To the Graduate Council:

I am submitting herewith a thesis written by Enrique Nuñez-Vega entitled "Getting Ready for Intercultural Public Relations." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Communications.

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GETTING READY FOR INTERCULTURAL *PUBLIC RELATIONS*

A Thesis Presented for the Master of Science Degree

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S p r i n g 1 9 9 5

Para Ana Julieta.

For Bill, Cindy, Kip, Mary and Ted.

ABSTRACT

As the market experiences continued internationalization and becomes worldwide in scope and application, PR educators must consider the impact globalization has on their practices. Organizations are demanding new kinds of services from public relations as they need to understand and communicate to fragmented audiences, aligning their corporate global images and policies throughout the world, but adapting their messages to local audiences. PR practitioners are being asked to fulfill more strategic functions in the international arena, which requires from them new skills and knowledge, particularly, cultural sensitivity and intercultural communication skills.

However, several authors and studies suggest lack of preparedness for the intercultural or international arena among PR practitioners, educators and students, and lack of academic offerings and research in intercultural/international public relations.

This research assessed public relations educators' opinions about the impact of globalization on public relations practice and education and invited them to contribute ideas to incorporate intercultural/international perspective in PR education. A national cross-sectional mail survey of university PR educators in the United States was conducted using mailing lists from the Public Relations Division of the Association for Education in Journalism and Mass Communication (AEJMC) and the Educators Section of the Public Relations Society of America (PRSA). Additionally, 15 in-depth telephone interviews were done with PR educators who are actively involved in international work.

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INTRODUCTION

The way people and organizations communicate and organize depends on the times in which they are situated; as the conditions change, they have to change too. This is even more evident today, when the technological and economical conditions have created a world that seems to move faster than ever. These days, the terms adaptability and openness are basic strategies for organizations to survive.

Under this light, public relations practitioners face tremendous challenges as they face new kinds of problems. Moreover, as the environment changes, managers and organizations develop new expectations from PR professionals, who need to cope with unprecedented situations and requests.

A particular challenge that practitioners face today is the increasing trend toward globalization. The discussion about the importance of this phenomenon and its repercussions on the practice of public relations is nothing new. There is extensive literature concerning the subject, especially that published at the end of the '80s and beginning of the '90s, as PR professionals tried to forecast what their practice would be like during the last decade of the century.

Businesses are creating a global marketplace. "Over 100,000 American companies do business abroad, and about a third of the profits of U.S. companies, as well as one-sixth of the nation's jobs, come from international business" (Eisenberg and Goodall, 1993, p. 9).

The entire globe is becoming a giant market, and, while North America, Europe and the Pacific Rim have taken measures to become the dominant regions in the 20th century, most nations see promising opportunities in the future as they realize open markets and free commerce are the best strategies for them to develop. In this scope, the Asian Tigers, the European Economic Community, the North America Free Trade Agreement (NAFTA)

and the recent opening of the nations of the Eastern bloc are good examples of the new opportunities offered for expansion, and the new competition businesses will face in this decade.

As business goes global, PR practitioners and educators have to evaluate their role under these circumstances. New services are required and new skills need to be developed in order to respond to the challenges. Management expects PR professionals to be effective both globally and locally. "Business wants much more than a logistical support system. It expects innovative strategies, bold ideas, superior execution and sophisticated understanding of the mores and customs that distinguish businesses, governments and cultures around the world" (Dilenschneider, 1990, p. 7).

The function of public relations in a global environment is becoming more and more strategic as the need for dealing with fragmented and diverse publics increase. In addition to the traditional communication skills, PR practitioners require managerial and counseling abilities as they play an important role in the decision-making process of international programs. In addition, cultural diversity creates the need for practitioners who are culturally sensitive (Newsom, Scott and VanSlyke Turk, 1992).

Despite all the attention about globalization and its repercussions on the practice of public relations, research indicates that practitioners are unprepared to deal with the issue. A resent survey indicated that, even though practitioners acknowledge the importance of globalization and the potential impact of it on their practices, they are not qualified to serve as international advisers. This apparent lack of preparedness, concludes the study, should be cause of concern for the public relations industry (Fitzpatrick and Whillock, 1993).

During the '80s, public relations fought to control its own practice and emerged stronger, with greater status and authority. The strategic function of public relations evolved, and practitioners became more counselors than mere communication technicians. Therefore, if globalization requires increased strategic expertise, lack of preparedness may cause the public relations practice to lose what it has gained with so much effort.

Globalization brings together different cultures with different understandings and views of reality that need to be conciliated. Hence, PR practitioners working in multicultural environments need to face new challenges and need to develop a new area of expertise: intercultural/international public relations.

Under these circumstances, it is important to investigate effective ways to educate future practitioners in the particular area of intercultural/international public relations. If they will need to be equipped with different skills and knowledge, there is a need to address

the issue at the place where many of them begin their learning.

This study attempts to explore the PR educators' opinions and experiences regarding intercultural/international public relations in order to find better ways to prepare students for the global practice and discover possible problems hindering the development of college education in this area.

A survey of PR educators in the United States was conducted to address the issue in three basic areas: perceptions about the impact of globalization on PR professional practice and PR education; ways to introduce and develop intercultural/ international perspectives in the PR curricula; and factors obstructing the development of intercultural/international PR education in the United States.

Chapter 1 will present a review of literature published in three main areas: globalization and its impact on public relations; public relations education; and intercultural relations. The last part will be devoted to an exploration of the issue of cultural sensitiveness as a basic trait for intercultural public relations.

The problem will be formally stated and the study justified in Chapter 2, where the basic assumptions and objectives that form the basis of the work will be established. Chapter 3 will describe the methods and procedures used in the study, and Chapter 4 will present its results.

Finally, a discussion of possible implications and the conclusion of the work will appear in Chapter 5.

As a result of the social and political changes of the past, public relations has evolved as a recognized discipline, where society's complexities and demands compelled organizations to turn to PR professionals for strategic advice in order to improve understanding with their publics.

We have entered now a new era where fast changes demand flexibility and adaptation, and where public relations must reconsider its practice in order to offer the services required by today's work environment. Globalization --- a phenomenon that is beginning to impact everyone's life --- brings with it new challenges for PR practitioners and educators, who must react by expanding their capabilities in new areas.

1

LITERATURE REVIEW

As technological, political and social developments in the world were changing dramatically the way individuals and nations interacted, every aspect of life began to be redefined, and predictions about the new world emerged in all kinds of disciplines. Among them, public relations scholars and practitioners began to ask themselves, how is our practice going to be affected by instantaneous media coverage? How are we supposed to respond to a 24-hour business environment with people around the globe? Is the new political-and-economic order going to affect local practice?

This chapter will present some of the opinions and studies of PR scholars and practitioners about globalization and its repercussions on the practice and education of public relations. First, some of the reasons for globalization and how it has affected public relations will be presented. Second, the way PR practitioners and educators are responding to those changes will be analyzed. And, finally, international public relations will be explained as *intercultural* public relations in order to support the idea of the key role the PR-factor plays in organizational success in today's multicultural world.

NO WAY TO AVOID IT, WE ARE GOING GLOBAL

Today, the results of globalization can be seen in everyone's life, every day. Many of the cars people use, the foods they eat, the clothes they wear, the stories they see on TV or read in papers, and the topics they discuss are examples of how the world seems to be shrinking. Business are going global, and, with them, public relations.

According to Joe Epley (1992), former PRSA president, there are four main reasons for today's unified-world society and for people to become more interdependent. First, the developments in communication technology, which is changing lifestyles and political systems and is interconnecting nations. As a result of instantaneous worldwide communications, people possess more information and can discuss and give opinions about things happening in places thousands of miles away.

Second, there is a realignment of economic power, which has triggered companies and countries to engage in international joint ventures. "One in ten American industrial workers are employed by foreign-owned companies. ... Foreign ownership of the American industrial base is increasing, but so is the presence of U.S. firms in other countries.

Fifty percent of the purchases by U.S. consumers are from non-U.S. companies. Conversely, there are dozens of America's largest firms that sell more overseas than they do to their domestic market" (Epley, 1992, p. 110).

The third reason for the world to grow closer, according to Epley, is the discussion of major issues that recognize no border. The biggest of them, the environment, concerns all who live in this planet.

Finally, the prospect of unprecedented world peace is the fourth factor in the shrinking world. In the next decade and century, the superpowers will be those who have economic power rather than military strength (Epley, 1992).

These factors have motivated businesses to look for opportunities abroad and nations to form commercial teams to face competition and open new markets. The European Community and the North American Free Trade Agreement (NAFTA) constitute good examples of these big commercial blocs that will bring both new partners and new competition to their member nations.

This new order is changing the way organizations handle their activities, and this has impacted as well the practice of public relations. Businesses are growing and entering complex markets with different characteristics from those with which they have normally worked. The strategies are being focused more toward inclusive demographics and less

on exclusive geographics, and organizations are seeking to consolidate PR services as they demand multimarket or speciality capabilities (Reisman, 1990).

As organizations expand overseas, public relations grows with them. U.S. corporations pursue investment opportunities in other countries and face competition from foreign firms inside the United States. For that reason, they need to develop correct patterns of corporate behavior to ensure harmonic relations with their different publics. In addition, the global media increases the importance of good public relations for organizations engaged in international ventures. Today, their audience can be anywhere in the world (Booth, 1986).

Organizations are going global and are demanding new PR services as part of their basic expansion strategies. This is a challenge for the PR profession, but it also represents new opportunities for expansion and consolidation of its strategic role.

WHAT BUSINESS EXPECTS FROM INTERNATIONAL PUBLIC RELATIONS

As businesses undertake international ventures, they have to deal with different publics and must harmonize new kinds of interests. For that reason, managers expect PR professionals to play a very important role in the organization's success. Public relations is increasingly being considered as a basic element in all strategic decisions.

"Clients today want and need a wide variety of services from their public relations agencies. Most importantly, they are asking for strategic advice in addition to a wide variety of techniques to reach target audiences" (Stanton, 1991, p. 46).

Public relations's performance will depend during the '90s on understanding and facing issues in our community, in the nation and around the world. Business demands during this decade will require PR professionals to possess several skills that allow them to handle international issues. Practitioners should be equipped with monitoring capabilities in order to approach issues from different perspectives; they also should be highly knowledgeable and must possess a high degree of specialization. Managers want advice that is backed by operating experience. Managers expect practitioners to show competence both globally and locally and to be able to implement innovative solutions to the kinds of problems the complex global arena poses on organizations (Dilenschneider, 1990).

The passage of NAFTA will drive businesses to handle very carefully their communication about several issues that are related to the public's perception of the

organization. Empowered special-interests groups, regulators, media and new employee conditions will reinforce the need for effective internal and external communication (Schweller, 1994). "The focus of corporate communications will continue to shift from a tactical to a strategic role" (Schweller, 1994, p. 11).

The global market and technological developments have changed public relations, creating increasingly sophisticated clients and practitioners. The counseling function of public relations has grown in scale and size as clients become more segmented. Technology also contributes to this growth by encouraging international business expansion and worldwide sensitivity toward what happens around the globe. Public relations has become an important factor for doing international business because managers require expertise and specialized counseling to open communications channels, interpret trends and harmonize interests (Wolcott, 1990).

As companies feel the pressure of competition and look for opportunities in international markets, the rules of business change, and managers face issues of unprecedented complexity. PR departments are being called upon to play a more strategic role, "as it is recognized that a company's worldwide reputation and image have bottom-line implications. They will be involved in developing and articulating their corporations' positions on international issues" (Wilkinson, 1990, p. 12).

For James Dowling (1990), president and CEO of Burson-Marsteller, the challenge for public relations in the '90s is to keep up with the demands of a complex and global world. As audiences became more unfamiliar, management has recognized its need for understanding them through more effective communication. As a result, the PR function has evolved into counseling management on corporate policy.

Macroeconomic and political issues have led to alliances that require the development of multinational corporate cultures in which public relations play a fundamental role. The ability to deal with activist movements organized across countries also is important (Dowling, 1990).

According to Dowling (1990), PR practitioners play a dual role in the international arena. They help management to align corporate goals with different publics' interests, and they also fulfill communication functions, tailoring messages to the organization's more diverse audiences' specific backgrounds.

Finally, as free market economies grow, the need for PR services will increase. Companies facing new competition or undertaking global business have to worry about their corporate reputations. There is increased interest in community and media relations because trade alliances like NAFTA are opening the gate toward increasing business and

media penetration (Sharlach, 1993).

IMPLICATIONS FOR PUBLIC RELATIONS

The global environment is raising new expectations for public relations as a basic element in the strategic decision-making of organizations. These expectations must be translated into changes in the PR practice, which ultimately needs to stretch its capabilities. Joe Epley (1992) said of globalization that "these factors are creating opportunities for public relations consultancies that are unparalleled in the brief history of our profession. They also are causing significant changes in the profession" (p. 111).

Now let us analyze some of the issues related to the changes public relations is experiencing as a result of globalization.

NEW CAPABILITIES

Public relations professionals need to be equipped with the capabilities to meet the demands of the global market. Their educational focus must broaden, and they must develop a new perspective at the international level. Jean Farinelli (1990), chairwoman, president and chief executive of Creamer Dickson Basford Inc., explains some important areas U.S. public relations needs to improve in order to serve better in the international arena. First, PR practitioners must be better informed about the world. Second, PR firms and departments should look for individuals with a strong, broad educational background --- the language of business and a liberal arts education --- and diverse interests that allow them to deal with a variety of international issues. She recommends the experience of having traveled abroad and says practitioners need to be open to new ideas. They also should learn to think differently in order to approach problems from different perspectives. Finally, she recommends that practitioners take an active role in learning the mechanics of global PR.

Global business requires PR professionals to expand their competencies. They have to possess understanding in business issues, as well as government affairs and current events. Investor relations, employee communications and community relations need to be especially considered because they are even more complicated in the global environment (Wilkinson, 1990).

A good example of the changes globalization brings to the PR practitioners' capabilities is NAFTA, which will require detailed and careful communication and cross-

cultural training (Schweller, 1994).

LOCALIZING THE GLOBAL

The international practice of public relations comes mainly from two sources. First, when U.S. corporations undertake international projects. Second, when foreign firms come into the United States and require the services of American PR firms. Let us analyze the first case.

An interesting issue practitioners face when implementing programs abroad is that they have to deal with different publics, which ultimately poses the question of whether to use a global or a local strategy.

Even though organizations interact now with a global market, the world is still made of small segments with their unique culture, language and politics. Although practitioners must be able to think globally, they must remember that public relations is still a local practice. International public relations must harmonize two approaches: centralization and regional implementation. Centralization means to develop global strategies at organization headquarters in order to ensure coordination and consistency of policies and messages. Regional implementation means that tactics need to be adapted to the local reality (Epley, 1992).

Companies need to speak consistently with one voice, especially today, when instantaneous transmission of news around the world is a reality. However, regional public relations also is required in order to overcome language and cultural barriers (Wilkinson, 1990). For example, in the case of National Semiconductor, one of the world's largest suppliers of semiconductors, "strategic direction is provided by the corporate public relations operation in California, but regional offices tailor announcements to their own audiences, using local market data and local customer endorsements. Issues with a particular regional bias are driven by the appropriate regional team" (Wilkinson, 1990, p. 13). Multinationals need to achieve a local perspective in the communities where they operate, even though they operate at the global level. "Global reach, local touch" is the correct combination (Parter, 1993).

INTERACTING WITH FOREIGN ORGANIZATIONS

Another issue related to international public relations is the interaction of PR practitioners and firms with clients from different countries; those who enter the U.S. market

and those who contract the services of U.S. public relations firms abroad.

Evolution And Practice Of Public Relations In Different Countries

Social and cultural conditioning shapes not only perceptions and behaviors of the audiences practitioners send messages to, but, according to Melvin Sharpe (1992), head of the public relations sequence at Ball State University in Indiana, those factors also determine the evolution and performance of public relations. For this reason, the practice of public relations is different from country to country. For instance, in Brazil, a slow bureaucratic government structure has made corporate lobbying the main activity of PR practitioners. Another example, says Sharpe, is the Netherlands, in which the philosophy of the leading PR-educator institution generates students who weight social benefit against organizational profit, and classes where languages are emphasized over skill development.

Also, "Nigeria has a strong national public relations association, an excellent code of ethics, a professionally controlled licensing process, entry level educational requirements and continuing education requirements for practitioners, and a cabinet minister in government with public relations responsibilities for the country" (Sharpe, 1992, p. 106).

In a recent study, a group of researchers addressed how culture affects PR practices (Coombs, Holladay, Hasenauer and Signitzer, 1994). Practitioners from three countries --- Austria, Norway and the United States --- were compared in terms of professional orientation, professional fulfillment and practitioner roles. Professional orientation was defined as "the degree to which a person desires a set of professional characteristics in any job" (p. 25), and is associated with prestige, respect, competency, proficiency and a positive public image. Professional fulfillment was considered "the degree to which a person believes those same professional characteristics are provided in his or her current job" (p. 25). These factors are considered important by the researchers because professionalism shapes how people practice public relations and helps PR people win acceptance into management decision making.

Practitioner roles were conceptualized as "the patterns of behaviors practitioners enact" (p. 25). The investigators identified two basic roles: technician, who produces PR materials, and manager, who deals with planning. The roles practitioners enact, assumed the researchers, should affect how they conceptualize and practice public relations.

Identifying differences and similarities among roles and professionalism is important

when choosing between centralized (standardized) or decentralized (customized) communication strategies. "When there are similarities, standardize the practice. When there are differences, customize the practice" (Coombs, Holladay, Hasenauer and Signitzer, 1994, p 37).

Different Perceptions Of Good Public Relations

Clients from different countries may have as well different perceptions of what constitutes a good PR practice. In Europe, for example, the relationship between the media and businesses is very close, and it is very common for PR practitioners to meet with reporters with the mere objective of socializing as part of the service to a client. In the United States, practitioners believe that spending time and money in that way is not correct if they want to perform professionally and cost effectively (Grant, 1988). "When you are dealing with a foreign culture, you must make sure that your concept of good public relations practice is the same as your client's" (Grant, 1988, p. 48).

PUBLIC RELATIONS FIRMS' FOCUS IN FOREIGN MARKETS

In 1986, Alyse Lynn Booth, wrote: "A public relations firm that wants to be a major player in the U.S. today must move aggressively into the international arena.

More and more, American public relations firms are setting up operations or creating partnerships or networks with overseas firms"(p. 22).

This has been a trend also during the '90s, when PR firms have gone global as their clients' international needs increased. The global path is necessary for survival (Deutsch, 1990).

Three factors have contributed to the internationalization of U.S. public relations firms. First, the increasing international enterprises of U.S. corporations, which have moved into new markets and areas of investment. Second, the globalization of the media, which has made virtually impossible to keep organizational news from country to country. Third, the increasing sophistication and growth of public relations as a profession in other countries. Clients require PR firms to be able to provide global capabilities (Booth, 1986).

There are three basic ways PR firms can expand into foreign markets. First, growth, which means opening new offices in other countries and developing new areas of expertise. This, however, is the slowest way to achieve global capabilities. A second way is to wholly or partially purchase PR firms in different nations, which is the fastest,

but most expensive way to do it. Finally, affiliations can be made. These can range from simple agreements among firms to help each other when they act in specific cities to formal alliances in which members make specific investments (Reisman, 1990).

ASSESSING PREPAREDNESS FOR INTERNATIONAL PUBLIC RELATIONS

Many PR practitioners and scholars have been talking for years about the challenge globalization presents for public relations, and the opportunities it means for the consolidation of the counseling function of the profession. It is then necessary to raise the question, are the U.S. professionals prepared for the international arena?

For Jean Farinelli (1990), the industry has not adapted to the increasing globalization because most U.S. PR counselors are suffering from "provincialism," focusing just on their local practice and having only "peripheral interest in the rest of the world" (p. 19).

Farinelli said that U.S. companies doing business abroad find their PR counselors lacking the background, the understanding, and even the interest necessary to be truly effective in the international arena (1990).

She refers to a survey conducted in 1990 by the PRSA's Counselors Academy that found that eight out of 10 members are not interested in international advice. She also claims that "public relations has fewer people with international knowledge and experience than any of the other business service sectors, such as advertising, financial services and management consulting" (Farinelli, 1990, p. 42).

In an effort to explore the gap in the current information about the impact of globalization on the practice of public relations and the opportunities for PR professionals with international capabilities, a recent study analyzed practitioners' preparedness for global practice (Fitzpatrick, Whillock, 1993).

The researchers surveyed a national sample (N=1000) of PR practitioners from each of the PRSA professional interest groups. The respondents had an average of 13 years of practice in the public relations field and a range of experience from 1 to 45 years.

The survey was designed to investigate the practitioners' perceptions about the impact of globalization on their practices and their preparedness for the new global market.

The investigators found that the majority of the practitioners' practices are not yet directly affected by globalization and that they spend no time on international PR

activities. In addition, the majority of the respondents who reported some activity in global public relations said they had less than one year of experience. Moreover, the results showed that most practitioners are unprepared for the global arena.

However, the researchers also found there is a strong perception among practitioners that globalization will impact their practice in the future, and that they will need to upgrade their international capabilities.

These results suggest, said the researchers, that public relations may be entering a new era. For that reason, "the apparent lack of preparedness of U.S. professionals to make this transition should be the cause of much concern within the public relations industry" (Fitzpatrick, Whillock, 1993, p.324). They noted that the need to acquire international capabilities should be a major priority.

The previous study takes the first step in addressing the preparedness of PR professionals for international practice. Now, it is important to analyze how this issue is being considered at the places where many future practitioners first receive their knowledge about public relations.

INTERNATIONAL PUBLIC RELATIONS EDUCATION

Claims for the need to improve an education that is not preparing college and university students for the global business environment have been raised recently as it has become evident that such skills are an important factor for success in today's dynamic world (The Wall Street Journal, Feb. 9, 1990; Pappas, 1990).

Regarding PR education, a recent study sponsored by PRSA said that, while PR programs are offered at more than 200 universities in the United States, there is still no agreement among practitioners about their quality and curriculum content (Schwartz, Yarbrough, Shakra, 1992).

In the study, a survey of both PR practitioners and CEOs of PR firms was conducted in order to address the issue. The results show that 52% of the respondents said they were unsure of the quality of PR education, and 60% were unsure whether PR educators keep up with current trends in the profession. Expectations for success of PR majors were mixed as well.

Respondents also were asked to rate 21 subjects that best prepare college students for careers in public relations. International Business Trends was rated last of the 21 subjects, but it was not evaluated as " 'not very' or 'not at all' important" by more than

10% of the respondents. (This may be explained by Fitzpatrick and Whillock's study which reported that PR practitioners said they were not directly affected yet by globalization, but expect to be in the future).

The researchers conclude that many practitioners admit little knowledge of what PR education is doing and recommend further dialogue between themselves and educators to better prepare students for entry into a PR career (Schwartz, Yarbrough, Shakra, 1992).

The existing gap between practitioners and educators also may be seen in the area of international public relations. Despite the clamor about the impact globalization will have on the PR practice, public relations as an academic discipline has not taken aggressive measures to address international PR education (Sommerness, Beaman, 1994).

A recent study by Martin Sommerness --- associate professor at Northern Arizona University --- and Ronda Beaman --- assistant professor of educational leadership at the same institution (1994) --- found very few offerings of university courses in the area of global public relations. The investigators surveyed the 1989-1990 catalogs of 119 colleges and universities in order to find course offerings in international public relations or something similar. Of all the schools surveyed, 78% offered a program in public relations, but only one, the Northern Arizona University School of Journalism, offered what was "clearly a course in International Public Relations" (p. 93).

The NAU international PR course, which has been offered since 1985, focuses on "technology and culture affecting communication between multinational organizations and foreign governments; issues management in cross-cultural situations; public relations strategies in multinational environments" (Northern Arizona University, 1993, p. 138).

Sommerness and Beaman describe the class as a senior level course where "students are provided a general orientation to institutional problem solving skills and procedures. They then divide the rest of what remains of the semester in about three equal parts of studying the U.S. spending and trade deficit, international public relations case studies from the Pacific Rim and case studies of the students' own choice and research" (1994, p. 93). The course includes several texts, reading of periodicals and programming of C-SPAN.

In their report, the authors of the study also refer to a 1989 content analysis by Marilyn Kern-Foxworth that surveyed 60 PR textbooks and found minimal treatment of racial minorities. In addition, according to Sommerness and Beaman, only one PR text, the second edition of Bill Cantor and Chester Burger's "Experts in Action: Inside Public Relations," has devoted a significant amount of space (66 of the 510 pages) to

international public relations (1994).

Similarly, Chris Ogbondah --- assistant professor of journalism at the University of Iowa --- and Cornelius Pratt --- associate professor of public relations at Michigan State University (1991) --- refer to a 1990 review of the coverage of international public relations at college-level textbooks that found just marginal treatment of the issue.

In the same work, Ogbondah and Pratt say that there is a need for international PR courses in the curricula of university public relations. They argue that teaching college level courses in international public relations is one of the best ways to prepare public relations staffs for global practice and support the idea of designing PR curricula that include these courses at both the undergraduate and the graduate levels.

They suggest those courses should include the history and development of public relations in other cultures, as well as comparative analyses in the practice and function of public relations among nations. Also, the PR aspects of major international developments and the difficulties U.S. corporate public relations faces abroad should be studied. "We believe that any curriculum that excludes international public relations courses is ineffective in addressing student and practitioner needs, particularly for the next century" (Ogbondah & Pratt, 1991, p. 38). Chris Ogbondah developed and taught a course in international public relations at the University of Iowa.

Finally, the Raritan Valley Community College offers an Intercultural Communications course described as follows: "Communication theories and skills are learned in a cross-cultural context. How cultures present different filters of experience through their unique views of institutions, conventions, time, space, language and non-verbal codes will be examined. Communication skills to enhance effectiveness within our growing global community in the U.S. and abroad will be stressed. Applications for business, travel, education and other fields will be presented" (1993, p. 89).

INTERCULTURAL PUBLIC RELATIONS

One of the most important aspects of international public relations is the fact that it deals with different cultures. Global PR is intercultural PR. Practitioners not only have to cope with different laws, media, language or business environments, but also with what Marshall Sahlins defines as "meaningful orders" (cited by Eisenberg & Goodall, 1993, p. 116): A set of common practices, beliefs, values and artifacts that create a sense of order, a shared pattern of behavior --- and to some level, a pattern of understanding too ---

among the members of that culture. Therefore, PR professionals need to be culturally sensitive in order to understand their publics in other countries and succeed in global practice.

Moreover, every country comprises several cultures, which means that practitioners do not deal with a national culture when practicing international public relations, but with several within every single nation. For that reason, the use of *intercultural public relations* is supported as well as international public relations because the latter term does not represent completely the complexities of the global PR practice.

International public relations is not as simple as knowing how to handle the host country's media. Practitioners have to interact with the environment in which the organization is set, and this environment comprises many other publics, such as communities, governments, stockholders, employees, labor unions, competitors, activists, clients and suppliers (Grunig, 1992). This is important because, as indicated, successful PR programs customize the global strategy to the local reality, which, moreover, is not a single one.

In the international arena, PR practitioners function as integrators between the organization and its different publics. Their performance goes much further than the mere dissemination of information. They have to tailor messages to very particular audiences, which necessarily means differentiating and understanding target publics, as well as identifying the correct media to reach them (Grunig, 1992). As John Burk (1994) said, "International public relations personnel are the boundary spanners for their organizations" (p. 41).

Therefore, professionals practicing international public relations cannot succeed by focusing only on their native country standards. They have to pay attention to the particular characteristics of the publics in the host country. "There are many differences between countries and cultures which a standardized international public relations program could not adequately address" (Ovaitt, cited in *Public Relations Quarterly*, 1994, p. 40).

Understanding specific publics and tailoring campaigns to their cultural needs are crucial factors for success at the international environment; consequently, cultural sensitivity and intercultural communication skills must be considered basic guiding concepts (Burk, 1994).

INTERCULTURAL EDUCATION

To acquire the knowledge, skills and sensitivity required, John Burk (1994) proposes cross-cultural training, which as a basic goal aims to reduce cultural biases. "Cross-cultural training can play a key part in ensuring that international public relations practitioners have the skills to be culturally sensitive boundary spanners" (p. 43).

Cross-cultural training provides practitioners with the needed perception, knowledge and interacting skills to be effective in a multicultural environment (Pedersen; Mendenhall & Oddou, cited in *Public Relations Quarterly*, 1994).

Several cross-cultural training techniques may be used. One approach simply provides practitioners with information about the host country; other asks them to solve cultural critical incidents or specific cases, and, finally, practitioners may experience directly the host country's culture through field trips or living a period of time immersed in it (Burk, 1994).

Alternative ways to develop public relations students' and educators' intercultural capabilities are already available in several colleges and universities through different departments and committees. Some of those opportunities include guest speakers in different areas like communications, business, politics , the arts and humanities; opportunities to study abroad during summer or semestral breaks; courses in international business and foreign languages; attendance at international fellowship activities on campus; interviews, debates, group discussions or seminars about intercultural issues; role reversal simulations; joint programs with foreign universities and faculty exchanges.

ETHNOCENTRISM AND CONFLICT

Assuming PR practitioners are boundary spanners who play a basic role in the organization's negotiations with other countries' communities, employees and partners, then it is important to pay attention to the fact that cultural diversity multiplies the chances for conflict within the organization and jeopardizes negotiations in the host country. Conflicts can arise as consequences of differences in perceptions, values, attitudes and habits. "Obviously, an awareness of different cultural norms should constitute a criterion for an organization choosing a cross-cultural negotiator and should guide that negotiator's choice of strategy as well" (Fisher, 1993, p. 67).

Cultural sensitivity is an effective remedy against two thought processes that frequently originate conflict. First, parochialism --- "the tendency to assume that the habits

and traditions of one's culture are the only ways of doing things" --- and, second, ethnocentrism --- "assuming that one's own culture represents the best ways of doing things" (Fisher, 1993, p. 66).

In a recent study, Carl Botan (1992), head of the public relations program at Purdue University, West Lafayette, Ind., argues that international public relations is also always intercultural public relations because each nation has its own cultural assumptions guiding its members' understandings. For that, reason, he says, using an ethnocentric PR model can cause considerable harm to the organization. In this model, it is assumed that the programs used in the United States can be applied in other countries with only minor adjustments for the obvious language, legal and business differences. When dealing with foreigner clients, practitioners must avoid judging others by American standards (Singer, 1987).

Moreover, ethnocentrism can be even a more complex problem for an effective intercultural interaction because it is unconscious. When we act in an ethnocentric fashion, we are unaware of our tendency to judge others using our own cultural standards. Hence, we do not see the importance and utility of recognizing and valuing others' perceptions. Consequently, it is hard to overcome our cultural biases because, if we do not recognize there is a problem, we do little, if anything, to solve it (Mohring, 1989). As a result, for example, departments may face problems when trying to implement intercultural programs because of lack of interest among the students or in the community, low instructional priority or lack of funds.

In order to avoid that narrow assumption of public relations and identify differences between cultures and nations, Botan (1994) presents a PR matrix, which resulted from a literature review conducted as part of a project comparing international PR theories. "This literature base suggested as discriminators of national public relations matrices at least the following four factors: level of national development, primary clients, legal/political context, and history of the practice" (p. 154). Combining these factors, practitioners can find a unique description of public relations for each country or culture.

International public relations is intercultural public relations. Practitioners must develop cultural sensitivity and intercultural communication skills to interact effectively with the organization's different publics. Therefore, intercultural education should be today a priority for the PR industry, as it faces a challenging but promising global expansion.

INTERCULTURAL PUBLIC RELATIONS TIPS BOX

Here are some examples of intercultural differences that PR practitioners could face, and that they should consider to be more effective. These are small details, but in a given situation they could affect the outcomes of practitioners' efforts (This is a compilation from several authors).

- When negotiating with the Chinese, some cultural aspects to consider include: status, tone of voice, eye contact, and Chinese's interest for discussing first long-term goals and general principles (Joy, 1989).
- "Like Arabs, Latin Americans have a much greater tolerance for closer interaction, including touch, than North Americans do. Thus, it is easy for Latins to perceive North Americans or Europeans as distant or unfriendly" (Fisher, 1993, p. 226).
- In some cultures, individuals take care of themselves; in others, social groups are very important and the group members protect each other in exchange for loyalty. For example, a survey indicated that two-thirds of Saudi Arabian executives considered employee loyalty was more important than efficiency (Fisher, 1993).
- Watch your body language. "The American 'A-OK' gesture with thumb and forefinger touching a circle, for example, means money to Japanese, zero to the French, and an obscenity to Brazilians" (Singer, 1987, p. 36).
- Germans and Americans give great importance to punctuality in their appointments; Latinos and Arabs are more casual regarding time (Singer, 1987).
- In Asia, it is considered rude to discuss business as soon as you sit down in a meeting (Lobsenz, 1987).
- "In Bulgaria a nod means no and a shake of the head means yes... In China, white is the symbol of mourning" (Lobsenz, 1987, p. 36).
- In Latin America, "people slow down to enjoy life. ... Don't plan to rush out of a lunch meeting after an hour for your next appointment; your hosts may not have gotten around to opening their menus yet" (Sharlach, 1993, p. 28).

2

FORMAL STATEMENT OF THE PROBLEM

Public relations professionals acting in the international arena fulfill a strategic function as mediators between organizations and their multicultural environments. Practitioners are in a position where they can make the difference between harmony or conflict between both parts. For that reason, they must be equipped with the cultural sensitivity required to understand each organization's publics, and with the intercultural communication skills to tailor its strategic messages to its specific audiences.

This consideration stresses how important intercultural/international education is for the PR industry. Facing the technological, political and economical transformations the world is experiencing today, practitioners need to expand their knowledge and skills in order to function in multicultural environments.

As it was established in Chapter 1, assuming each nation comprises different cultures, this study expands the concept of *international* public relations to *intercultural* public relations. However, the problem of study is introduced by presenting some ideas supporting the need for improving international PR education in the United States that have been endorsed by several authors.

Clients and organizations are demanding PR professionals provide strategic counseling for their international entrepreneurs as well as effective message-delivery to their audiences overseas (Grates, 1993). However, because of the diversity of environments in which the international practice takes place, both counseling and

communicating are especially complex tasks.

Considering the potential impact of transnational activities in its host countries, balancing the plurality of interests affected is a challenge that PR practitioners have to face (Grunig, 1992).

Therefore, the need for international PR education becomes very important as practitioners need to know more about other cultures, political and legal structures, and economic dimensions in order to understand them and effectively meet the complexities of the global practice (Ogbondah & Pratt, 1991).

According to Chris Ogbondah and Cornelius Pratt (1991), developing the education of international public relations in this country is also important because "U.S. students do not have adequate knowledge of world affairs" (p. 38).

Another reason supporting the idea of improving U.S. international PR education is the advancement in the development of public relations in other countries. According to Melvin Sharpe (1992), "many of the professional accomplishments we are still working toward in education and in our professional organizations have already been achieved in less developed countries" (p. 103).

Although modern public relations was developed in the United States, several authors suggest this country may be losing its leadership in this profession (Epley, 1992; Burk, 1994; Farinelli, 1990; Fitzpatrick & Whillock, 1993).

Moreover, the need for improved international PR education in the United States may be justified because, even though there is a global recognition to include more specialized courses within PR curricula, very few courses in international public relations in this country have been developed, and PR textbooks do not give enough attention to globalization (Ogbongah & Pratt, 1991). Despite the claims for expanding the international capabilities of PR practitioners, currently there are few academic programs offering these kinds of courses (Burk, 1994; Sommerness & Beaman, 1994).

A recent study reported that international public relations does not appear to be popular at American universities, which is not only reflected in the "alarming" large number of schools with little or no international content, but also in the thin base in research and theory on the subject (Culbertson & Chen, projected for publication).

Finally, the need for international PR education can be supported also by a recent study on the impact of globalization on U.S. public relations, which found an apparent lack of preparedness among U.S. PR professionals to handle the complexities of the international practice. The study also stressed the need for professional development

opportunities and research on international public relations (Fitzpatrick & Whillock, 1993).

Considering then the claims for a needed international perspective in U.S. public relations; the lack of academic offerings designed to equip future practitioners in this area; and the apparent unpreparedness for the global practice among PR professionals, it is imperative to develop effective educational options to equip future practitioners with the skills and knowledge required to function globally.

OBJECTIVE OF THE STUDY AND RESEARCH QUESTIONS

The objectives of this study are three-fold. The first objective is to assess perceptions about the impact of globalization on PR professional practice and PR education. The second objective is to invite PR educators to contribute ideas about how to introduce and develop intercultural/international public relations perspectives in the curriculum taken by PR majors at the undergraduate and graduate levels. The third objective is to discover the factors that may hinder the introduction and development of intercultural/international perspectives in public relations curricula at American institutions of higher education.

In order to achieve this goal, a survey of PR educators belonging to the Public Relations Division of the Association for Education in Journalism and Mass Communication (AEJMC) and the Educator Section of the Public relations Society of America (PRSA) was conducted by mail.

The research questions guiding the survey were grouped in three categories:
1- Perceptions about the impact of globalization on public relations practice and education
2. Proposed ways to incorporate intercultural/international perspectives in PR education
3. Factors that may help/hinder the incorporation of intercultural/international perspectives and coursework in PR curricula

DEFINITION OF TERMS

In order to clarify the basic concepts guiding this study and establish its limits and scope, the next definitions need to be stated:

1. **Globalization** is the process of becoming worldwide in scope or application.
2. **Culture** is understood as all beliefs, practices and artifacts that give character --- a sense of order --- to a particular group of people. Under this view, culture is not composed only by material manifestations like folklore, history, art and behaviors, but also by the thought processes guiding its members' understanding and actions.
3. **Intercultural public relations.** Based on the above definition of culture, international public relations is always intercultural public relations. Therefore, factors like a nations' law and media are not considered apart from culture, as it also influences and shapes their development and application in each country. In addition, there is no a single national culture, but there are several cultures comprised in every nation with which organizations need to deal. Hence, intercultural public relations is not necessarily international public relations.

Under this definition, intercultural public relations is considered both as the activities performed by American practitioners abroad --- for American organizations or clients --- and in the United States --- for foreign clients or for American organizations or clients dealing with different cultures within this country.
4. The educational **intercultural/international perspectives** in which this study is interested are not only specific intercultural/international public relations *courses*, but also intercultural/international *contents, activities* and *methods* outside of the classroom and within courses primarily devoted to other areas. The development of specific intercultural/ international PR courses is not the only goal advocated, but also the introduction of intercultural/international points of views in the overall PR programs, both at the student and faculty levels.

RESEARCH QUESTIONS

Perceptions About The Impact Of Globalization On Public Relations

RESEARCH QUESTION 1: How do PR educators perceive that globalization affects the practice of public relations?

The PR industry has talked for years about the impact of globalization on public relations, and practitioners report an interest for developing international capabilities in order to face the new challenges the international practice *will* pose on them (Fitzpatrick & Whillock, 1993).

For this reason, it is important to inquire if PR educators agree with practitioners about the significant impact globalization has on PR practice and the need for

development opportunities in this area. If they do not agree, this could explain the lack of course offerings on the topic. If, on the other hand, they anticipate globalization will affect the practice of public relations, it should be asked why virtually no action has been taken to address the issue?

RESEARCH QUESTION 2: How do educators perceive that globalization affects the teaching of public relations?

Practitioners report they perceive globalization *will* eventually affect their practice, but they say they have not felt a direct impact yet (Fitzpatrick & Whillock, 1993). In the case of educators, a similar result could explain why, even though they recognize future impacts, they have not taken measures yet in order to prepare future practitioners. If they perceive globalization has not impacted directly the way they teach public relations, then maybe they still do not consider it important to introduce intercultural/international PR courses or contents, and developing intercultural/international capabilities may not be an educational priority for them.

On the other hand, considering the few intercultural/international PR offerings available today, if educators perceive globalization has affected the way they teach public relations, there may be other factors hindering the implementation of measures to address the issue more aggressively. This problem will be explored by research questions 7, 8 and 9, but first educators need to be asked how they would introduce and develop intercultural/international PR education.

Proposed Ways To Incorporate Intercultural/international Perspectives

RESEARCH QUESTION 3: How prepared do PR educators perceive themselves to be in incorporating intercultural/international perspectives in the courses that they teach?

Before asking educators their ideas for improving intercultural/international PR education, it seems important to inquire if they are prepared for teaching intercultural content. It may occur that intercultural/international educational opportunities need to be developed also for educators.

If educators feel unprepared for teaching intercultural/international public relations, there is a need to encourage the exploration of research in this area, and the support of university PR departments is crucial in order to offer opportunities for the development of their faculty's intercultural/international capabilities.

The ability of educators to teach intercultural/international PR contents is important

because, even though public relations practitioners seem to be unprepared for the global PR activities (Fitzpatrick & Whillock, 1993) as well as students, college-level courses in international/international public relations are considered to be one of the best ways practitioners and students could acquire the required global competencies (Ogbondah & Pratt, 1991).

RESEARCH QUESTION 4: What ideas do PR educators have about how to prepare themselves for teaching about intercultural/international public relations in current or new courses?

Educators' opinions on how and where they can obtain the preparedness to teach intercultural/international public relations can be valuable information in the design of professional development programs and material in this area of public relations.

Professional development could be acquired by reading material in intercultural/ international public relations; attending development seminars like PRSA convention workshops or international communication conventions; and engaging in exchange programs with foreign institutions or in field trips to other countries.

As an example, the department of journalism at the University of Tennessee, Knoxville, has a program with Ecuador, which offers PR faculty the opportunity to experience the practice of real-situation public relations in that country.

Culbertson and Chen suggest that American PR educators should travel abroad and that, when doing it, educators should listen more than they talk. In addition, they should interact more often with their international students to get information about their cultures (projected for publication).

RESEARCH QUESTION 5: What ideas do PR educators have for teaching PR students about intercultural/international public relations both in and out of the classroom?

If educators already are addressing the issue of global public relations or if they consider it necessary, it is important to divulge their experiences and ideas in order to expand and improve the offerings of this subject across the country.

Two areas should be considered under this question: First, their ideas on in-class and out-of-class educational activities. Second, the specific skills and knowledge they consider PR students need to develop to succeed globally. This can be valuable information in the development of programs and educational material in intercultural/ international public relations.

Ideas to teach regular public relations or journalism could be adapted to

intercultural/international public relations. For example, the idea suggested by Thomas Dickson (1993) to sensitize journalism students to racism in the news by showing them and discussing a video that addresses the issue also could be applied to PR students.

In addition, PRSSA could play an important role in the institution of international PR student organizations, and the Internet could be used as an important tool for students to engage in intercultural exchanges.

RESEARCH QUESTION 6: What role do PR educators see, if any, in helping public relations *practitioners* be better prepared for practice in an intercultural environment?

In a recent survey, most PR practitioners said they will rely on reading materials to acquire the information needed for global practice. Therefore, the publication of research concerning international public relations is "critical" (Fitzpatrick & Whillock, 1993).

In addition, both seminars and continuing education also are needed because practitioners rank them among the best ways to prepare themselves for international practice (Fitzpatrick & Whillock, 1993).

Therefore, it is important to know if educators are willing to play a role in helping not only students but also practitioners be prepared for the global arena, and how they consider they could do it. This information could encourage the increasing publication of research and the implementation of professional development offerings in intercultural/ international public relations in higher education institutions.

Factors That May Help/Hinder Incorporation Of Intercultural/international Perspectives

RESEARCH QUESTION 7: Do accreditation or certification guidelines from AEJMC or PRSA help or hinder the incorporation of intercultural/international public relations in current or new courses?

The Association for Education in Journalism and Mass Communication -- public relations' largest accreditation body in the United States -- requires that students take 75% of their credits outside of the PR department to encourage varied curricular emphasis outside their own profession. However, perhaps the pressure to seek AEJMC accreditation reduces flexibility from schools of journalism, making it difficult for them to add new professionally related courses (Culbertson & Chen, projected for publication).

Although AEJMC-certified units dominate PR education, recently the Public

Relations Society of America started to certify PR sequences (Culbertson & Chen, projected for publication). Therefore, it is also important to know if the current sanctioning by PRSA helps or hinders the development of intercultural/international curricula.

"Current well-intentioned standards may well be hampering students' competitiveness as graduates in a world marketplace if strict formulas are applied as to what is to be considered an educated and proficient communicator" (Sommerness & Beaman, 1994, p. 94).

RESEARCH QUESTION 8: Is there institutional support for international initiatives at colleges or universities?

The implementation of intercultural/international perspectives in PR programs requires institutional support in colleges and universities. There is a need for professional development opportunities for faculty, such as international seminars and field trips. Also, support is needed for initiatives like international research and faculty exchange programs with foreign institutions.

In addition, collaboration among departments within colleges or universities is very important in order to create better curricula that improve international education. For example, foreign language standard requirements could be given more relevance, and business, speech and journalism departments could collaborate to offer complementary perspectives on international and intercultural issues that better prepare students in this area.

For example, there is evidence that PR departments in schools of speech and interpersonal communication may be filling a different academic niche from journalism PR units (Culbertson & Chen, projected for publication).

RESEARCH QUESTION 9: Are students interested in developing intercultural/ international PR capabilities?

Another possible factor hindering the development of intercultural/international PR perspectives could be the students' lack of interest in international or intercultural issues. As mentioned earlier, many U.S. students do not seem to have adequate knowledge of world affairs (Ogbondah & Pratt, 1991).

Therefore, lack of awareness of the need for understanding other cultures and ethnocentrism --- assuming that one's culture is the best way of doing things --- could hinder students' interest in attending intercultural-related courses within or outside the PR

program.

Intercultural awareness has important implications in the development of skills to interact effectively with other cultures. People are motivated to learn what they have learned, and the students' commitment is necessary to successfully develop their intercultural competencies (Mohring, 1989).

This is important because, even though PR programs do not offer intercultural/ international PR courses, there are already international/intercultural-related courses and opportunities offered in other departments like management, marketing or international centers. Hence, if students were interested, they could be encouraged to take advantage of those opportunities and develop global capabilities without violating the AEJMC 25-75 rule.

As the world becomes more and more global, intercultural/international PR education is a very important area for practitioners . Yet, it has not been studied and developed to the extent the industry has claimed it should be. Hence, this is a problem that needs to be addressed because, as Sommerness and Beaman said (1994), "if we, as the communication educators of the foremost of the developed nations, are to serve those best who will work well into the information age of the global 21st Century, we will need to determine what skills and perspectives will best serve them in a time when, like the words of the popular song, the walls of international barriers do indeed come a-tumblin' down" (p. 94).

3

METHODOLOGY

RESEARCH DESIGN

STUDY'S GENERAL GOAL

The overall purpose of this study was to invite PR educators to contribute ideas and assess opinions about the impact of globalization on public relations to *describe* substantive ways to remove barriers to and introduce intercultural/international perspectives in PR education. The objective was both to explore and describe this area of PR education and, based on educators' opinions and experiences, develop a pool of ideas to help internationalize the curricula.

METHOD

A national cross-sectional mail survey of college PR educators in the United States was conducted. The attempt was to perform a census of the Public Relations Division of The Association for Education in Journalism and Mass Communication (AEJMC) and the Educator Section of the Public Relations Society of America (PRSA).

The 6-page survey included 24 closed and open-ended questions designed to

measure three dimensions of the problem: 1) perceptions about the impact of globalization on public relations practice and education; 2) proposed ways to incorporate intercultural perspectives in PR education; and 3) factors that may help or hinder the incorporation of intercultural perspectives and coursework in PR curricula (see appendix 1).

The sudy included one page of questions about professional academic work as part of another research project.

TRIANGULATION OF METHODS

In order to obtain better and more reliable information, two more methods of research were used in addition to the mail survey.

Phone Interviews

Fifteen phone interviews of PR educators with experience in intercultural and/or international public relations were performed. The same questionnaire as in the mail survey was used. The objectives of the interviews were to compare results with those of the mail survey and to obtain more in-depth information for the open-ended questions.

The interviewees were chosen based on their background in this particular area of public relations. Initially, the original plan was to interview 24 PR educators, but the number was limited to 15 because of budget restrictions. Dr. Dean Kruckeberg, who has substancial international PR experience, recommended the pool of telephone interviewees.

Content Analysis

An informal content analysis of catalogs of seven major universities also was performed to identify the *departments* that offer intercultural or international courses. The objective was to measure the existence --- but not frequency --- of courses in departments, and the unit of analysis was defined as any course that has in its title the word international, intercultural, global, world, cultural, culture, comparative (referring to comparison of cultures) or ethnic.

For the purposes of this study, the number of departments analyzed in each catalog was limited to: Management, Finance, Philosophy, Sociology, Anthropology,

Public Administration, Economics, Art, History, Marketing, Communications, Journalism, Public Relations, Education, Speech Communication, Geography, Global Studies and Political Science.

The 1993-1995 catalogs analyzed were those from Stanford University, Michigan State University at East Lansing, the University of Iowa, the University of Georgia at Athens, the University of Florida at Gainesville, the University of Alabama at Birmingham and the University of North Carolina at Chapel Hill.

DESCRIPTION OF VARIABLES

Each dimension of the problem included several variables, which were measured by 5-point Likert scales, multiple choice and open-ended questions based on previous research and published literature on the subject.

Perceptions About The Impact Of Globalization On Public Relations

The impact of globalization on public relations included measures on the perceived effects of globalization on six areas of PR practice (overall, agency, government, corporate and non-profit) and on education (at the undergraduate and graduate levels). Also, respondents were asked to assess their perceptions on the importance of having intercultural capabilities for PR teaching, research and service, as well as their opinions on the importance of having an intercultural or international perspective on 15 listed PR courses.

In addition, this section of the survey asked about the existence of classes that focused primarily on intercultural or international public relations, and about past and expected teaching focus on intercultural/international public relations.

Proposed Ways To Incorporate Intercultural Perspectives

The proposed ways to incorporate intercultural perspectives in PR education were assessed by measures of educators' perceived preparedness for teaching intercultural/international public relations as a unit in a course and as a single course. Also, their perceptions were measured regarding the ways to gain knowledge about intercultural/ international public relations, and the skills students interested in this area need.

In addition, this dimension of the problem included questions about educators' language proficiency and opinions about their role in upgrading PR practitioners' skills for intercultural public relations.

Finally, educators were invited to contribute ideas on how to develop intercultural/ international capabilities in PR students, what role PRSSA could play in such development, how the Internet could be used to stimulate interest and participation in intercultural public relations, how cooperation with language departments could be achieved to make foreign language relevant for PR students, and how international students could be a resource in the development of intercultural/international perspectives.

Factors That May Hinder/ Help The Incorporation Of Intercultural Perspectives

The factors that may help or hinder the incorporation of intercultural perspectives in PR education included measures about school accreditation or sequence certification and about educators' opinions about whether such accreditation or certification hinders or does not hinder the development of coursework in intercultural/international public relations.

Finally, this dimension also was assessed by measures on institutional support for international initiatives at colleges and universities, and on educators' perceptions about students' interest in intercultural public relations and about factors that may be hindering that interest.

Demographics

The questionnaire also included a section of questions concerning educators' professional academic work and basic demographic information. The objective of these questions was to develop a profile of the respondents and to relate it to the answers obatined in the other sections of the survey.

The variables in this section included educators' principal teaching areas, degree status and academic rank. In addition, gender and national origin also were variables included in this section. Regarding national origin, its categories were collapsed into two broad variables, MAJORITY (whites) and MINORITY (all other races), to analyze possible differences between them.

VALIDITY

SAMPLING

The population of study was defined as professional college PR educators in the United States who belong to one or more associations of PR educators.

Overall, aproximately 1,345 educators are members of scholarly associations devoted to public relations. The PR Division of AEJMC has a current membership of approximately 380. The Educator Section of the PRSA has approximately 300 members. The Public Relations Special Interest Group of the International Communication Association has approximately 180. The Educators Special Interest Group of the International Association of Business Communication has a membership of approximately 125. The Public Relations Division of the Speech Communication Association has approximately 360 members.

The sample included all educators belonging to the PR division of AEJMC and the Educator Section of the PRSA, which covers approximately 51% of the PR-educator associations' total membership and the majority of university-related PR programs in the United States. Both mailing lists were screened first to identify members belonging to both associations in order to avoid duplication of sampling units. Also, the educators to be interviewed by phone also were drawn out from the original mailing lists to avoid duplication of methods. After the screening, a total sample of 393 educators were pulled from both sampling frames for the mail survey. Five surveys were undeliverable, which reduced the final sample to 388 educators.

VALIDITY

The questionnaire was pretested by giving it to eight public relations and advertising faculty in the College of Communications at the University of Tennessee, Knoxville. It also was reviewed by Dean Kruckeberg at the University of Iowa. He is actively involved in international PR education.

In addition, a t-test analysis was performed to compare the first 20 returned questionnaires' mean scores for 22 variables with the last 20 questionnaires' scores to assess consistency in the sample.

RELIABILITY

In order to improve reliability, the pretest group assessed the readability of the questionnaire and also analyzed it for biased words or terms, question order and length, and leading or potentially embarrassing questions.

Also, special attention was given to the layout of the questionnaire in order to make it more attractive, create a positive attitude, and encourage an interested and careful response.

ENCOURAGING RESPONSE RATE

Mail surveys usually face the methodological constraint of low response rates, which decrease sample size and increases concern for nonresponse bias. For that reason, special attention was given to the different factors that have been found to induce better response rates (Fox, Crask & Kim, 1988).

Layout

As mentioned, the questionnaire was attractively designed in order to transmit an image of seriousness and professionalism, as well as to encourage completion by using eye-catching design elements such as type of font, font size, bold elements, white space and leading to reduce fatigue and create interest (see appendix 1).

Cover Letter And Cutoff Date

The survey was mailed together with a cover letter announcing the purpose and importance of the study. The letter, as well as the quesionnaire itself, indicated the cutoff date to return the survey. In addition, the date for responding was set for Feb. 14, an easy day to remember.

The cover letter was printed on official School of Journalism paper and established the University of Tennessee sponsorship of the study, as well as the PRSA Volunteer Chapter support. Moreover, by previous consent, Dean Kruckeberg's name appeared in the cover letter as a way to underline the relevance of the project by saying that it agreed

with his opinions about the importance of intercultural/international public relations.

In addition, the cover letter stated the survey did not contain any questions or markings to identify any respondent and assured anonymity and voluntary participation.

Finally, in order to make the survey more personal to the respondents, every cover letter was signed by the researcher (see appendix 2).

Mailing And Postage-paid Return Envelops

The survey was mailed out in official University of Tennessee, School of Journalism envelopes, with computer-made labels containing addresses. Also, first-class postage was used.

In additon, postage-paid return envelopes were mailed together with the survey and cover letter to facilitate and encourage respondents to return the survey.

Reminder Postcard

A week and a half after the survey was mailed, a reminder postcard was sent to all respondents to encourage their prompt response. The postcard also was designed carefully to make it attractive and eye-catching. It was printed on golden cardboard to make easy to identify, even on desks full of papers. Also, since Feb. 14 was the deadline for returning the survey, Valentine's Day was used as a gimmick to make the postcard more appealing to respondents (see appendix 3).

Electronic Reminders

Finally, reminder notes were posted in PRForum, an electronic bolletin board on the Internet, with approximately 400 members, mostly in the United States, and in PRSIG, the largest and oldest public relations electronic forum run by Compuserve (see appendix 4).

EXECUTION PROCEDURE

The 393 surveys were mailed on Jan. 23 and the follow-up postcards on Feb. 2. In case some of the adresses in the mailing lists were not correct, envelopes with the legend "address correction requested" were used. The returned envelopes with address corrections that came back by Feb. 7 were mailed immediately to the new addresses as

they arrived and were followed by the postcard reminder, allowing at least three days between mailings. The surveys that were mailed back without address correction were subtracted from the original sample.

The telephone interviews were conducted between Jan. 23 and March 28. Appointments by phone and e-mail with the respondents were made in advance to explain to them the nature and purpose of the study and to assure that interviewees had the time to respond. The phone interviews had an average duration of 30 to 40 minutes.

Finally, as the mail responses arrived, they were given identification numbers and they were pre-analyzed to identify recurring categories in the open-ended questions to allow quantification.

STATISTICAL ANALYSIS OF DATA

The data was analyzed using SAS, a statistical computer program. Four kinds of analyses were performed. First, simple distribution of frequencies, quantification of means and breakdown of means by categories to profile the survey responses and determine proportions and trends revealed by the data.

Second, chi-squares were performed between national origin and language proficiency to identify differences between minorities and whites based on the foreign languages they speak, and between accrediting organizations and opinions about accreditation standards helping/hindering development of coursework in intercultural/ international public relations.

Third, t-test analyses were used to identify potential significant differences between minorities and whites in their perceptions of the impact of globalization on the practice of public relations, and on the way they teach public relations. Also, the analysis looked for differences in their perceived importance of having intercultural/international capabilities for PR teaching, research and service, as well in their perceived preparedness to teach intercultural/interational public relations. In addition, the analysis looked for differences in their perceptions about the usefulness of learning a second language and participating in exchanges with foreign scholars to gain knowledge about intercultural/ international public relations. Finally, t-tests were performed to identify significant differences between minorities and whites in their perceptions about the importance of knowing a foreign language, cultural norms, social customs, political structure, and foreign laws and regulations for students interested in intercultural or international public relations.

Fourth, a correlation analysis was performed between the perception of the overall impact of globalization on public relations (PRACTICE) and the perceptions about the impact of globalization on the way respondents teach at the undergraduate and graduate levels. This analysis looked also for correlations between PRACTICE and the perceptions about the importance of having intercultural/international capabilitites for PR teaching, research and service, as well as correlations between PRACTICE and the perceived preparedness for teaching in this area of public relations. Finally, correlation analyses were performed between PRACTICE and the diferent ways of gaining knowledge about intercultural/international public relations, and the perceived importance of the skills students need when they are interested in intercultural/international public relations.

4

RESULTS

RESPONSE RATE

As stated, 393 surveys were mailed on Jan. 23, followed on Feb. 2 by the reminder postcards. However, during the period from Jan. 30 to Feb. 7, a total of 23 returned envelopes were received with address corrections (5.9% of the original sample), which were immediately sent back to the new addresses. This means that surveys were mailed out until Feb. 7 and reminder postcards until Feb. 10. In addition, five surveys were returned without address correction, which reduced the sample to 388.

A total of 160 responses was received, a 41.2% response rate. This is a very good result, considering the typical mail survey achieves a response rate between 20 and 40% (Wimmer and Dominick, 1994) or even lower, between 10 and 30% (Brody and Stone, 1989).

DEMOGRAPHIC PROFILE

Men constituted 56.9% of the sample and women 43.1%. The vast majority of the respondents were white (88%), followed by African Americans (3.8%), Hispanics (1.9%) and Asian Americans (1.9%). Also, two respondents were Native Americans, which

accounts for 1.3% of the sample (see Table 1).

Regarding the respondents degree status, most of them held the doctorate (65.6%) and master's (24.4%) degrees, and only small proportions had ABDs (7.5%) or bachelor's (1.9%) degrees.

In addition, the majority of the respondents were associate professors (42.5%) and a quarter of them were assistant professors (25.6%). Finally, 20.6% respondents were full professors and 5.6% said they were instructors.

As expected, the most common teaching areas among respondents were public relations (89.4%) and journalism (21.9%). However, advertising and organizational communication were also areas in which educators who belong to PR associations are involved (10 and 9.4% respectively). Finally, only 3.8% of the respondents listed international public relations as principal teaching area.

DEMOGRAPHIC PROFILE
Table 1

GENDER	%
Male	56.9
Female	43.1
n=160	

RACE	%
White/Caucasian	88.0
Hispanic/Latino	1.9
Native American	1.3
African American	3.8
Asian American	1.9
Other	3.2
Minority	12.0
n=158	

STATUS	%
Doctorate	65.6
ABD	7.5
Master's	24.4
Bachelor's	1.9
Other	0.6
n=160	

Table 1 continued

RANK	%
Full professor	20.6
Associate professor	42.5
Assistant professor	25.6
Instructor	5.6
Other	5.6

n=160

PRINCIPAL TEACHING AREA	%
Advertising	10.0
Business	0.6
Consumer research	1.9
Journalism	21.9
Marketing	2.5
Public relations	89.4
Telecommunications	1.9
Organizational comm.	9.4
International public relations	3.8
Other	27.5

n=160 (each variable)

The figures add to more than 100% because more than one category could be checked

DIFFERENCES BETWEEN FIRST 20 AND LAST 20 RESPONDENTS

There was no significant difference at the 0.05 significance level between the first 20 and the last 20 respondents regarding any of the variables analyzed. Therefore, any differences between their mean scores for those variables are simply due to chance, which demonstrates that the sample was stable over time. Those who answered first to the questionnaire and those who answered last belong to the same population (see Table 2).

DIFFERENCES BETWEEN FIRST 20 AND LAST 20 RESPONDENTS (T-TEST ANALYSIS)
Table 2

THE IMPACT OF GLOBALIZATION	FIRST 20 Average	LAST 20 Average
Scale: 1(strongly agree) to 5 (strongly disagree)		
"The expanding global marketplace has changed the way practitioners practice PR"	2.10	1.94
"Globalization has affected the practice of agency public relations"	2.29	2.05
Globalization has affected the practice of government public information	2.05	1.83
Globalization has affected the practice of corporate public relations	1.68	1.80
Globalization has affected the practice of non-profit public relations	3.47	3.15
Globalization has affected how I teach public relations at the undergraduate level	2.70	2.31
Globalization has affected how I teach public relations at the graduate level	2.00	2.16

IMPORTANCE OF HAVING INTERCULTURAL CAPABILITIES	Average	Average
Scale: 1(Very important) to 5 (Very unimportant)		
Public relations teaching	2.00	2.00
Public relations research	2.26	2.40
Public relations service	2.63	2.55

IMPORTANCE OF HAVING INTERCULTURAL/ INTERNATIONAL PERSPECTIVE IN COURSES	Average	Average
Scale: 1(Very important) to 5 (Very unimportant)		
Principles of public relations	2.15	1.80
Public relations techniques	2.89	2.00
Seminar in public relations	1.81	2.20

Table 2 continued	FIRST 20	LAST 20
SKILLFULNESS FOR TEACHING INTERCULTURAL/INTERNATIONAL PR	Average	Average
Scale: 1(Very skilled) to 5 (Very unskilled)		
As a unit within a current course	2.57	2.15
As a single course devoted to intercultural/international PR	3.27	3.30
USEFULNESS IN HELPING GAIN KNOWLEDGE ABOUT INTERCULTURAL/INTERNATIONAL PR	Average	Average
Scale: 1(Very useful) to 5 (Very unuseful)		
Take additional formal coursework	3.31	2.44
IMPORTANCE OF SKILLS	Average	Average
Scale: 1(Very important) to 5 (Very unimportant)		
Foreign language ability	1.33	1.45
STUDENTS' INTEREST	Average	Average
Scale: 1(Very interested) to 5 (Not very interested)		
PR undergraduates	3.37	3.00
PR master's students	2.33	1.88
PR doctoral students	2.16	1.85
IMPORTANCE OF FACTORS HINDERING STUDENTS' INTEREST	Average	Average
Scale: 1(Very important) to 5 (Very unimportant)		
Pressure to graduate in four years for undergrads	2.50	2.00
Parental resistance	3.81	3.40

PERCEPTIONS ABOUT THE IMPACT OF GLOBALIZATION ON PUBLIC RELATIONS

THE IMPACT ON DIFFERENT AREAS OF PUBLIC RELATIONS

Regarding respondents' perceptions about the impact of globalization on the overall practice of public relations, the results showed that educators tend to believe that indeed globalization has changed the way practitioners practice public relations. The mean score for this variable was, on 1-to-5 scale, 2.14. In addition, similar results were observed in the perceptions about the impact of globalization on specific areas of PR practice. However, while educators moderately agreed that the practice of government public information has been affected (2.23), the results showed that the areas where globalization is thought to have the greatest impact are corporate public relations (1.84) and agency public relations (1.99). On the other hand, educators tend to moderately disagree with the idea that globalization has affected the practice of non-profit public relations (3.24) (see Table 3).

In addition, respondents also tend moderately to agree with the idea of globalization affecting how they teach public relations. According to the results, the effect has been greater at the graduate level (2.21) than at the undergraduate level (2.56), where the change tends to be perceived as neutral.

THE IMPACT ON DIFFERENT AREAS OF PUBLIC RELATIONS
Table 3

THE IMPACT OF GLOBALIZATION	Average	Don't know (%)	
Scale: 1(strongly agree) to 5 (strongly disagree)			
"The expanding global marketplace has changed the way practitioners practice PR"	2.14	3.8	n=156
"Globalization has affected the practice of agency public relations"	1.99	7.6	n=158
Globalization has affected the practice of government public information	2.13	3.2	n=158
Globalization has affected the practice of corporate public relations	1.84	0.6	n=159
Globalization has affected the practice of non-profit public relations	3.24	8.3	n=157

Table 3 continued

THE IMPACT OF GLOBALIZATION	Average	Don't know (%)	
Globalization has affected how I teach public relations at the undergraduate level	2.56	1.9	n=156
Globalization has affected how I teach public relations at the graduate level	2.21	24.8	n=125

REGARDING INTERCULTURAL/ INTERNATIONAL PUBLIC RELATIONS COURSES

The results showed that 80.5% of the units that house the PR major at the respondents' institutions do not have a course that focuses primarily on intercultural or international public relations. Of those whose unit had this kind of course (note that 3.8% answered "don't know" to this question), 37.5% said "international communications" was the course title, while "international public relations" was the title in 33.3% of the cases. Other titles were "Global Public Relations" (4.2%), "Multicultural Relations" (4.2%), and others, which did not have an intercultural/international-related word in their titles, such as PR Seminar or PR Cases (see Table 4).

A very small number of respondents already have taught a course in intercultural/ international public relations (3.8%), and, of those who already have taught a course, 33.3% have done it for 1-to-3 years and 33.3% for 4-to-7 years.

When asked about the teaching time they will spend on itercultural/international public relations in the next five years, more than half of the respondents said they will spend more time (57.2%) and 21.4% said they will spend the same amount of time. Moreover, while 83.3% of those who have taught a course intercultural/international public relations said they will spend even more teaching time in this area, only 22.3% of those who have not taught such a course said they will spend the same time, and 56% of them said they will spend more.

In addition, 5.7% of the respondents said they will spend no time and none answered less time to this question. Finally, 15.7% of the respondents said they did not know how much teaching time they will spend in this area in the future.

REGARDING INTERCULTURAL/INTERNATIONAL PR COURSES
Table 4

INTERCULTURAL/INTERNATIONAL PR CLASS	%
Yes	15.7
No	80.5
Don't know	3.8
n=159	

TITLE OF CLASS	%
International PR	33.3
International communications	37.5
Global PR	4.2
Multicultural relations	4.2
Intercultural PR	0.0
Other	20.8
n=24	

TEACHING TIME IN NEXT 5 YEARS	%
No time	5.7
Less time	0.0
More time	57.2
The same	21.4
Don't know	15.7
n=159	

COURSE TAUGHT	%
Yes	3.8
No	96.2
n=159	

TIME TEACHING COURSE	%
Less than one year	16.7
1-3 years	33.3
4-7 years	33.3
8+ years	16.7
n=6	

THE IMPORTANCE OF HAVING INTERCULTURAL/INTERNATIONAL CAPABILITIES

The results showed that having intercultural/international capabilities is important for public relations teaching, research and service. However, the highest importance was granted to PR teaching (2.13 in a 1-to-5 scale), while PR service and PR research tend toward being more neutral (2.61 and 2.47 respectively) (see Table 5).

THE IMPORTANCE OF HAVING INTERCULTURAL/INTERNATIONAL CAPABILITIES
Table 5

INTERCULTURAL/INTERNATIONAL CAPABILITIES	Average	Don't know (%)	
Scale: 1(Very important) to 5 (Very unimportant)			
Public relations teaching	2.13	2.5	n=159
Public relations research	2.47	4.5	n=157
Public relations service	2.61	6.4	n=157

THE IMPORTANCE OF AN INTERCULTURAL/INTERNATIONAL PERSPECTIVE IN PR COURSES

Overall, the results indicated that the perceptions about the importance of having an intercultural/international perspective in any of the 15 listed PR courses tend to range from moderately important to important. However, marketing public relations management was perceived as the course that needs this kind of perspective the most (2 on a 1-to-5 scale), and PR writing was almost neutral (2.72) as well as PR practicum (2.65). This perspective was considered moderately important for investor relations management, research and theory, and PR techniques, while the rest of the courses listed were perceived closer to the important range of the scale (see Table 6).

THE IMPORTANCE OF AN INTERCULTURAL/INTERNATIONAL PERSPECTIVE
Table 6

INTERCULTURAL/INTERNATIONAL PERSPECTIVE IN COURSES	Average	Don't know (%)	
Scale: 1(Very important) to 5 (Very unimportant)			
Principles of public relations	2.18	0.6	n=157
Marketing public relations management	2.00	7.6	n=157
Public relations campaigns	2.28	1.3	n=158
Public relations agency seminar	2.28	17.4	n=155

Table 6 continued

INTERCULTURAL/INTERNATIONAL PERSPECTIVE IN COURSES	Average	Don't know (%)	
Media relations strategies	2.27	1.9	n=154
Public relations techniques	2.46	1.9	n=157
Employee relations & comm. management	2.29	3.2	n=157
Corporate & nonprofit public relations	2.34	5.4	n=149
Public relations research & theory	2.36	3.9	n=155
Public relations writing	2.72	1.3	n=158
Public relations cases	2.15	2.6	n=155
Public relations management	2.11	3.8	n=157
Public relations practicum	2.65	9.6	n=156
Investor relations management	2.38	7.7	n=156
Seminar in public relations	2.13	11.0	n=155

PROPOSED WAYS TO INCORPORATE INTERCULTURAL PERSPECTIVES

PERCEIVED SKILLFULNESS FOR TEACHING INTERCULTURAL/INTERNATIONAL PR

Regarding the respondents' perceptions about their preparedness to teach intercultural/international public relations, the results showed that they feel moderately confident in their ability to teach in this area as a unit within a current course (2.38 in a 1-to-5 scale), but tend to feel unskilled to teach a single course devoted to this subject (3.50) (see Table 7).

PERCEIVED SKILLFULNESS FOR TEACHING INTERCULTURAL/ INTERNATIONAL PR
Table 7

SKILLFULNESS FOR TEACHING INTERCULTURAL/INTERNATIONAL PR	Average	Don't know (%)	
Scale: 1(Very skilled) to 5 (Very unskilled)			
As a unit within a current course	2.38	3.8	n=158
As a single course devoted to intercultural/international PR	3.50	4.5	n=157

EDUCATORS' WAYS TO GAIN KNOWLEDGE ABOUT INTERCULTURAL/INTERNATIONAL PUBLIC RELATIONS

Participating in exchanges with foreign scholars was the most useful way for the respondents to gain knowledge about intercultural/international public relations (1.84 in a 1-to-5 scale). In addition, reading trade journals and research reports on the area was also rated as useful (2.03). Attending professional development seminars, using Internet resources and learning a second language were considered moderately useful (2.36, 2.36 and 2.44 respectively), and taking additional formal coursework tend to be considered neither useful nor unuseful (2.89) (see Table 8).

Some respondents contributed other ideas like traveling, living outside the United States, engaging in international internships and research, as well as participating in international scholarly conferences.

EDUCATOR'S WAYS TO GAIN INTERCULTURAL/INTERNATIONAL PR KNOWLEDGE
Table 8

USEFULNESS IN HELPING GAIN KNOWLEDGE ABOUT INTERCULTURAL/INTERNATIONAL PR	Average	Don't know (%)	
Scale: 1(Very useful) to 5 (Very unuseful)			
Read trade journals, research reports	2.03	2.6	n=156
Attend professional development seminars	2.36	5.2	n=155
Take additional formal coursework	2.89	10.4	n=154
Participate in exchanges with foreign scholars	1.84	7.0	n=157
Learn a second language	2.44	8.3	n=156
Use of Internet resources	2.36	13.4	n=157
Other	1.05	5.9	n=17

FOREIGN LANGUAGE PROFICIENCY

Three fourths of the respondents are not proficient in any language other than English (76.4%), and, among those who are proficient, the most common language is Spanish, followed by French, German and Italian (see Table 9).

FOREIGN LANGUAGE PROFICIENCY
Table 9

PROFICIENCY	%
Yes	23.6
No	76.4
n=157	

LANGUAGE	%
Spanish	34
French	28
German	14
Italian	4
Other	20
n=50	

In addition, the chi-square analysis revealed significant differences at the 0.05 significance level between whites and minorities regarding their foreign language proficiency. Of all whites, only 20.6% are proficient in a foreign language, while 42.9% of all minorities are. Moreover, of all those who are not proficient in any foreign language, 90% are white (see Table 10).

FOREIGN LANGUAGE PROFICIENCY BY NATIONAL ORIGIN
Table 10

	PROFICIENT	NON-PROFICIENT
NATIONAL ORIGIN	%	%
Whites	20.6	79.4*
Minorities	42.9	57.1
n=157		
* Significant at the 0.05 significance level		

IMPORTANCE OF SKILLS FOR STUDENTS INTERESTED IN INTERCULTURAL/INTERNATIONAL PUBLIC RELATIONS

The results showed that the most important knowledge students need when practicing intercultural/international public relations, according to PR educators, are the knowledge of cultural norms (1.27 in a 1-to-5 scale) and social customs (1.37). These two

factors were rated as very important by most of the respondents. However, the other factors listed also received high mean scores --- all of them above important --- tending toward very important. These factors are, in order of importance: foreign language ability, knowledge of foreign media systems, nature and stability of political structure, knowledge of laws and regulations, and knowledge of local concept of quality public relations (see Table 11).

In addition, some respondents contributed interesting ideas that also can be important for students engaged in intercultural PR activities. Among them are the role of PR in other countries, religion, ethics and the different perceptions different countries' audiences can have about a single multinational organization.

IMPORTANCE OF INTERCULTURAL/INTERNATIONAL PR SKILLS
Table 11

KIND OF SKILL	Average	Don't know (%)	
Scale: 1(Very important) to 5 (Very unimportant)			
Foreign language ability	1.50	1.3	n=155
Knowledge of foreign media systems	1.56	0.0	n=155
Knowledge of cultural norms	1.27	0.0	n=155
Knowledge of social customs	1.37	0.0	n=155
Nature and stability of political structure	1.65	0.0	n=152
Knowledge of laws and regulations	1.66	0.0	n=155
Local concept of quality public relations	1.67	3.2	n=154
Other	1.15	0.0	n=13

IDEAS FOR IMPROVING INTERCULTURAL/INTERNATIONAL PR EDUCATION

Even though this set of questions was open ended, and it was expected that some respondents could simply skip it because of lack of time, a participation rate greater than 50% was obtained on all open-ended questions, except for question 25, which had a 49% participation rate. This allowed to achieve the study's goal: to gather a pool of ideas from which other educators can draw for lectures and courses in intercultural/international public relations. However, it is important to say that these results were not used for any statistical analysis other than the distribution of frequencies to find out the most popular ideas offered by respondents.

Regarding question 22, which asked for ways to develop students' intercultural/ international capabilities, only 34% of the respondents decided not to make

any comments. For question 23 ---about PRSSA's role in cultivating students' capabilities in this area --- no answer was received from 43% of the respondents. Question 24, which deals with uses of the Internet to stimulate participation in intercultural/international exchanges, was not answered by 44% of the respondents. Question 25 received the highest non-response rate, 51%, probably because of the complexity of the question itself, which relates to the ways PR projects can be constructed in cooperation with language departments. For question 26, which refers to ways international students' could be used as resources to stimulate international perspectives in PR classes, 44% of the respondents decided not to share any comments.

Ideas For Developing Intercultural/International Capabilities In PR Students

The majority of the respondents agreed that one of the best ways for students to develop intercultural/international PR capabilities is traveling (21%). They gave a wide range of ideas about ways and instances in which students can travel. Among them were leisure travels, field trips, exchange programs, and research and internships abroad (see Table 12).

Also, 11.5% of the respondents said that assigning international campaigns or case studies could be another good way to improve students' skills in this area, and 9.6% said that bringing experts and people with experience in the area to talk to PR classes also could be very useful.

In addition, 7.7% of the educators who shared their ideas agreed that students' intercultural and international capabilities can be developed by taking cultural/international coursework in other departments across campus.

An interesting result was to see that 6.9% of the respondents said that, to develop students' capabilities, the faculty itself needs to travel through exchange programs, internships, field trips and international research programs. Equally important, 6.9% of the ideas shared by respondents were related to the importance of becoming proficient in a foreign language.

Almost 6% of the respondents said that a good idea also would be to develop a specific course in intercultural/international PR and to encourage PR students' interaction with international students and international students' organizations, both on campus and abroad.

Finally, some educators also said that using foreign media and the Internet in class and for special projects and research could be good resources for developing students' intercultural PR capabilities (For additional ideas, see appendix 5).

Ideas About PRSSA Role

The results showed that, according to PR educators, PRSSA could play an important role in cultivating students' intercultural/international capabilities mainly by organizing conferences, seminars or workshops that deal with intercultural/international issues (32.3%) (see Table 12).

In addition, 23.5% of those who shared their ideas on this item said that PRSSA could sponsor student travel or exchange programs for faculty and students, and 15.7% said that an important role would be to generate interaction with international students or international student organizations on campus or abroad.

Also, the respondents said that PRSSA could produce and publish material related to the subject (7.8%), sponsor case study competitions on international issues (4.9%) or sponsor internships with overseas PR agencies (3.9%) (For additional ideas, see appendix 6).

Ideas About Internet Use To Stimulate Intercultural/International Exchanges

According to the respondents, the Internet could stimulate interest and participation in intercultural/international exchanges mainly by establishing an international discussion group on the network (32%) (see Table 12).

Two popular ideas were to develop an international PR database and directory of PR students, faculty and practitioners (25.3%), and to use the Internet as a connection between students and faculty in different countries (21.3%).

Finally, 8% of the respondents suggested use of the Internet for class assignments on international/intercultural subjects (For additional ideas, see appendix 7).

Ideas To Make Foreign Language Relevant

This question received a great diversity of responses, and, maybe because of its moderate response rate, 31.7% of the answers were categorized under an "other" category (see table). However, 20% of the respondents agreed that designing a PR project in another language or assigning a PR campaign for a foreign client in cooperation with language departments could be a good way to make foreign language relevant to students (see Table 12).

Also, 13.3% of those who answered this question said that requiring language

proficiency would be important to make language relevant for students.

In addition, taking advantage of the cultural courses, conferences and educational material (videos, films, etc.) available in the language department was an idea shared by 13.3% of the respondents.

Interestingly, 11.7% of them said that these kinds of projects could be coordinated with the study abroad or international travel departments to make them more effective.

Finally, 10% said that they did not agree with the idea of constructing projects with language departments (For additional ideas, see appendix 8).

Ideas On How To Use Foreign Students To Stimulate International Perspectives

Regarding ideas on how to use international students to stimulate international perspectives in PR classes, 71.1% of the respondents said that such students can be used as guest speakers. Other ideas included using international students as a client or partner in a case study (7.7%), as consultants in special projects (5.8%) or as contacts in their countries (3.8%) (see Table 12) (For additional ideas, see appendix 9).

IDEAS FOR IMPROVING INTERCULTURAL/INTERNATIONAL PR EDUCATION
Table 12

IDEAS FOR DEVELOPING INTERCULTURAL/ INTERNATIONAL PR CAPABILITIES	%
Student travel	21.0
Faculty travel	6.9
Speakers	9.6
Specific intercultural/international PR course	5.7
International campaign/case study	11.5
Learn a foreign language	6.9
Cultural/international coursework in other depts.	7.7
Interact with international students/organizations	5.7
Use foreign media	3.8
Use Internet	2.7
Other	18.3

n=261 ("n" is equal to responses, not people)

Table 12 continued

IDEAS ABOUT PRSSA ROLE	%
Conferences/workshops/seminars	32.3
Student travel sponsorship	23.5
Internships abroad	3.9
Interaction with international students	15.7
Produce/publish material	7.8
Case study competition	4.9
Other	11.8

n=102 ("n" is equal to responses, not people)

IDEAS ABOUT USE OF INTERNET	%
PR database/directory	25.3
International discussion group	32.0
International student/faculty connection	21.3
Class assignments	8.0
Other	13.3

n=75 ("n" is equal to responses, not people)

IDEAS TO MAKE FOREIGN LANGUAGE RELEVANT	%
Require foreign language proficiency	13.3
PR project in another language or for foreign client	20.0
Conferences/courses/material in language dept.	13.3
Coordinate with study abroad/intl. travel progs.	11.7
Don't agree with constructing these projects	10.0
Other	31.7

n=60 ("n" is equal to responses, not people)

IDEAS TO USE FOREIGN STUDENTS	%
Guest speaker	71.1
Contacts in their countries	3.8
As a client for case work/joint project	7.7
Consultant	5.8
Other	11.5

n=104 ("n" is equal to responses, not people)

PR EDUCATORS' ROLE IN UPGRADING PRACTITIONERS' INTERCULTURAL/INTERNATIONAL SKILLS

Only a third of the respondents did not see any role in upgrading practitioners intercultural/international capabilities (36.7%), but the rest said they would participate in

different ways like publishing research on the area (24.7%), conducting workshops in intercultural communication (24.7%) and providing continuing education seminars (24.1%) (see Table 13).

Some respondents even suggested additional ways to participate in this process. Among their suggestions were assisting in research, teaching or speaking to community groups and developing coursework in the area.

PR EDUCATORS' ROLE IN UPGRADING PR PRACTITIONERS' SKILLS
Table 13

KIND OF ROLE	%
None	36.7
Publishing research on intercultural PR	24.7
Conducting workshops on intercultural comm.	24.7
Providing continuing education seminar	24.1
Other	8.9

n=158 (each variable)
Figures add to more than 100% because more than one category could be checked

FACTORS THAT MAY HELP/HINDER INTERCULTURAL/INTERNATIONAL PERSPECTIVES IN PUBLIC RELATIONS EDUCATION

ACCREDITATION/CERTIFICATION STANDARDS

Almost half of the respondents' schools were accredited (or their sequences certified) and half were not. Of those accredited or certified, 62.1% were under AEJMC standards alone, 4% under PRSA alone, 27% under both organizations and 2.7% under other organizations (see Table 14).

ACCREDITATION/CERTIFICATION STANDARDS
Table 14

ACCREDITATION/CERTIFICATION	%
Yes	49.0
No	49.0
Don't know	2.0

n=151

Table 14 continued

ACCREDITING/CERTIFYING ORGANIZATION	%
AEJMC	62.1
PRSA	4.0
Both	27.0
Neither	2.7
Don't know	4.0

n=74

ROLE OF ACCREDITATION/CERTIFICATION STANDARDS IN HELPING/HINDERING COURSEWORK IN INTERCULTURAL/INTERNATIONAL PUBLIC RELATIONS

When asked if the limitations on the number of courses PR students can take under accreditation/certification standards help or hinder the development of coursework in intercultural/international public relations, 33.1% of the respondents said that those limitations neither help nor hinder such development. On the other hand, 30.5% said that the accreditation/certification standards do hinder it, and 22.5% said that these standards actually help. A high percentage of the respondents (13.9) were undecided about the issue (see Table 15).

ROLE OF ACCREDITATION/CERTIFICATION STANDARDS
Table 15

KIND OF ROLE	%
Help	22.5
Hinder	30.5
Neither help/hinder	33.1
Don't know	13.9

n=151

In addition, of those whose schools are accredited only by AEJMC, 35.6% said the accreditation standards hinder the development of coursework in intercultural/ international public relations, 24.4% said those standards help such development, and 28.9% said the standards neither help nor hinder it (see Table 16).

Of all the respondents whose PR sequences are certified by PRSA, 66.7% said PRSA's standards help that development and 33.3% said the standards do not make any

difference.

Of all whose schools and sequences are accredited or certified by both AEJMC and PRSA, 36.8% said these organizations' standards hinder such development, 26.3% said the standards actually help with it , and 31.58% said the standards neither help nor hinder.

ACCREDITING/CERTIFYING ORGANIZATION BY HELPING/HINDERING ROLE
Table 16

ACCREDITING/CERTIFYING ORGANIZATION	HELP %	HINDER %	NEITHER HELP/HINDER %	DON'T KNOW %
AEJMC	24.4	35.6	28.9	11.1
PRSA	66.7	0.0	33.3	0.0
Both	26.3	36.8	31.6	5.2
Neither	50.0	0.0	50.0	0.0
Don't know	66.7	33.3	0.0	0.0

n=72

INSTITUTIONAL SUPPORT FOR INTERNATIONAL INITIATIVES IN COLLEGES OR UNIVERSITIES

The majority of the PR educators' institutions offer support for international initiatives (74.3%), but a notable percentage of the respondents did not know if their institutions offer any kind of support (16.4%). Only 9.2% of the institutions did not offer any support (see Table 17).

The most common kind of support offered by institutions was development grants to travel abroad (41.7%), followed by incentives for international collaboration (19.1%), language instruction (10.8%), exchange programs (3.3%) and support for internationalizing courses (0.8%) (For additional ideas, see appendix 10).

In addition, some respondents contributed other instances of support like recruiting and supporting international students, international speakers, courses and seminars on campus, international programs and release time for international research projects.

INSTITUTIONAL SUPPORT FOR INTERNATIONAL INITIATIVES
Table 17

INSTITUTIONAL SUPPORT	%
Yes	74.3
No	9.2
Don't know	16.4
n=152	

KIND OF SUPPORT	%
Exchange programs	3.3
Development grants to travel	41.7
Language instruction	10.8
Incentives for intl. collaboration	19.1
Internationalize courses	0.8
Other	12.5
n=160 ("n" is equal to responses, not people)	

PERCEPTIONS ABOUT STUDENTS' INTEREST IN INTERCULTURAL/INTERNATIONAL PUBLIC RELATIONS

According to PR educators, PR undergraduates tend not to be interested in developing intercultural/international capabilities (3.21 in a 1-to-5 scale). On the other hand, master's and doctoral students are perceived as increasingly interested (2.39 and 2.28) (see Table 18).

It is important to notice that a high percentage of the respondents answer "don't know" to this set of questions. This can be explained, first, because respondents were not asked about their own interests, but about their students' interests and, second, because not all respondents teach courses at the graduate level.

STUDENTS' INTEREST IN INTERCULTURAL/INTERNATIONAL PR
Table 18

STUDENTS' INTEREST	Average	Don't know (%)	
Scale: 1(Very interested) to 5 (Not very interested)			
PR undergraduates	3.21	13.5	n=135
PR master's students	2.39	35.8	n=134
PR doctoral students	2.28	58.9	n=112

IMPORTANCE OF FACTORS HINDERING STUDENTS' INTEREST

The results showed that the main factor hindering student interest in intercultural/ international public relations, according to PR educators, is the lack of financial support for international travel (1.78 in a 1-to-5 scale). Two factors that were considered moderately important were the lack of emphasis on intercultural public relations (2.37) and the pressure to graduate in four years for undergraduate students (2.41) (see Table 19).

On the other hand, the pressure to graduate on time for graduate students was considered almost neutral in hindering their interest in intercultural/international public relations (2.75), and parental resistance was considered unimportant (3.84).

It is important to notice that 31.9% of the respondents did not know the answer about pressure to graduate on time for graduate students, probably because many of them do not have contact with this kind of student. Also, 54.3% of the respondents answered that they did not know if parental resistance was hindering intercultural/ international PR interest.

Other ideas suggested by some respondents include the perceived lack of job opportunities in this area and the attitudes and values of students.

IMPORTANCE OF FACTORS HINDERING STUDENTS' INTEREST
Table 19

FACTORS HINDERING STUDENTS' INTEREST	Average	Don't know (%)	
Scale: 1(Very important) to 5 (Very unimportant)			
Pressure to graduate in four years for undergrads	2.41	11.2	n=152
Pressure to graduate on time for graduates	2.75	31.9	n=138
Lack of financial support for international travel	1.78	12.3	n=154
Lack of emphasis on intercultural PR	2.37	10.4	n=154
Parental resistance	3.84	54.3	n=151
Other	1.35	0.00	n=17

DIFFERENCES BETWEEN NATIONAL ORIGINS (T-TEST RESULTS)

Significant differences were found at the 0.05 significance level between whites and minorities in their perceptions about the impact of globalization on the overall practice of public relations. Minorities seem to perceive greater impact.

Also, the results showed that there are significant differences in their perceptions about the importance of the knowledge of cultural norms, social customs, nature and stability of foreign countries' political structures, and laws and regulations for students who are interested in intercultural/international public relations. Minorities seem to consider all these areas more important (see Table 20).

DIFFERENCES BETWEEN NATIONAL ORIGINS (T-TEST ANALYSIS)
Table 20

	WHITES	MINORITIES
THE IMPACT OF GLOBALIZATION	Average	Average
Scale: 1(Strongly agree) to 5 (Strongly disagree)	(n=131)	(n=19)
The expanding global marketplace has changed the way practitioners practice PR	2.17	1.89*
IMPORTANCE OF SKILLS	Average	Average
Scale: 1(Very important) to 5 (Very unimportant)		
Knowledge of cultural norms	1.30 (n=135)	1.10* (n=19)
Knowledge of social customs	1.41 (n=135)	1.10* (n=19)
Nature and stability of political structure	1.68 (n=132)	1.45* (n=19)
Knowledge of laws and regulations	1.70 (n=135)	1.40* (n=19)

* Significant at 0.05 significance level

CORRELATION ANALYSIS

The results indicated significant correlations between the perceived overall impact of globalization on the practice of public relations (PRACTICE) and several variables analyzed.

There seems to be positive moderate correlations between PRACTICE and the respondents' perceptions about the impact of globalization on public relations teaching, both at the undergraduate (r=0.27) and the graduate (r=0.28) levels (see Table 21).

Also, the results showed positive moderate correlations between PRACTICE and PR educators' opinions on the importance of having intercultural/international capabilities for PR teaching (r=0.23) and PR service (r=0.28).

In addition, the analysis indicated moderate positive correlations between PRACTICE and the respondents' perceptions of usefulness for five ways to gain knowledge about intercultural/international public relations: Reading trade journals and research reports (r=0.24), attending professional development seminars (r=0.29), taking additional formal coursework (r=0.23), learning a second language (r=0.17) and using Internet resources (r=0.17).

Finally, significant moderate correlations also were found between PRACTICE and five of the variables related to the perceived importance of skills and knowledge PR students need to be effective in intercultural/international public relations: knowledge of foreign media systems (r=0.20), cultural norms (r=0.16), social customs (r=0.19), laws and regulations (r=0.18) and local concept of quality public relations (r=0.21).

CORRELATION ANALYSIS RESULTS
Table 21

	IMPACT OF GLOBALIZATION ON PR PRACTICE	
THE IMPACT OF GLOBALIZATION ON PR TEACHING	Correlation	Probability
Globalization has affected how I teach public relations at the undergraduate level	0.27	0.0011*
Globalization has affected how I teach public relations at the graduate level	0.28	0.0080*
* Significant at the 0.05 significance level		
IMPORTANCE OF HAVING INTERCULTURAL CAPABILITIES		
Public relations teaching	0.23	0.0050*
Public relations research	0.09	0.2774
Public relations service	0.28	0.0007*
* Significant at the 0.05 significance level		

Table 21 continued

SKILLFULNESS FOR TEACHING INTERCULTURAL/INTERNATIONAL PR		
As a unit within a current course	0.07	0.3841
As a single course devoted to intercultural/international PR	0.12	0.1368
USEFULNESS IN HELPING GAIN KNOWLEDGE ABOUT INTERCULTURAL/INTERNATIONAL PR		
Read trade journals, research reports	0.24	0.0035*
Attend professional development seminars	0.29	0.0005*
Take additional formal coursework	0.23	0.0082*
Participate in exchanges with foreign scholars	0.15	0.0803
Learn a second language	0.17	0.0515*
Use of Internet resources	0.17	0.0501*

* Significant at the 0.05 significance level

IMPORTANCE OF SKILLS		
Foreign language ability	0.08	0.3569
Knowledge of foreign media systems	0.20	0.0165*
Knowledge of cultural norms	0.16	0.0525*
Knowledge of social customs	0.19	0.0221*
Nature and stability of political structure	0.11	0.1762
Knowledge of laws and regulations	0.18	0.0323*
Local concept of quality public relations	0.21	0.0102*

* Significant at 0.05 significant level

TELEPHONE INTERVIEWS

RESPONSE RATE

As mentioned before, the original plan was to interview 24 experts in international/intercultural public relations. The list was initially reduced to 23 because one of them, Dennis Wilcox, was out of the country during the semester the study was

conducted, and, because of budget restrictions, the number of telephone interviews was finally limited to 15. (Surveys were mailed to the reminding nine educators, together with an addendum to the original cover letter, saying they had been originally selected for the phone interviews, but that, because of a budget impoundment, the interviews had been reduced to 15. These results will be analyzed as they arrive, but will not be included in the present report).

At the end, after contacting those 15 interviewees, 15 interviews were concluded, which means a 100% response rate was obtained.

The 15 PR educators interviewed were, in no particular order, Judy VanSlyke Turk, Larissa Grunig, James Grunig, John Reed, Jan Quarles, Dan Millar, Eugenia Zerbinos, Don Stacks, Pamela Creedon, Carl Botan, Dean Kruckeberg, Hugh Culbertson, Mark McElreath, Robert Kendall and Donald Wright. It is important to say that none of the interviewees belong to a minority group. Therefore, further research needs to be done with minorities to understand better their opinions, which, as it was seen, can be different from those from whites.

COMPARISON OF RESPONSES WITH MAIL SURVEY

As it would be expected because of the degree of interest in intercultural/ international public relations already present among the interviewees, the results of the phone interviews were different from those of the mail survey. For example, the experts in the area perceive a higher degree of impact of globalization on public relations practice and teaching. However, it was interesting to observe that, in general, it was a small to moderate difference, which reveals consensus among educators and shows general perception of the importance of the impact of globalization and of the importance of an intercultural/international perspective in public relations education.

Regarding the expertise of the respondents, public relations was the principal teaching area of 93.3% of them, and international public relations was the main area for 20%. In addition, 46.7% of their institutions offer a course focusing primarily on international/intercultural public relations, and 33.3% of them have actually taught a course like it for at least a year. Also, the interviewees feel confident about their skillfulness to teach intercultural/international public relations, both as a unit and as a course (On a 1-to-5 scale, 1.26 and 2.13 respectively).

The interviewees tend to strongly agree with the fact that globalization has

impacted on public relations practice and teaching. However, as in the mail survey, the results indicate that they perceive the impact has been less important on non-profit public relations (3.24 in the mail survey and 3.20 in the phone interviews).

Interviewees also believe that having an intercultural/international capability is important for PR teaching, research and service (1.66, 1.93 and 2.42 in a 1-to-5 scale) and that an intercultural/international perspective is important in most of the listed PR courses. Interestingly, they agreed with the mail survey respondents regarding the lesser importance of this perspective for public relations practicum (2.66) and writing (2.53).

The results indicate that the respondents also find the examples in the survey to gain knowledge about intercultural/international public relations as useful. As in the mail survey, the highest rated item was participating in exchanges with foreign scholars (1.13) and the lowest was taking additional formal coursework (2.71).

In addition, except for knowledge of laws and regulations, all examples of the capabilities students need to function in intercultural/international public relations were rated above important, and the majority of the interviewees saw a role in helping practitioners upgrade their capabilities in this area. These results agree with those of the mail survey.

Regarding opinions about the accreditation and certification standards, 46.7% of the interviewees believe that those standards neither help nor hinder the development of intercultural/international coursework. This result contrasts with the result obtained in the mail survey, where only 33% agreed with this answer. However, the difference may be in those who were undecided in the mail survey because the percentage of people answering "help" or "hinder" are almost the same in both mail and telephone questionnaires.

The results indicate that the interviewees agree with the respondents of the mail survey in the lack of interest among PR undergraduates in intercultural/international public relations, and in the increasing interest among graduate students. However, according to the interviewee's opinions, their master's and doctoral students seem to be more interested in this area. This can be explained because of the higher percentage of courses in intercultural/international public relations in the interviewee's institutions.

Finally, as it was for those surveyed by mail, the main factor hindering student interest in intercultural/international public relations is the lack of financial support for international travel (see Table 22).

TELEPHONE INTERVIEWS.
DEMOGRAPHIC PROFILE

Table 22

GENDER	%
Male	66.7
Female	33.3
n=15	

RACE	%
White/Caucasian	93.3
Other	6.7
n=15	

STATUS	%
Doctorate	86.7
ABD	0.00
Master's	6.7
Bachelor's	6.7
Other	0.0
n=15	

RANK	%
Full professor	60.0
Associate professor	26.7
Assistant professor	6.7
Instructor	0.0
Other	6.7
n=15	

PRINCIPAL TEACHING AREA	%
Journalism	6.7
Public relations	93.3
Organizational comm.	13.3
International public relations	20.0
Consumer research	6.7
Other	20.0
n=15 (each variable)	
The figures add to more than 100% because more than one category could be checked	

Table 22 continued

PERCEPTIONS ABOUT THE IMPACT OF GLOBALIZATION

THE IMPACT OF GLOBALIZATION	Average	Don't know (%)	
Scale: 1(strongly agree) to 5 (strongly disagree)			
"The expanding global marketplace has changed the way practitioners practice PR"	1.46	0	n=15
"Globalization has affected the practice of agency public relations"	1.80	0	n=15
Globalization has affected the practice of government public information	2.06	0	n=15
Globalization has affected the practice of corporate public relations	1.53	0	n=15
Globalization has affected the practice of non-profit public relations	3.20	0	n=15
Globalization has affected how I teach public relations at the undergraduate level	2.06	0	n=15
Globalization has affected how I teach public relations at the graduate level	1.60	0	n=15

INTERCULTURAL/INTERNATIONAL PR CLASS	%
Yes	46.7
No	53.3
n=15	

TITLE OF CLASS	%
International PR	57.1
Global PR	28.6
Other	14.3
n=7	

Table 22 continued

TEACHING TIME IN NEXT 5 YEARS	%
No time	0.0
Less time	0.0
More time	93.3
The same	6.7
Don't know	0.0

n=15

COURSE TAUGHT	%
Yes	33.3
No	66.7

n=15

TIME TEACHING COURSE	%
Less than one year	0.0
1-3 years	40.0
4-7 years	40.0
8+ years	20.0

n=5

IMPORTANCE OF HAVING INTERCULTURAL CAPABILITIES	Average	Don't know (%)
Scale: 1(Very important) to 5 (Very unimportant)		
Public relations teaching	1.66	0.0
Public relations research	1.93	0.0
Public relations service	2.42	6.7

n=15 (each variable)

IMPORTANCE OF HAVING INTERCULTURAL/ INTERNATIONAL PERSPECTIVE IN COURSES	Average	Don't know (%)
Scale: 1(Very important) to 5 (Very unimportant)		
Principles of public relations	1.60	0.0
Marketing public relations management	1.42	6.7
Public relations campaigns	1.86	0.0
Public relations agency seminar	2.07	6.7
Media relations strategies	2.28	6.7
Public relations techniques	2.26	0.0
Employee relations & comm. management	1.80	0.0
Corporate & nonprofit public relations	1.93	0.0
Public relations research & theory	1.80	0.0
Public relations writing	2.53	0.0

Table 22 continued

IMPORTANCE OF HAVING INTERCULTURAL/ INTERNATIONAL PERSPECTIVE IN COURSES	Average	Don't know (%)
Public relations cases	2.06	0.0
Public relations management	1.66	0.0
Public relations practicum	2.66	0.0
Investor relations management	2.06	0.0
Seminar in public relations	1.85	6.7

n=15 (each variable)

PROPOSED WAYS TO INCORPORATE INTERCULTURAL PERSPECTIVES

SKILLFULNESS FOR TEACHING INTERCULTURAL/INTERNATIONAL PR	Average	Don't know (%)
Scale: 1(Very skilled) to 5 (Very unskilled)		
As a unit within a current course	1.26	0
As a single course devoted to intercultural/international PR	2.13	0

n=15 (each variable)

USEFULNESS IN HELPING GAIN KNOWLEDGE ABOUT INTERCULTURAL/INTERNATIONAL PR	Average	Don't know (%)
Scale: 1(Very useful) to 5 (Very unuseful)		
Read trade journals, reasearch reports	1.60	0.0
Attend professional development seminars	2.06	0.0
Take additional formal coursework	2.71	6.7
Participate in exchanges with foreign scholars	1.13	0.0
Learn a second language	1.93	0.0
Use of Internet resources	1.93	0.0
Other	1.10	0.0

n=15 (each variable)

FOREIGN LANGUAGE PROFICIENCY	%
Yes	46.7
No	53.3

n=15

Table 22 continued

LANGUAGE	Frequency
Spanish	4
French	3
German	1
Italian	1
Other	3

n=12

IMPORTANCE OF SKILLS	Average	Don't know (%)
Scale: 1(Very important) to 5 (Very unimportant)		
Foreign language ability	1.53	0.0
Knowledge of foreign media systems	1.86	0.0
Knowledge of cultural norms	1.20	0.0
Knowledge of social customs	1.33	0.0
Nature and stability of political structure	1.93	0.0
Knoeldge of laws and regulations	2.20	0.0
Local concept of quality public relations	1.50	6.7
Other	1.00	0.0

n=15 (each variable)

ROLE IN UPGRADING PRACTITIONERS' SKILLS IN INTERCULTURAL/INTERNATIONAL PR	%
None	6.7
Publishing research on intercultural PR	86.7
Conducting workshops on intercultural comm.	60.0
Providing continuing education seminar	73.3
Other	40.0

n=15 (each variable)

The figures add to more than 100% because more than one category could be checked

FACTORS THAT MAY HELP/HINDER INTERCULTURAL/ INTERNATIONAL PERSPECTIVES

ACCREDITATION/CERTIFICATION	%
Yes	73.3
No	26.7
Don't know	0.0

n=15

Table 22 continued

ACCREDITING/CERTIFYING ORGANIZATION	%
AEJMC	81.8
PRSA	18.2
Both	0.0
Neither	0.0
Don't know	0.0

n=11

ROLE OF ACCREDITATION STANDARDS IN HELPING/HINDERING COURSEWORK	%
Help	20.0
Hinder	33.3
Neither help/hinder	46.7
Don't know	0.0

n=15

INSTITUTIONAL SUPPORT	%
Yes	80.0
No	20.0
Don't know	0.0

n=15

STUDENTS' INTEREST	Average	Don't know (%)
Scale: 1(Very interested) to 5 (Not very interested)		
PR undergraduates	3.00	0.0
PR masters's students	1.92	6.7
PR doctoral students	1.50	42.9

n=15 (each variable)

IMPORTANCE OF FACTORS HINDERING STUDENTS INTEREST	Average	Don't know (%)
Scale: 1(Very important) to 5 (Very unimportant)		
Pressure to graduate in four years for undergrads	2.93	0.0
Pressure to graduate on time for graduates	3.07	6.7
Lack of financial support for international travel	2.33	0.0
Lack of emphasis on intercultural PR	3.00	0.0
Parental resistance	4.00	6.7
Other	1.00	0.0

n=15 (each variable)

IDEAS FOR DEVELOPING INTERCULTURAL/INTERNATIONAL CAPABILITIES IN PR STUDENTS

In general, the ideas offered by the interviewees in the open-ended questions were very specific and varied. However, the general response patterns were similar to those found in the mail survey. For that reason, instead of computing frequencies of categories for the interview responses for these questions, those ideas will be discussed in the next chapter. However, it is important to refer here to the patterns they followed.

The responses offered by respondents regarding the development of intercultural/international capabilities among PR students seemed to follow four patterns: travel, development of intercultural/international activities in current PR courses, use of cultural or international offerings in other departments on campus, and work with international students.

Regarding PRSSA's role, the ideas shared by the interviewees seem to cluster in two groups: broadening PRSSA's scope and sponsorship of events, publications and student travel.

The Internet was considered by the majority of the respondents to be a useful way for students and faculty in different countries to come in contact for a variety of purposes, and as an important source of information for research.

Also, cooperation with foreign language departments to make the study of foreign language relevant for PR students was considered by respondents as a good idea that could benefit both PR and language departments, and they presented instances where each department could offer some benefit to the other.

International students were considered important resources who could be used mainly as speakers or sources of information, but who also could participate in joint projects with PR classes.

Finally, except for one, all the respondents' institutions offer some kind of support for intercultural/international entrepreneurs and have international programs that offer opportunities for students and faculty to engage in these kinds of activities.

INFORMAL CONTENT ANALYSIS

The informal analysis of course offerings in several departments of Stanford University, Michigan State University at East Lansing, the University of Iowa, the University of Georgia at Athens, the University of Florida at Gainesville, the University of

Alabama at Birmingham and the University of North Carolina at Chapel Hill revealed a vast variety of opportunities for PR students to develop intercultural and international capabilities and sensitivities.

Cultural or international courses were located in the anthropology, economics, management and political science departments in all the catalogs. Also, six of the universities included offerings in the departments of communication studies, finance, geography, journalism, sociology and history. Five institutions offered cultural or international-related courses in the departments of art, education and marketing. Four were offered in the psychology department, three in the philosophy department, two in global studies and one in public relations.

5

DISCUSSION AND CONCLUSION

THE NEED AND THE WILLINGNESS

Public relations educators believe that globalization has affected the practice of public relations --- as a whole and in most specific areas --- and it also has impacted the way they teach public relations, especially at the graduate level. The impact seems to be greater on corporate and agency public relations --- which seems normal because businesses are the organizations that have engaged more aggressively as international entrepreneurs --- and lower on non-profit public relations, maybe because most non-profit organizations function at the local and national levels.

This result is very important because it reveals that PR educators acknowledge that indeed globalization has affected public relations and, therefore, sets the foundation for justifying the importance of an intercultural/international perspective in PR education.

Currently, there are just a few courses that focus primarily on intercultural/ international public relations, which itself reveals the need for increasing offerings in this area among public relations curricula. However, the need for addressing the issue is supported also by the fact that most of the respondents realize they will spend more teaching time in intercultural/international public relations in the next five years, even though just a few have actually taught a course like this. The issue is not limited only to developing specific intercultural/international public relations courses, but extends

also to finding ways to add this perspective to other PR courses and activities.

In addition, the importance of globalization for public relations and the need for intercultural/international capabilities also can be recognized because educators consider it important to have those capabilities for public relations teaching. Moreover, they also said that an intercultural/international perspective is important in the majority of the PR courses listed. Clearly, this perspective is less important in those courses that focus more on the technical or theoretical aspects of public relations, as well in those courses where, by definition, students have to deal mainly with local people.

The importance of addressing the need to include this perspective into PR education is relevant also because educators seem to be willing to improve their own intercultural/international capabilities and to participate in upgrading students and practitioners' skills and knowledge in this area. Most of the examples given for faculty to gain knowledge about intercultural/international public relations were rated as useful or tending to useful; all the skills and kinds of knowledge listed for students interested in this area of public relations were rated as important or tending to very important; and the majority of the respondents saw themselves playing a role in helping PR practitioners upgrade their intercultural/international capabilities.

Moreover, the respondents' perceptions about the impact of globalization on the overall PR practice (PRACTICE) seems to be positively correlated to their perceptions about the impact on the way they teach public relations and about the importance of having intercultural/international capabilities for PR teaching and service. Also, the variable PRACTICE is positively correlated to their perceptions about the different ways that can help them gain knowledge about this area of public relations and about the importance of the knowledge of foreign media systems, cultural norms, social customs, laws and regulations and quality public relations for students interested in intercultural/international public relations. The need created by the impact of globalization on public relations practice is associated with the need created by it on PR teaching and with the willingness to participate in addressing that need.

Therefore, the perceived impact of globalization on public relations has created awareness about how globalization has affected PR teaching and about the importance of having intercultural/international capabilities for both faculty and students. Also, that perception has generated interest among educators in participating in ways to gain knowledge about the area and in the kinds of skills students need to be effective in it. Interestingly, these results were observed both in the mail survey and with interviewed

experts, which stresses even more the importance of the issue.

In other words, PR educators are aware of and acknowledge the impact of globalization on PR practice and teaching. They realize there is a need for intercultural/ international perspectives and capabilities, for students, practitioners and faculty, and are willing to participate in improving such perspectives and capabilities.

Finally, these results are even more important because, comparing them with those obtained by Fitzpatrick and Whillock about the opinions of PR *practitioners* about the impact of globalization on public relations(1993), it is observed that PR educators and practitioners agree about the significant impact globalization has on PR practice and on the need for development opportunities in international public relations.

However, contrasting with Fitzpatrick and Whillock findings, PR educators do say their teaching practices have been affected *already* by globalization. Therefore, the perception of *future impact* does not explain the few actions taken by educators to address the issue as it did with the study mentioned. However, as it will be discussed in the next sections, other factors may be hindering the development of intercultural/ international perspectives in public relations education.

THE WAYS

FACULTY

Finding ways to incorporate intercultural/international perspectives in PR education must start by offering educators opportunities to improve their own capabilities in this area. The results show that the respondents admit to feeling unskilled to teach a single course devoted to intercultural/international public relations and only moderately skilled to teach a unit about this subject within a current course. However, they also found useful several ideas to help them gain that knowledge. Therefore, it is important to encourage exchange and foreign travel programs for faculty members and offer them foreign language instruction. PR educators should be encouraged to do research or teach in other countries, to participate and present work in international conferences and to interact with other countries' PR faculty. Also, the publication of material about intercultural/ international public relations is needed, as is the implementation of intercultural/international seminars and the extension of Internet resources so PR educators have the opportunities to develop themselves in this area. As mentioned in research question 3, the lack of preparedness among PR educators to teach intercultural/international public relations may

be a factor hindering further advances in this important area.

STUDENTS

When developing intercultural/international perspectives, it is important to consider several areas of knowledge that are important for PR students, who will practice in a field that has been affected by globalization, demanding of them new skills and knowledge. Among those areas, educators consider particularly important the knowledge of cultural norms, social customs and foreign media, as well as possessing foreign language ability. Also, students should have some idea about different countries' political structure, laws and regulations, and the existence of different standards of quality for public relations.

The possibilities to introduce these areas of knowledge into PR education and to develop a multicultural sensibility among PR students are many. Among them, it is particularly important to develop programs that allow students to travel abroad, which can be done through field trips, exchange programs, research projects and internships abroad (with international agencies or corporations). Also, studying international campaigns or case studies can be an effective way to put students in contact with the kind of issues practitioners face when engaging in intercultural/international public relations. This can be done either by designing or analyzing a campaign or case study, by having an international PR agency presenting a campaign for class or even by designing a campaign for an international organization on campus.

In addition, bringing speakers with international expertise to class is another important tool educators can use to introduce this perspective into their different courses. For example, foreign media correspondents or international corporations' executives could be valuable resources.

Also, encouraging students to take cultural or international coursework in other departments on campus is particularly important. As indicated, there are only a few universities offering specific courses in intercultural/international public relations, but the informal content analysis performed revealed the great variety of opportunities to take cultural or international courses in other departments on campus. Therefore, without neglecting the need for creating specific courses in the area within PR departments, there are many other opportunities for students to improve their intercultural/international capabilities.

In addition, the possibilities for developing this perspective in public relations education increases because of the opportunities provided by PRSSA, the Internet, the

foreign language departments and international students on campus.

Educators seem to consider important the role PRSSA can play in cultivating intercultural/international capabilities in PR students. Staging conferences, workshops and seminars related to this issue were the most common ways discussed, but PRSSA could also sponsor student travel and publish material related to the area. Moreover, special attention should be given to the suggested idea of PRSSA interacting more with international students and international student associations on campus and abroad. This, an important source of international contacts and resources, could be achieved by pursuing international membership in PRSSA, creating joint projects or using international students or organizaton as clients for special projects.

In addition, the Internet also can be a valuable tool for creating interest and participation in intercultural/international exchanges, especially as the medium for students and faculty to discuss these kinds of issues and sharing research projects, as a worldwide PR database, and as an interesting way to do international research. For example, a respondent suggested use of the Internet to monitor an international corporation on its use of public relations, and another suggested doing on-line research of different countries. For this, it is necessary to create Internet proficiency by devoting a class unit for that purpose.

Other possible resources PR programs can use to develop intercultural/ international perspectives in students are the university language departments. For example, they could advise and supervise PR students developing a PR campaign in a foreign language or for a foreign client. PR students could take advantage of some of the cultural courses and conferences offered in these departments. PR class assignments could be designed to promote foreign language events, to produce loan information for a bank in another language, or to create campaigns to promote study of a foreign language.

In addition, a course on the language of business in other countries could be created and foreign language could be offered as a minor for PR students.

Finally, the cooperation between PR and foreign language departments can be achieved more effectively by coordinating joint programs with study abroad or international travel departments.

Even though some respondents said they did not agree with the idea of constructing projects in cooperation with language departments to make the study of foreign language more relevant to PR students, other results in this study reveal the importance of a foreign language, and, therefore, demonstrate the need for

finding creative ways to cooperate with foreign language departments. Educators say learning a second language is a useful way to gain intercultural/international knowledge. They also tend to say that having foreign language ability is very important for students engaged as intercultural/international entrepreneurs and that learning a foreign language is a good way to develop students' capabilities in this area. For this reason, it is important to consider the idea offered by those respondents who said requiring foreign language proficiency is a good way to make it relevant to students.

Finally, another important resource to develop intercultural/international perspectives in public relations is the use of international students on campus. They can be invited to PR classes as guest speakers to talk about a wide variety of topics, ranging from public relations in their countries --- if they are PR majors or have PR experience --- to cultural norms, their experiences in the Unites States and the media in their countries.

As mentioned, international students or international student organizations can also be used as clients for PR projects and can be invited to evaluate projects from cultural perspectives. Finally, they can be valuable contacts in their countries for PR departments to develop exchange and cooperation programs.

Discussion Of Ideas Offered By Respondents Interviewed By Telephone

Ideas for developing PR students' intercultural/international capabilities

The ideas contributed by respondents can be presented in four broad categories: travel; activities within public relations courses; coursework outside PR departments; and work with international students.

Travel

One of the most important kind of ideas given by respondents is the development of foreign travel opportunities for students, which can be achieved in different ways. For example, a school could select a country to become familiar with, find PR agents there and then establish a one-semester-internship program for students or faculty in that country. Also, it is important to build relationships with PR faculty in other countries to develop exchange programs for faculty and students. This would benefit PR programs by allowing foreign travel and by enrolling international faculty and students in U.S. public relations programs.

Activities Within Public Relations Courses

Another important way to introduce intercultural/international perspectives in PR education is to implement educational ideas involving these kinds of issues in regular PR courses. For example, a good idea would be to study differences found in multinational corporation PR campaigns implemented in different countries, emphasizing the need for local help in any global campaign. Another idea is to plan an American PR campaign based on lessons learned from campaigns in other countries or to create an international campaign for an American multinational corporation. Also, a case study of another culture can be assigned.

In addition, PR students and faculty should become familiar with PR literature from other countries by creating a bibliography of international sources and requiring supplemental readings from these sources in existing courses. Also, PR classes could include regular reading of world news, discussion of other countries' views of public relations, and, if possible, reading assignments from the foreign press or analysis of international press releases. These assignments could be done through the Internet.

Some respondents also stressed the need to talk about cultural differences in PR classes to create cultural awareness among students, not only internationally, but also within the United States themselves. It is important to make students appreciate intercultural public relations capabilities not only for practicing abroad, but also locally.

Finally, it is important to ensure appropriate knowledge of PR theory to enable students to be able to apply it to particular local situations.

Coursework Outside PR Departments

Among the recurring ideas offered by respondents was the study of a foreign language, which is considered very important to enable students understand how other cultures *think.*

In addition, the study of social and cultural anthropology courses were recommended as a basic way to understand how other cultures *behave.*

Work With International Students

Another recommendation was to develop PRSSA international affiliations and to work with international students in other countries and on campus. This could be done by designing cross-cultural projects like campaigns in a foreign country or for an international student association on campus.

Ideas about PRSSA role

Broadening PRSSA's Scope

Several of the ideas about the role PRSSA could play in cultivating intercultural/ international capabilities in PR students involved extending PRSSA internationally. PRSSA could establish sister chapters overseas, which, for example, could help to develop reciprocal internship arrangements. Also, it is important to involve international PR students on campus in PRSSA chapters, particularly graduate students. This organization could establish fraternal relationships with other PR-student associations in the world and should participate in international conventions like the one held in Punta del Este Uruguay in 1994 --- where there was no PRSSA representation --- or the one to be held in Venezuela in 1996. Finally, PRSSA also could set up an international discussion group on the Internet and could come in contact with foreign PR practitioners in PRSA.

Sponsorship

PRSSA can play an important role by sponsoring student exchange programs or traveling. Also, it can set up a convention with international public relations as a topic, an international day, or it simply could include intercultural/international topics in newsletters and regular conventions.

PRSSA could establish contact with and bring speakers to conventions and chapter meetings to give students a real word account in this area of PR practice.

Finally, PRSSA could organize case study competitions with intercultural/ international topics or could publish material stressing the importance of being bilingual.

Ideas about uses of the Internet to stimulate intercultural/international exchanges

The Internet can be a valuable resource to generate intercultural/international exchanges. For example, creating an international list of PR practitioners, faculty and students, the Internet could be used as a direct communication medium among these people. Also, this medium could be very useful for doing research about other countries to create awareness about different perspectives on public relations and on any other topic.

An international PR forum for discussion also could be created on the Internet. In it, for example, students could post PR problems or questions and get immediate feedback

and comments from around the globe.

Finally, another idea is to obtain grants from computer companies to use them in international projects to be developed through the Internet.

Ideas to make foreign language relevant

One way to coordinate with language departments to make foreign language study relevant for PR students is to make this department more cognizant of PR students' professional goals, so it can help and guide students better when they are interested in learning a foreign language.

Also, PR departments could offer language departments ideas about PR-related topics to be used as examples in language courses. Readings and translations in foreign language classes could come from the PR field.

Language departments also could help prepare PR students traveling abroad for internships or exchanges, or go on internships to bilingual zones in the United States.

Another idea is to take non-profit clients who have bilingual audiences and coordinate with language departments for advice regarding the implementation of campaigns in both languages and both cultures. This would allow students to understand how a global campaign needs to be tailored to local realities, according to language, social and cultural differences.

Finally, although one respondent said foreign language is not a high priority, three of them said requiring foreign language instruction is critical.

Ideas on how to use foreign students to stimulate international perspectives

The majority of the respondents agreed that it is very useful to bring international students to talk to PR classes and PRSSA meetings. They could talk about a great variety of topics, ranging from specific PR issues --- if they have PR experience --- to their international experiences, media and advertising in their countries, and culture and political systems. These kinds of experiences could stimulate student perceptions about cultural differences.

In addition, several respondents agreed on the importance of attracting international students into PR programs and PRSSA chapters.

Finally, foreign students could be used as clients for PR campaigns --- for example, for an international fair on campus --- and PR campaign classes also could work

on joint projects with international student associations on campus.

Many of these ideas could be implemented by working together with on-campus international offices.

PRACTITIONERS

As mentioned before, the majority of the respondents see themselves playing a role in helping PR practitioners upgrade their intercultural/international capabilities. This is important because most practitioners have said they will rely on reading material to acquire the information they need to function in the global arena, as well as on seminars and continuing education (Fitzpatrick & Whillock, 1973).

Knowing that most educators are willing to participate in this process should encourage the publication of research material on the subject and the implementation of workshops and continuing education seminars in higher education institutions. Also, educators could assist practitioners doing intercultural/international research, could talk to community groups, or teach intercultural/international coursework directed to practitioners. Moreover, PR educators also could speak to professional organizations and attend PRSA meetings to address intercultural/international issues.

THE IMPEDIMENTS AND THE SUPPORT

Thus far, the need for an intercultural/international perspective in public relations education has been demonstrated, as has the willingness of PR educators to improve their own knowledge in this area and to participate in developing students' and practitioners' intercultural/international capabilities. Also, several ways to achieve these goals have been indicated.

Now, some factors that may hinder or may help the introduction of intercultural/ international perspectives in PR education will be discussed.

HINDERING FACTORS

Accreditation And Certification Standards

At first glance, the accreditation and/or certification standards that almost half of the respondents' colleges or sequences have to meet could be considered among the possible hindering factors. The limitations on the number of courses that can be taken by

those institutions' majors may be, on one hand, hindering the development of specific intercultural/international PR courses and, on the other, may be encouraging students to take and advisers to recommend cultural or international coursework in other departments. However, those standards may in fact be helping such development by compelling PR programs to create one single specific course in this area instead of delivering it in several, broader, but less focused courses.

The results indicate diversity of perceptions regarding this issue. The opinions of those respondents whose schools are accredited by AEJMC are divided among hinder, help and neither help/hinder, although a slight majority believes the accreditation standards are a hindering factor. On the other hand, the majority of those whose PR sequences are certified by PRSA believe the certification standards in fact are a helping factor, while the rest of them believe the standards do not make any difference. Similarly, half of those whose PR schools or sequences are not accredited by AEJMC nor certified by PRSA also believe the accreditation standards are a helping factor while the other half believes the limitations on the number of courses is a neutral factor.

These mixed results call for further research on the way the accreditation and certification standards of different organizations compare to each other to define exactly what situation is helping or hindering the development of intercultural/international PR coursework.

Student Interest

In addition, another important factor that may be hindering the development of intercultural/international perspectives in public relations education is the low level of interest among students themselves in this particular area. However, it is encouraging that the interest seems to be greater as the level of studies increases. This shows that the difference may occur due to different levels of awareness about international issues and different perceptions about the need to understand other cultures and avoid ethnocentrism. As mentioned before, some respondents said that students' own attitudes were very important factors hindering interest. Hence, further research could investigate the difference in perceptions about this issue among undergraduates, master's and doctoral students to find the factors that can be used to encourage each group to become interested and develop awareness about it.

The respondents' opinions indicate that some of the reasons hindering student interest also could be lack of financial support for international travel, lack of emphasis on

intercultural public relations, and graduation time pressures. This study took the first steps by analyzing educators' opinions about some of the reasons why students are not interested, but further research remains to be done directly with students. For example, it would be important to explore some of the ideas given by the respondents interviewed by telephone about the reasons for students not being interested: provincialism, ignorance, ethnocentrism and lack of knowledge about other cultures. Students' lack of interest is an important hindering factor. Now, it is important to know what creates that lack of interest and what could be done to generate interest in this area.

HELPING FACTORS

Finally, the research indicates that, for the incorporation of intercultural/international perspectives in PR education, the prospects are bright because most respondents said that their institutions offer support for international initiatives. Moreover, the institutional support mentioned by respondents matches very much the different ideas they gave about the ways to improve students and faculty's intercultural/international capabilities. Therefore, many opportunities are already there, waiting for students and faculty to take advantage of them.

Many of the respondents' institutions have international programs and offices that support different kinds of international initiatives. Financial support for international travel is offered, as well as teaching grants and exchange programs for faculty and students.

Other kinds of support named by respondents were the opportunity of having release time to engage in international research and the support for developing relationships and joint programs with foreign institutions. For example, one school brought public information officials from Zimbabwe for training; another has a North and South center, and another has a Latin American program.

Another kind of support can be the cross-listing of courses on international topics among departments and the establishment of global perspectives in the university curricula.

THE IMPORTANCE OF MINORITIES

A special comment should be made with respect to the significant differences found between whites and minorities (non-whites) regarding their perceptions about the overall impact of globalization on public relations and about the importance of cultural norms, social customs, nature and stability of foreign countries' political structures, and laws and regulations for the practice of intercultural/international public relations. In addition, it was found that, proportionately, more minorities speak a foreign language than whites. These differences reveal that these groups indeed have different perceptions about intercultural/ international issues, which --- if we want to encourage sensitivities to diversity and to combat ethnocentrism among PR faculty and students --- is relevant for our goals. Minorities themselves can be valuable resources to introduce intercultural perspectives into PR education. They can encourage discussion of regular PR issues from an intercultural point of view, which could allow other students to develop the sensitivity to observe these kinds of issues in the every-day PR practice.

However, it is important to say that this study collapsed all minorities into one single category because, if taken separately, the numerical cells for each national origin would have been too small for doing any statistical analysis. Yet, further research remains to be done with specific minority groups to find differences among them that allow one to understand better how each group perceives intercultural/international issues.

Therefore, this result shows the importance of encouraging diversity among PR faculty and students. It is important to have different voices, and listen to them; different world views, and observe them; different perspectives, and stand on them.

CONCLUSION

This study suggests there is a need for introducing intercultural/international perspectives into public relations education. PR educators reported they perceive the importance of developing their intercultural and international capabilities, as well as the importance of providing PR students with these kinds of knowledge and skills.

This work also shows educators' willingness to participate in this developing process and reveals how they can acquire the needed knowledge in this area. In addition, it also indicates what educators' perceive as important topics to teach in intercultural/

international public relations and diverse ways to do it.

This study demonstrates the importance of offering and promoting specific development opportunities for PR educators, students and practitioners in intercultural/ international public relations, and also shows that most universities and colleges would support these kinds of activities.

In addition, this study takes the first step in analyzing factors that could be hindering the development of intercultural/international perspectives in PR education. One important factor is the students' lack of interest in intercultural/international issues. Yet, additional research needs to be done on the factors hindering students' interest. Moreover, it was first thought that the accreditation and/or certification standards for schools and sequences could be hindering the development of coursework in this area of public relations. However, the results show the opinions are divided about this issue. Therefore, further research remains to be done on the specific standards set by each accrediting or certifying organization.

Finally, this work also indicates significant differences between whites' and minorities' perceptions about intercultural/international public relations, but, as indicated, more research is needed to identify differences among specific minority groups.

These results are important for PR education because they agree with previous research, which indicated PR practitioners' perceptions about the need for international capabilities in public relations practice (Fitzpatrick and Whillock, 1993).
Therefore, this stresses the need for introducing intercultural/international perspectives into PR education because both educators and practitioners agree about the impacts of globalization on public relations and about their increasing involvement in intercultural and international activities. The need for effective means to acquire and develop intercultural/ international capabilities and the removal of factors hindering such development should be major priorities for PR education, and the apparent current lack of intercultural/ international preparedness among practitioners, students and educators should be a reason for concern.

It is necessary to find creative ways to address the problem, and this study demonstrates there are a great variety of resources to do it, many of them already available on campus, just waiting to be used. However, it is important to underline that the options are not only the creation of specific intercultural/international PR courses, but the implementation of intercultural/ international activities in current PR courses and the use of cultural, international and foreign language courses in other departments. The introduction of intercultural/international perspectives does not necessarily mean the removal of

courses or other important activities and topics in current courses. For example, a campaign project or case study could be done on any intercultural/international topic. That way, campaign techniques would be learned as in a regular campaign, but intercultural/international aspects would be considered as well, adding new important aspects to the students' learning. Also, advisers could simply recommend students to take cultural or international courses in other departments as part of their education.

It is important to start the process by encouraging PR students and faculty to get involved in this area of public relations by indicating to them the *importance and real impact* of globalization on their own practices and by showing them different ways to introduce these perspectives in their activities without neglecting others. For example, writing assignments on intercultural/international news or conferences could be recommended; the use of the Internet as a valuable source for intercultural/international research could be suggested; students and faculty could be invited to assist at conferences on intercultural/ international topics or at international fairs on campus; and student organizations could be encouraged to form international links with organizations abroad and on campus.

Overall, this study demonstrates the importance of intercultural/international PR education and the need for the development of creative and active ways to improve it, as the trend toward globalization continues, requiring new capabilities from PR educators, students and practitioners.

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APPENDIX

APPENDIX 1.- QUESTIONNAIRE

(This questionnaire has been reduced 10% from its original size)

INTERCULTURAL / INTERNATIONAL PUBLIC RELATIONS SURVEY

I. THE FIRST QUESTIONS CONCERN YOUR PROFESSIONAL ACADEMIC WORK

1. What is your principal teaching area? (CIRCLE ALL THAT APPLY)

1 Advertising
2 Business
3 Consumer research
4 Journalism
5 Marketing
6 Public relations
7 Telecommunications
8 Organizational comm.
9 International PR
10 Other_____

2. What is your area of research? (CIRCLE ALL THAT APPLY)

1 Advertising
2 Business
3 Consumer research
4 Journalism
5 Marketing
6 Public relations
7 Telecommunications
8 Organizational comm.
9 International PR
10 Other_____

3. Which best describes your degree status? (CIRCLE ONE)

1 Doctorate
2 ABD
3 Master's
4 Bachelor's
5 Other

4. What is your academic rank? (CIRCLE ONE)

1 Full professor
2 Associate professor
3 Assistant professor
4 Instructor
5 Other

5. Do you have tenure in your present position? (CIRCLE ONE)

1 Yes 2 No

6. Please estimate how many years you have worked in an academic position in higher education _____

7. Please estimate how many conference papers you have presented during your academic career _____

8. Please estimate how many articles, books or chapters you have authored or co-authored in refereed academic journals _____

9. What is your national origin? (CIRCLE ONE)

1 African American
2 White (Non-Hispanic)
3 Hispanic or Latino
4 Asian American
5 Native American
6 Other

10. What is your gender? (CIRCLE ONE)

1 Male 2 Female

(More)

II. YOUR PERCEPTIONS ABOUT THE IMPACT OF GLOBALIZATION

This section asks your opinion about the impact of globalization on the practice of public relations and on the teaching of public relations. We define **globalization** as the process of becoming worldwide in scope or application. Also, for the purposes of this questionnaire, we use intercultural and international as a single category of issues.

11. Please indicate how strongly you agree or disagree with the following statements. Use a scale where 1=strongly agree and 5=strongly disagree. (CIRCLE ONE NUMBER FOR EACH ITEM)

	Strongly agree				Strongly disagree	Don't know
The expanding global marketplace has changed the way practitioners practice public relations	1	2	3	4	5	9
Globalization has affected the practice of agency public relations	1	2	3	4	5	9
Globalization has affected the practice of government public information	1	2	3	4	5	9
Globalization has affected the practice of corporate public relations	1	2	3	4	5	9
Globalization has affected the practice of non-profit public relations	1	2	3	4	5	9
Globalization has affected how I teach public relations at the undergraduate level	1	2	3	4	5	9
Globalization has affected how I teach public relations at the graduate level	1	2	3	4	5	9

12. Is there a specific class that focuses primarily on intercultural or international public relations in the unit that houses the public relations major at your college or university?

_____ Yes _____ No _____ Don't know

If yes, what is/ are the course title(s)?_____

13. In the next 5 years how much teaching time will you spend on intercultural/ international public relations?

_____ No time _____Less time _____ More time _____The same _____ Don't know

14. Have you taught a course in intercultural/ international public relations?

_____ Yes (PLEASE GO TO Q 15)
_____ No (PLEASE GO TO Q 16)

15. How long have you been teaching intercultural/ international public relations?

_____ Less than one year
_____ 1-3 years
_____ 4-7 years
_____ 8+ years

(More)

16. In your opinion, how important/unimportant is having an intercultural capability for teaching, research and service in public relations. Use a scale where 1= very important and 5= very unimportant. (CIRCLE ONE NUMBER FOR EACH ITEM)

	Very important				Very unimportant	Don't know
Public relations teaching	1	2	3	4	5	9
Public relations research	1	2	3	4	5	9
Public relations service	1	2	3	4	5	9

17. How important/unimportant is an intercultural/international perspective to the following courses. Use a scale where 1= very important and 5= very unimportant. (CIRCLE ONE NUMBER FOR EACH ITEM)

	Very important				Very unimportant	Don't know
Principles of public relations	1	2	3	4	5	9
Marketing public relations management	1	2	3	4	5	9
Public relations campaigns	1	2	3	4	5	9
Public relations agency seminar	1	2	3	4	5	9
Media relations strategies	1	2	3	4	5	9
Public relations techniques	1	2	3	4	5	9
Employee relations & comm. management	1	2	3	4	5	9
Corporate & nonprofit public relations	1	2	3	4	5	9
Public relations research & theory	1	2	3	4	5	9
Public relations writing	1	2	3	4	5	9
Public relations cases	1	2	3	4	5	9
Public relations management	1	2	3	4	5	9
Public relations practicum	1	2	3	4	5	9
Investor relations management	1	2	3	4	5	9
Seminar in public relations	1	2	3	4	5	9

III. PROPOSED WAYS TO INCORPORATE INTERCULTURAL PERSPECTIVES

18. How skilled do you perceive yourself to be in terms of the knowledge and skills needed to teach intercultural/ international public relations? Use a scale where 1= very skilled and 5= very unskilled. (CIRCLE ONE NUMBER FOR EACH ITEM)

	Very skilled				Very unskilled	Don't know
As a unit within a current course	1	2	3	4	5	9
As a single course devoted to intercultural/ international public relations	1	2	3	4	5	9

(More)

19. How useful is each of the following in helping you gain knowledge about intercultural/ international public relations? Use a scale where 1= very useful and 5= very unuseful. (CIRCLE ONE NUMBER FOR EACH ITEM)

	Very useful				Very unuseful	Don't know
Read trade journals, research reports	1	2	3	4	5	9
Attend professional development seminars	1	2	3	4	5	9
Take additional formal coursework	1	2	3	4	5	9
Participate in exchanges with foreign scholars	1	2	3	4	5	9
Learn a second language	1	2	3	4	5	9
Use of Internet resources	1	2	3	4	5	9
Other _____	1	2	3	4	5	9

20. In addition to English, are you proficient in any other language? (IF NO, PLEASE GO TO Q 21). If yes, please write in the space below the language(s) that you speak and write proficiently.

_____

21. How important/unimportant do you think the following skills are for <u>students</u> interested in intercultural/international public relations? Use a scale where 1= very important and 5= very unimportant. (CIRCLE ONE NUMBER FOR EACH ITEM)

	Very important				Very unimportant	Don't know
Foreign language ability	1	2	3	4	5	9
Knowledge of foreign media systems	1	2	3	4	5	9
Knowledge of cultural norms	1	2	3	4	5	9
Knowledge of social customs	1	2	3	4	5	9
Nature and stability of political structure	1	2	3	4	5	9
Knowledge of laws and regulations	1	2	3	4	5	9
Local concept of quality public relations	1	2	3	4	5	9
Other _____	1	2	3	4	5	9

The following set of questions is open-ended. Your answers will be used as a pool of ideas from which other educators can draw for lectures and courses in intercultural/ international public relations.

22. <u>Please</u> contribute three ideas for developing intercultural/international capabilities in public relations students.

1. _____

_____

2. _____

_____

3. _____

_____

(More)

_____

23. What role could PRSSA play in cultivating intercultural/ international capabilities in public relations students?

_____
_____
_____

24. How could the Internet be used to stimulate interest and participation in intercultural/ international exchanges?

_____
_____
_____

25. How could public relations projects be constructed in cooperation with university language departments that make language study relevant to students' professional goals?

_____
_____
_____

26. How could international students on campus be useful in stimulating the development of intercultural perspectives in public relations classes?

_____
_____
_____

27. What role, if any, do you see yourself playing to help public relations practitioners upgrade their skills for practice in intercultural/ international business environments? (CHECK ALL THAT APPLY)

_____ None
_____ Publishing research on intercultural PR
_____ Conducting workshops on intercultural communication
_____ Providing continuing education seminars
_____ Other _____

IV. FACTORS THAT MAY HELP/ HINDER INTERCULTURAL/INTERNATIONAL PERSPECTIVES

28. Is your public relations curriculum accredited?

_____ Yes _____ No _____ Don't Know (IF NO, GO TO Q 30) (IF YES, GO TO Q 29)

29. If yes, is your curriculum accredited by:

_____ AEJMC _____ PRSA _____ Both _____ Neither ____ Don't know

30. Whether or not your public relations curriculum is accredited, do you believe that accreditation standards (limitations on the number of courses that can be taken by your majors) help or hinder the development of coursework in intercultural/ international public relations?

_____ Help _____ Hinder _____ Neither help/hinder ____ Don't know

31. Is there institutional support for international initiatives at your college or university?

_____ Yes _____ No _____ Don't know (IF NO, GO TO Q 33) (IF YES, GO TO Q 32)

(More)

32. Please describe the kind of support there is for intercultural/international initiatives, for example, language instruction; professional development grants to incorporate new teaching perspectives; incentives for international collaboration, etc.

_____

_____

_____

33. How interested are the following types of students in developing intercultural/international public relations capabilities. Use a scale where 1= very interested and 5= not very interested. (CIRCLE ONE NUMBER FOR EACH ITEM)

	Very interested				Not very interested	Don't know
PR undergraduates are	1	2	3	4	5	9
PR master's students are	1	2	3	4	5	9
PR doctoral students are	1	2	3	4	5	9

34. How important are the following factors in hindering student interest in intercultural/ international public relations? Use a scale where 1= very important and 5= very unimportant. (CIRCLE ONE NUMBER FOR EACH ITEM)

	Very important				Very unimportant	Don't know
Pressure to graduate in four years for undergrads	1	2	3	4	5	9
Pressure to graduate on time for graduate students	1	2	3	4	5	9
Lack of financial support for international travel	1	2	3	4	5	9
Lack of emphasis on intercultural public relations	1	2	3	4	5	9
Parental resistance	1	2	3	4	5	9
Other _____	1	2	3	4	5	9

THANK YOU FOR COMPLETING THIS SURVEY. PLEASE RETURN IN THE POSTAGE-PAID ENVELOPE TODAY.

APPENDIX 2.- COVER LETTER

Jan. 23, 1995

Dear Public Relations Educator:

Thank you for taking time to help me with a project that is important to me both personally and professionally. My name is Enrique Nuñez-Vega. I am a graduate student in public relations from Mexico. I am interested in how we can better prepare future practitioners for intercultural/international public relations. I agree with Dr. Dean Kruckeberg, who said that public relations students preparing themselves for intercultural public relations are preparing themselves very well for the profession.

I will attempt a survey of all members of the Public Relations Division of AEJMC and all members of the Educators Section of PRSA. My study starts with questions about research, teaching and demographics because these are being gathered to extend parallel research that doctoral candidate Candace McKearney is doing here at the University of Tennessee. So, in essence, we are asking questions that support two research projects. These projects have the support of the PRSA Volunteer Chapter.

Your response is important to me. No questionnaire contains any questions or markings to identify you as a respondent. The results will be tabulated and analyzed only in aggregate form so that anonymity is assured. Your return of the questionnaire will constitute your informed consent to participate in this study. Your participation is completely voluntary.

Please fill out the enclosed questionnaire today and send it by postage-paid return mail by **Feb. 14**. If you have any questions, please call either me or my adviser at the numbers given below.

Muchas gracias.
Sincerely,

Enrique Nuñez-Vega, Master's Candidate, (615) 573-8956
Susan Lucarelli, Assoc. Prof., (615) 974-8155

APPENDIX 3.- REMINDER POSTCARD

Two Things to Remember

THIS VALENTINE'S DAY

❶ That special someone

❷ The intercultural/international PR survey

Last week a questionnaire about intercultural/international public relations was mailed to you.

If you have already returned your questionnaire to me, your prompt response is much appreciated. If you have not yet had the opportunity to complete and mail it, please do so by **February 14.**

Your contribution to this research is highly valued.

Enrique Nunez Vega
The University of Tennessee

APPENDIX 4.- PR-FORUM REMINDER

I would like to post a reminder to members of the PRSA Educators Section and AEJMC's PR Division to please answer your survey on intercultural/international public relations from Enrique Nunez Vega, a graduate student from Mexico. He is counting on a good response rate. If you did not receive a survey, we are interviewing 30 members of this division by telephone. Also, reminder cards are in the mail but we thought posting to PRForum would be yet another medium for a reminder. Thanks to all who have answered.

Dr. Susan Lucarelli and Enrique Nunez Vega.

APPENDIX 5.- QUESTION NO. 22 (OTHER IDEAS)

Please contribute three ideas for developing intercultural/international capabilities in public relations students.

1. Reading assignments on intercultural issues
2. Include international orientation in all courses
3. Increase emphasis on human behavior in PR curriculum
4. Internet hook-up with international agencies
5. Publish material
6. Teach cross-cultural communication
7. Simulation of diversity cases
8. Seminars on related issues
9. Study how symbols are culturally framed
10. Analyze movie promotion in international markets
11. Joint major/minor with foreign language/international relations/international studies
12. International PR conference/workshops/forums
13. Using Internet for teaching with other country's scholars
14. Assist with intercultural activities/events on campus
15. Create understanding of social customs and cultural norms
16. Teleconferencing with professors from other cultures
17. Show personal benefits to students as result of international PR
18. Encourage series of articles in U.S. by foreign authors
19. Produce video packages
20. Internships in domestic corporations doing business abroad
21. Offer data to support need for international PR
22. Unit analyzing cultural stereotypes in media
23. Seminar in the use of symbols in the world

APPENDIX 6.- QUESTION NO. 23 (OTHER IDEAS)

What role could PRSSA play in cultivating intercultural/international capabilities in public relations students?

1. Organize international conference of PR students
2. Lobby for specific intercultural/international PR courses
3. Create program devoted to intercultural/international PR
4. Not PRSSA's role
5. Have a special interest section
6. Create intercultural awareness
7. Create international chapters

APPENDIX 7.- QUESTION NO. 24 (OTHER IDEAS)

How could the Internet be used to stimulate interest and participation in intercultural/ international exchanges?

1. Use it for promotion of international PR
2. Include Internet as class unit
3. Study international news releases
4. Way to link practitioners to educators

APPENDIX 8.- QUESTION NO. 25 (OTHER IDEAS)

How could public relations projects be constructed in cooperation with university language departments that make language study relevant to students' professional goals?

1. Take language courses abroad to collect case study materials
2. Co-teach classes
3. Guest lecturers from language department
4. Language instruction is good enough help
5. Create dual majors
6. Intensive/summer sessions
7. Language of business in other countries course

8. Hold seminars/workshops in PR for language faculty
9. Publish PR material in another language
10. Offer language as a minor to PR majors
11. Include the language department insights in international PR classes/units
12. Too ambitious/unlikely

APPENDIX 9.- QUESTION NO. 26 (0THER IDEAS)

How could international students on campus be useful in stimulating the development of intercultural perspectives in public relation classes?

1. Involve students in international student club activities
2. Suggest students attend international student fairs, exhibits and special weeks
3. Attract international students to become part of student PR association
4. Not very useful, unless they have PR practice

APPENDIX 10.- QUESTION NO. 32 (OTHER KINDS OF SUPPORT)

Please describe the kind of support there is for intercultural/international initiatives, for example, language instruction; professional development grants to incorporate new teaching perspectives; incentives for international collaboration, etc.

1. Recruiting international students
2. Support of international students
3. Specific international program
4. International speakers/courses/seminars on campus
5. Release time for research projects

VITA

Enrique Nuñez Vega was born in Mexico City, Mexico, in 1964. In 1990, he obtained the bachelor's degree in communication sciences from the Universidad Intercontinental, in Mexico City and successfully defended the thesis "For a Better Understanding: Alternative Video and Artistic Education," for which he was conferred special honors.

In 1993, he received the support of the Fulbright Commission to pursue a master's degree in public relations at the University of Tennessee, Knoxville. He is a member of the UTK Chapter of Kappa Tau Alpha, the national society for the recognition of scholarship in Mass Communications.