relationship between cultural intelligence and those that are intrinsically motivated contributes to cultural intelligence theory and how it applies to public relations educators. This indicates that those who are more culturally intelligent tend to be more self-motivated and willing to do the work because they want to, not because they have to.

RQ5b set out to examine the relationship between cultural intelligence and incorporating multiculturalism into the teaching curriculum, there was a moderate, statistically-significant relationship found. This positive relationship indicates that educators including international public relations and multiculturalism in the teaching curriculum could possibly be a result of their cultural intelligence. This finding contributes to cultural intelligence theory and how it applies to educators in the public relations field. This positive relationship also indicates the importance of a culturally intelligent professoriate, which in turn gets a higher intelligence coefficient by being exposed to other cultures and traveling abroad themselves. Since these educators are not

only teaching PR practitioners but possibly the future generation of PR educators, this study showcases the importance of incorporating multiculturalism and IPR in the curriculum.

The sixth question this study set out to answer was: What is the relationship of cultural intelligence and the perceived importance of teaching IPR? According to the data analysis, there was not enough evidence to indicate a relationship between cultural intelligence and the perceived importance of teaching IPR, which is surprising. This means that there is no evidence to suggest that those with high cultural intelligence are more likely to feel that there is more or less importance to teaching international public relations for a well-rounded public relations education curriculum. This does not mean that there is no relationship whatsoever, just that this study could find no correlation between the two.

Implications and Limitations

As for future implications, this study leaves a few options open for further research. The first being that while this study found that there are a few different ways in which educators prepare their students for international public relations, i.e. bringing in new perspectives, traveling, etc., instructors may be facing limitations to what they can do institutionally, despite being highly interested in providing their students a well-rounded education. How big of a part does funding play in the issue of instructors being able to fully give their students the opportunity to learn international and multicultural perspectives?

On the opposite side, a future study could focus on what students prefer in regards to how they are taught international public relations. Would they prefer to travel? Do they

think it is important to their public relations education? Are students today culturally intelligent themselves? This entire study could be redone with the sample changing from public relations instructors to public relations students.

While demographics were not a main focus in this study, this leaves room for future research in that area. An entire study dedicated to the possible correlation between intrinsic and extrinsic motivations and demographics and sociographics could lead to some interesting findings. Analyzing variables such as gender, rank of instructor, and the difference between private or public institutions could further both self-determination theory and public relations education literature.

Another possibility to future research would be to conduct a content analysis of syllabi to examine what exactly educators are doing to ensure their students are prepared for a globalized workforce. A qualitative study could employ in-depth interviews with PR educators to gauge not only teaching practices and motivations, but also obstacles to including international and multicultural perspectives in the curriculum.

One major implication of this study was the unique contributions related to cultural intelligence in an education setting. This was the first study to look at the correlation between cultural intelligence and motivations to teach. Global perspectives are pertinent to all types of education, not just public relations. The implications that this study have are wide-reaching.

With the positive relationship found in this study between cultural intelligence and intrinsic motivations, the implications for PR programs are vast. Knowing that having a high cultural intelligence is linked to educators being intrinsically motivated begs the question, what can administrators do to increase faculty desire to incorporate

IPR? One suggestion would be cultural intelligence training. Much like cultural sensitivity training, this would give faculty the opportunity to learn better how to deal with other cultures, in turn increasing their cultural intelligence and appreciation for global perspectives. This would also lead to educators incorporating IPR into their classes not because it is mandatory in order to remain accredited but because they have the desire to do so.

The limitations of this study deal predominantly with sample size. While the pool of public relations educators makes a very specific population, only receiving 104 valid responses may hurt the generalizability of the findings. There is also the limitation of just surveying accredited schools, since there are several other institutions that offer public relation courses. However, gauging the importance of IPR at institutions whose accreditation rests on following certain diversity standards is a good start.

Another limitation of this study was that it was a quantitative examination, which provides breadth of data but less depth and rich descriptions. While there was data collected on whether or not educators found IPR to be important and what motivates them, there was no clear, specific answer in how that comes to fruition in the classroom and the curriculum. The quantitative approach limited this study's ability to further research the specific techniques educators employ to properly prepare their students for a globalized workforce and world.

Conclusion

In conclusion, this study found that public relations educators are overwhelmingly in favor of incorporating IPR in the curriculum and more intrinsically motivated to teach international public relations, which indicates that there is a possibility that students are

receiving a good education and are more receptive to their teachings. The findings on the importance of cultural intelligence were mixed. Cultural intelligence was found to make a difference in relation to incorporating IPR and multiculturalism in the curriculum, but the variable had no correlation to teaching motivations, and neither did self-efficacy. This study filled gaps in international public relations education research, self-determination theory, and cultural intelligence. It also provided a look into what is next for those subjects.

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Appendix A

Instrument with Consent Form

Dear participant:

You are invited to participate in a survey research study. It will take about 15-20 minutes to complete. The purpose of this research is to understand how public relations instructors are motivated to teach.

If you choose to participate in this study, you will be asked about your motivations and the kind of public relations classes you teach. There are no direct benefits to you as a participant in this study. Your participation is completely voluntary and you may withdraw your consent at any time without penalty. Your responses are anonymous, and your identity will be kept confidential.

Agreement:

I understand this project is research, and that my participation is completely voluntary. I also understand that if I decide to participate in this study, I may withdraw my consent at any time and stop participating at any time without explanation or penalty.

I acknowledge that clicking the button "proceed" indicates that I have read and understand this consent form, and I willingly agree to participate in this study under the

terms described. I voluntarily agree to participate in the procedure by clicking the button, "proceed".

International public relations in the past has been defined as “the planned and organized effort of a company, institution, or government to establish mutually beneficial relations with the public of other nations” (Wilcox, et al., 1989, p. 395). For the purpose of this study, it will be defined as public relations with a globalized perspective or as practiced in other countries and cultures.

Multiculturalism in the past has been defined as, “the view that the various cultures in a society merit equal respect and scholarly interest” (Hirsch, Jr., et al., 2002). For the purpose of this study, it will be defined as allowing other cultures to thrive, even if they are not native to the country.

Please keep these definitions in mind as you answer the following questions.

1. Are international public relations courses offered as core curriculum classes at your institution?
 - a. Yes
 - b. No
 - c. I don't know
2. Are international public relations courses offered as elective courses at your institution?
 - a. Yes
 - b. No

- c. I don't know
3. Do you teach or have you taught a class focused on IPR at your current institution?
 - a. Yes
 - b. No
 4. Do you incorporate elements of IPR in PR classes you teach?
 - a. Yes
 - b. No

On a scale from 1 to 5 (5 = Strongly agree, 4 = agree, 3 = neither agree or nor disagree, 2 = disagree, 1 = strongly disagree) please indicate your agreement with the following statements.

1. In my teaching...
 - a. I have a sense of freedom to make my own choices
 - b. I have confidence in my ability to do things well
 - c. I am supported by the people I care about (Students, colleagues, etc.)
2. Teaching international public relations is important to a comprehensive PR curriculum.
3. Do you think that international public relations should be a required course for public relations curriculums?
4. Do you think that multiculturalism is an important concept for public relations students to be knowledgeable about?
5. Indicate your level of disagreement or agreement with the statements below:
 - a. I like teaching international public relations

- b. I would feel guilty not teaching international public relations
- c. I teach international public relations because I am paid to do so
- d. I teach international public relations to be more marketable
- e. I teach international public relations for the satisfaction I get when I see students learn new perspectives
- f. I teach international public relations to obtain a more prestigious job later
- g. I teach international public relations because it's my passion
- h. I teach international public relations so I don't lose my job
- i. I teach international public relations for career advancement
- j. I teach international public relations because it makes me feel accomplished as a public relations educator
- k. I teach international public relations because I enjoy it
- l. I teach international public relations because I want to be one of the best educators in the field
- m. I teach international public relations to ensure I get tenured or promoted
- n. I teach international public relations because it's exciting and intellectually stimulating
- o. I teach international public relations so I help students become successful practitioners
- p. I teach international public relations to maintain credibility as an educator
- q. I teach international public relations because it makes me feel accomplished and better about myself

On a scale from 1 to 5 (5 = Always, 4 = almost always, 3 = sometimes, 2 = almost never, 1 = never), please indicate how often you do the following.

6. "In your courses, to what extent do you do the following?"
 - a. Teach courses in an organized way
 - b. Teach courses because they are required of me
 - c. Meet course requirements to keep my institution ACEJMC and PRSSA accredited
 - d. Teach international public relations courses because it is required
 - e. Teach international public relations courses to ensure I get promoted or tenured
 - f. Take your students abroad
 - g. Bring international perspectives into the classroom
 - h. Bring multiculturalism into the classroom
7. Do you incorporate multiculturalism in the PR classes you teach?
 - a. Yes
 - b. No
8. How do you incorporate elements of IPR and multiculturalism in the classes you teach?

The following questions deal with cultural intelligence and how you interact with other cultures. Please answer to the best of your ability.

On a scale from 1 to 5 (5 = Strongly agree, 4 = agree, 3 = neither agree or nor disagree, 2 = disagree, 1 = strongly disagree) please indicate your agreement with the following statements.

1. I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.
2. I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.
3. I am conscious of the cultural knowledge I apply to cross-cultural interactions.
4. I check the accuracy of my cultural knowledge as I interact with people from different cultures.
5. I know the legal and economic systems of other cultures.
6. I know the rules (e.g., vocabulary, grammar) of other languages.
7. I know the cultural values and religious beliefs of other cultures.
8. I know the marriage systems of other cultures.
9. I know the arts. And crafts of other cultures.
10. I know the rules for expressing non-verbal behaviors in others cultures.
11. I enjoy interacting with people from different cultures.
12. I am confident that I can socialize with locals in a culture that is unfamiliar to me.
13. I am sure I can deal with the stresses of adjusting to a culture that is new to me.
14. I enjoy living in cultures that are unfamiliar to me.
15. I am confident that I can get accustomed to the shopping conditions in a different culture.
16. I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.
17. I use pause and silence differently to suit different cross-cultural situations.
18. I vary the rate of my speaking when a cross-cultural situation requires it.

19. I change my non-verbal behavior when a cross-cultural interaction requires it.

20. I alter my facial expressions when a cross-cultural interaction requires it.

Demographics:

1. What is your gender?

- a. Male
- b. Female
- c. Prefer not to answer

2. What is your age? (Type number in years)

3. What is your cultural background?

- a. Born & raised in the United States
- b. Citizen of a foreign country
- c. D

4. What is your ethnicity?

- a. American Indian or Alaska Native
- b. Asian
- c. Black or African American
- d. Hispanic/Latino
- e. Native Hawaiian or Other Pacific Islander
- f. White

5. Academic rank

- a. Master's student
- b. Doctoral student

- c. Instructor/Lecturer
 - d. Professor of Practice
 - e. Assistant professor
 - f. Associate professor
 - g. Professor
 - h. Professor Emeritus
 - i. Adjunct
 - j. Other (please specify)
6. How many years of teaching at the college level do you have?
- a. 1 to 3 years
 - b. 4 to 6 years
 - c. 7 to 10 years
 - d. More than 10 years
7. Is your institution ACEJMC accredited?
- a. Yes
 - b. No
 - c. I don't know
8. Is your institution CEPR certified?
- a. Yes
 - b. No
 - c. I don't know

Cultural Intelligence Scale

1. I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.
2. I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.
3. I am conscious of the cultural knowledge I apply to cross-cultural interactions.
4. I check the accuracy of my cultural knowledge as I interact with people from different cultures.
5. I know the legal and economic systems of other cultures.
6. I know the rules (e.g., vocabulary, grammar) of other languages.
7. I know the cultural values and religious beliefs of other cultures.
8. I know the marriage systems of other cultures.
9. I know the arts. And crafts of other cultures.
10. I know the rules for expressing non-verbal behaviors in others cultures.
11. I enjoy interacting with people from different cultures.
12. I am confident that I can socialize with locals in a culture that is unfamiliar to me.
13. I am sure I can deal with the stresses of adjusting to a culture that is new to me.
14. I enjoy living in cultures that are unfamiliar to me.
15. I am confident that I can get accustomed to the shopping conditions in a different culture.

16. I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.
17. I use pause and silence differently to suit different cross-cultural situations.
18. I vary the rate of my speaking when a cross-cultural situation requires it.
19. I change my non-verbal behavior when a cross-cultural interaction requires it.
20. I alter my facial expressions when a cross-cultural interaction requires it.