AN EXPLORATION OF MULTICULTURALISM IN CHINA'S PUBLIC RELATIONS

EDUCATION: FROM THE PERSPECTIVE OF TEXTBOOKS

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A Thesis

Presented to

The Faculty of the School

of Communication

University of Houston

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In Partial Fulfillment

Of the Requirements for the Degree of

Master of Arts

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By

Jia Sun

December, 2011

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ABSTRACT

This study expands on global public relations literature by examining how China's public relations education has adopted the concept of multiculturalism in its textbooks. Overall, this study was guided by relevant literature in globalization and multiculturalism, as well as public relations practice and education in China and the United States. Then, a qualitative content analysis of 20 Chinese public relations textbooks revealed Chinese public relations educators' perceptions of global public relations and the relationship between culture and public relations. These results indicate an increasing focus on culture in the practice and education of public relations in China. Moreover, results of this study provide insight into the challenges that global public relations practitioners and scholars face within different cultural contexts.

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Chapter I

INTRODUCTION

Context of the Study

With the great development China has achieved after its reform and opening up, the country has attracted huge foreign investments to its open market (He & Xie, 2000). To keep up with the changes, local companies and the government began to conduct public relations in different social sectors. Meanwhile, public relations education in China emerged as a response to the need of professionals in the industry (He & Xie, 2000). Those with public relations knowledge were invited to give workshops, seminars, and lectures in China. According to Chen (1994), Western public relations educators have assisted the Chinese to develop and implement education and training programs, which is welcomed in China. After its introduction, public relations education in China evolved rapidly into an educational system with many levels of training (Chen, 1994).

With the increasing scale of China's public relations education, public relations curricula and textbooks are increasingly affecting its quality and structure, while the pattern of China's public relations education is following a Western one. Chen (1994) found that China's public relations curricula are similar with American curricula. At the first National Seminar on Public Relations Education (1990), it was confirmed that China's "educational curricula follow (the) pattern of those recommended by International Public Relations Association (IPRA)." Chen (1994) highlighted that this pattern seems consistent with curricula recommended by commissions on public relation education in the United States. Similarly, Chinese public relations educators often use Western teaching materials. Although Chinese public relations educators are writing their

own teaching materials, textbooks are still in short supply as public relations programs continue to expand (Chen, 1994). Also, China International Public Relations Association welcomes permission to translate Western texts (Black, 1992). According to Tan and Gao (1991), Cutlip, Center, and Broom's *Effective Public Relations* is the most popular translated textbook in China.

Implications of the Study

As a consequence of the adoption of Western teaching materials and concepts, China's public relations education is confronted with diverse cultures, which has generated a multicultural perspective that is requiring more attention in global public relations. According to the Dictionary of Social Science (2002), multiculturalism is defined in two ways as follows:

> As a descriptive term, multiculturalism refers to the coexistence of people with many cultural identities in a common state, society, or community. As a prescriptive term, it is associated with the belief that racial, ethnic, and other groups should maintain their distinctive cultures within society yet live together with mutual tolerance and respect.

According to Sriramesh (2002), due to the wide extent of globalization, public relations practice has and will become multicultural in nature. Therefore, he proposed a dire need for a comprehensive knowledge body of multicultural public relations and a pool of qualified educators who can contribute to building and imparting this knowledge. With this trend, questions emerge about whether the concept of multiculturalism is adopted in China's public relations education, especially in its textbooks, and whether it is expected to achieve optimal outcomes in educating China's public relations students to

be multicultural researchers and professionals. However, public relations scholars still have many unanswered questions about the role multiculturalism is playing or will play in China's public relations education.

The challenge brought forth by China's adoption of Western public relations texts calls for an increasing understanding of multiculturalism and global public relations, as well as whether China's public relations education is expected to benefit from teaching public relations with a multicultural perspective. Is China's public relations education aimed to develop multicultural researchers and professionals? Can Chinese public relations educators gain better insights of global public relations through multiculturalism? How have China's public relations educators built their own knowledge of public relations through textbook writing?

Purpose of the Study

The purpose of this study was to expand global public relations research by examining multiculturalism in China's public relations education from the perspective of textbooks. Scholars in the field have readily studied China's public relations education (Black, 1991; Chen, 1994; David, 2000; He & Xie, 2009). They have also studied the development of public relations curricula and textbooks in general (Duffy, 2000; Shen & Toth, 2008; Taylor, 2001; Wright, 1996), as well as in China as a specific case (Price, 1980). Multiculturalism has been approached from African American (Pompper, 2005) and Asian perspectives (Sriramesh, 2002), but few rigorous studies within the field have examined multiculturalism in China's public relations education, especially in Chinese textbooks. Therefore, the goal of this exploratory study was to fill that void in research. Overall, this study investigated (a) how the concept of multiculturalism has been adopted

and demonstrated in Chinese public relations textbooks, (b) perceptions of potential

advantages and disadvantages of including multiculturalism in China's public relations

education, and (c) potential contribution of China's public relations education to the

development of global public relations research. Beyond the research implications, this

study also provided public relations educators with the challenges of teaching public

relations from a multicultural perspective. Therefore, this study could potentially improve

the building of a comprehensive knowledge body of global public relations theory and

research.

<p align="center">*Preview*</p>

This paper presents a literature review regarding (a) global public relations with a

multicultural perspective, (b) public relations practices in China and the United States

with different cultural contexts, and (c) public relations education in China and the

United States. Based on the findings and gaps therein, research questions are then posed

to guide data collection and analysis. The methods for conducting this study are then

addressed, including methodology for data gathering and strategies for data analysis.

Results are then presented based on how the data help answer the research questions,

followed by a discussion of theoretical, methodological, and practical implications of the

study. Finally, limitations of the study are considered as well as areas for future research.

Chapter II

LITERATURE REVIEW

Literature Overview

Three general areas in the public relations literature informed my study and guided me in finding the research gaps in this field. They helped me in developing my research objectives and research questions. First, I examined the current state of global public relations, and the relationship between multiculturalism and public relations from a theoretical perspective. This connection between the two areas informed me about the need for further investigation regarding multiculturalism in global public relations. Second, I examined public relations practice from the perspective of cultural dimensions. As a special focus, I compared public relations practices between China and the United States based on their different cultural dimensions. This information helped me in exploring the potential impact of culture on public relations practice. It also provided implications on the need of studying multiculturalism in public relations. Finally, I examined current public relations education in China and the United States with a special attention on their curricula and textbooks. Particularly, the literature in this area explicated (a) an overview of public relations education in China and the United States, and (b) the patterns of curricula and texts that public relations education follows in the two countries. This literature further informed me about the need to explore multiculturalism in China's public relations education. Moreover, a practical need for continued research is highlighted as globalization has attracted more attention to multiculturalism in public relations practice and education, and it is important to gauge

whether multiculturalism is emphasized in building a comprehensive knowledge of global public relations in China.

<center>*Global Public Relations and Multiculturalism*</center>

Globalization and public relations. Globalization is not new or unique to the 21st century. The definition of globalization differs when scholars take different perspectives. Tench and Yeomans (2006) defined globalization as "the growth of worldwide networks of interdependence" (p. 115). Debeljak (2009) contended that globalization has three eras in history: the *imperial* 16th century, the *colonial* 19th century, and the *corporate* 21st century. However, current discussion of globalization usually refers to its development in the 21st century. According to Sriramesh (2010), in the 21st century, globalization is primarily used in an economic context implying the removal of trade barriers to facilitate corporate operations across national borders. However, this process may result in uneven benefits because stronger economics often gain more power and resources than weaker economics (United Nations, 2002). Meanwhile, globalization tends to build homogenization of cultures, which is regarded as an adverse impact on cultural values (Sriramesh, 2010). In addition, modern communication technology "permits and encourages a global society through the compression of time and space while paradoxically exacerbating social conflicts caused by the increased multiculturalism of globalization forces" (Vujnovic & Kruckeberg, 2010, p. 672). Therefore, globalization is calling for robust communication and relationship building to avoid activism against its development. Within this context, a logical and significant relationship is built between public relations and globalization (Sriramesh, 2010).

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Sriramesh (2010) distinguished three contributing factors to the distinct relationship between globalization and public relations. First, there is an extensive democratization of the world and a parallel growth of democracy in public relations. Second, formation of trading blocs has increased multinational and multicultural communication, which demands for holistic public relations as a practice and profession. Finally, the development of information and communication technologies has provided increased channels for communication across political and cultural borders, which reduces the concept of domestic or local public relations. As a result, global public relations has emerged to fill the gap in global communication, and public relations has become a profession conducted on a global level (Tench & Yeomans, 2006).

Multiculturalism and public relations. Sriramesh (2002) contended that the influence of culture is infiltrated in human communication, and communication is central to public relations practice and scholarship. Thus, he suggested that there is a reciprocal relationship between culture and public relations. Along the same line, Banks (1995) proposed two factors contributing to this reciprocal relationship. First, public relations communicates across different cultures, and second, communication is a cultural practice itself. However, given the extent of globalization, organizations of all sizes must foster relationships with both internal and external publics of diverse nationalities and cultures (Sriramesh, 2002).

One of the prevalent definitions of multiculturalism is the existence of several cultures or ethnic groups within a society (*Oxford Dictionary of English*, 2011). The emergence of multiculturalism symbolizes "an important trend with far-reaching

implications for public relations" (Freitag & Stokes, 2009, p. 282). Specifically, Banks (1995) defined multicultural public relations using a socio-interpretative approach:

> Multicultural public relations can be defined as the management of formal communication between organizations and their relevant publics to create and maintain communities of interest and action that favor the organization taking full account of the normal human variation in the system of meaning by which groups understand and enact their everyday lives. (p. 21)

More recently, "multicultural public relations is changing from a unilateral communication practice intended to communicate effectively to multicultural audiences, to a more global and comprehensive one" (Feng & Li, 2009, p. 21, citing Ravenna, 2005).

Implications. The current era of globalization offers significant challenges and opportunities to public relations practice and scholarship. Globalization has provided significant opportunities for the growth and reformulation of public relations industry (Sriramesh, 2010). However, deficiencies in the body of knowledge in public relations are impeding the field to cope with these challenges and opportunities. Sriramesh (2010) noted that public relations practitioners lack empirical evidence to predict outcomes in their communication with multicultural audiences, and they have by and large coped with challenges through trial and error or based on anecdotal evidence.

According to Sriramesh (2010), one of the most significant conflicts comes from ethnocentricity in public relations. Agreeing with Sriramesh, Freitag and Stokes (2009) concluded the general challenges of multiculturalism as "public relations must become more precise in its efforts to target audiences … (and) public relations must keep a global perspective in mind when adapting to this new cultural environment" (p. 282). Also, they

proposed two general suggestions on this issue. First, public relations students should be open to new ideas and perspectives to understand global public relations (Epley, 2003). Second, public relations practitioners need to understand and respect cultural differences more fully, adapt to those differences, and avoid being judgmental of these differences.

Changing the focus toward public relations education, Sriramesh (2002) asked "whether the current public relations education system is adequately equipped to train future public relations professionals to practice effectively in the increasingly multicultural environment" (p. 54) in his study of multiculturalism in Asian public relations education. Similarly, Banks (1995) encouraged the change in public relations education and practice to keep up with the multicultural world. Instead of seeking similarity and harmony, public relations should invite ideas that challenge the status quo and build diversity of the profession.

China vs. the United States: Culture and Public Relations Practice

Scholars (Chen & Culbertson, 2009; Sriramesh, 1996; Sriramesh & White, 1992; Sriramesh et al., 1996) have argued that culture shapes public relations practice. This study adopted the idea that public relations practice can differ greatly between China and the United States due to their cultural differences.

Freitag and Stokes (2009) noted that although China is moving toward a modern society, its traditions remain stable. Confucianism continues to serve as a social ideology, and dominant traditions include "near-universal marriage, close family ties, traditional arts, natural respect of education, matrilineal family structure, male dominance, a China-centered perspective, disdain for most other cultures, deference to individuals of higher status, and a preference for functioning in hierarchical systems" (p. 139). Applying

several cultural dimensions proposed by Hofstede (2001), Chen and Culbertson (2003) discussed some cultural implications on China's public relations practice. Cultural differences between China and the United States yielding from Hofstede's (2001) cultural dimensions have informed part of the reasons behind different public relations practices in the two countries. Specifically, cultural dimensions proposed by Hofstede include power distance, collectivism vs. individualism, masculinity vs. femininity, long-term orientation vs. short-term orientation, and uncertainty avoidance.

Power distance. Power distance is "the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally" (Hofstede, 2001, p. 98). China's high power distance stems largely from its imperial tradition, in which upper-level people are viewed as superiors while low-level people respect and obey the superiors for protection and consideration (Hofstede, 2001, p. 114; Ng, 2000, pp. 51-52). In such a Confucian society, government is the heart of civilization, and governance subordinates "ordinary people" to powerful leaders (Freitag & Stokes, 2009). For public relations practice, Sriramesh (1996) suggested that higher levels of power-distance make it difficult for public relations practitioners to become part of dominant coalitions to take part in organizational decision-making process. However, empowerment of the communication function and access to the dominant coalition is seen as significant to public relations excellence in the United States (J. Grunig & L. Grunig, 2009). Moreover, high-power distance threatens one important principle of negotiation emphasized in the United States, where mediators should ensure that the negotiation focuses on substantive interests, rather than positions within organizations or communities. However, practitioners cannot easily put positions

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aside and achieve negotiations or meaningful discussion with high power-distance (Freitag & Stokes, 2009).

Related to the cultural dimension of power distance, face (*mianzi*) and favor (*renqing*) are unique in China. They are explained respectively as a strategy to be used and a resource to be exchanged (Huang, 2001) when traditional Chinese society defines the power balance among people to maintain harmony and order (Hwang, 1987). According to Huang, face (*mianzi*) "means personal dignity, honor, respect, or simply public identity or personal reputation" (p. 242). Hofstede and Bond (1987) argued that in a Confucian society, "harmony is found in the maintenance of an individual's face" (p. 8). Favor (*renqing*) is defined by Foa and Foa's (1976) theory by two dimensions as concreteness and particularism of the exchanged properties as resources (Hwang, 1987). Hwang (1987) suggested that favor, occupying the same position as resource *love*, is at the highest position on the dimension of particularism because people exchange favor "only with particular partners in… interpersonal network" (Huang, 2008, p. 243). However, favor is near the center of the dimension of concreteness because it may contain not only substantial materials such as money or services, but also "the abstract component of affection" (Huang, 2008, p. 243). Moreover, favor becomes a relational debt when one receives it in a Chinese society (Hung, 2004). Therefore, face and favor "are commonly deployed as resources in the course of social exchange to alter the power balance in a negotiation, a conflict, or a context of resource allocation" (Huang, 2008, p. 242).

Collectivism vs. individualism. Collectivism is highly valued in China, which means "people from birth onwards are integrated into strong, cohesive in-groups"

(Hofstede, 2001, p. 225). In other words, "Chinese people emphasize fitting in and belonging to the in-group … and focus on a 'we' identity" (Hung, 2004, p. 267). They regard the group's wellbeing and interests as superior, and they desire harmony through benevolence, rituality, and fidelity (Freitag & Stokes, 2009). Uniquely, Chinese people tend to consider family as the core unit of economic and social life, which has resulted in familialism according to Hung (2004). This tendency is limited to in-group collectivism, rather than universal collectivism (Schwartz, 1990), and hence, Yang (1988) called it familial collectivism.

Chen and Culbertson (2003) noted that a major aspect of Chinese collectivism is *guanxi* – one's network of connections and friendships. According to Hackley and Dong (2001), "although *guanxi* can be loosely translated into 'connection,' 'social networking,' or 'special interpersonal relationship,' the Chinese word also carries the meaning of power, social status and resource transmission" (p. 16). Different from the concept of networking in Western societies, "*guanxi* is a unique social and cultural phenomenon deeply rooted in Chinese culture" (Hackley & Dong, 2001, pp. 16-17), and it consequently entails different conditions for public relations practice. Also, Hackley and Dong (2001) contended that the Chinese *guanxi* is "based on often-secret personal ties, (and) may be seen as 'payola' or 'under-the-table' dealings" (p. 16). Particularly, they noted that China's *guanxi* and American public relations networking exist in sharp contrast in five dimensions, including "private vs. public, closed vs. open, invisible vs. visible, interpersonal vs. mass media, and friendly ties vs. principle-centered" (Hackley & Dong, 2001, p. 19). Specifically, China's *guanxi* is a private social network which is developed, maintained and enhanced through interpersonal communication under a

closed environment. Moreover, *guanxi* is invisible, and friendly ties are the center for its development. On the other hand, American public relations networking usually involves open public communication, which is visible to the public and mass media-oriented. Meanwhile, American public relations networking is highly principle-centered and seeks for public support (Hackley & Dong, 2001).

Furthermore, public relations practice in China often emphasizes a "relational approach", instead of a "persuasive approach" (CPRE, 2006). With a relational orientation in China, a person's role "is defined by the interactions with other individuals in the family and the society and the consequences of those interactions" (Hung, 2004, p. 268). Yang (1992) considered this approach of relationship as interdependence and reciprocity in the Chinese society. Relationships of trust need to be established before people get down to business and close a deal in China, but people get down to business more quickly in the United States. In addition, money payback for requests, viewed as respectful gifts in China, often look like bribes to Westerners (Culbertson, 1996). In contrast to China, the United States is a highly individualistic society, which values competition and in which "the ties between individuals are loose" (Hofstede, 2001, p. 225). Due to individualism, asymmetrical models of public relations continue to be popular in the United States while the symmetrical model may be valued more in Asia (Freitag & Stokes, 2009).

Masculinity vs. femininity. China is a male-dominated, patriarchal society, in which men are viewed as superior to women. Chen and Culbertson (2003) noted that since public relations professionals emerged in China during the 1980s, women have played a major role, which will possibly lower the field's social status. Similarly,

Hofstede (2001) found the United States was one third of the way from the highest level of masculinity in a reanalysis of his original study (1984). Chen and Culbertson (2003) suggested that masculine stubbornness often resists compromise and may even lead to violence. Regarding this issue, Hofstede (2001) suggested that practitioners in a masculine society must deal with masculinity in tactful and sensitive ways. In addition, J. Grunig and L. Grunig (2009) proposed that the generic principles such as symmetrical communication, diversity, and social responsibility can be "introduced incrementally in masculine cultures to change them gradually" (p. 335).

Long-term orientation vs. short-term orientation. Long-term orientation in China reflects the focus on patience, hard work, and perseverance. However, collectivism and long-term orientation together contribute to an idiosyncrasy in the Confucian society, which emphasizes preserving "face" (Freitag & Stokes, 2009). Hofstede (2001) stated that "loss of face is often considered to be worse than loss of a limb" (p. 354) in China. However, Freitag and Stokes (2009) suggested that although this motivates people to work hard and be virtuous, it may lead them to conceal problems and withdraw from relationships to avoid embarrassment.

Consequently, China's public relations practitioners must work hard to ensure candor and continued participation or their clients may suffer. Moreover, they must plan their activities carefully to avoid situations in which people might encounter loss of face. In contrast, Hofstede (2001) found that the United States is a short-term oriented society, which is associated with the expectation of quick results and "the bottom line." Therefore, public relations practice in the United States emphasizes, "convincing top management of

the importance of relationship building because cultivating relationships is an inherently long-term process" (J. Grunig & L. Grunig, 2009, p. 336).

Uncertainty avoidance. Uncertainty avoidance refers to "the extent to which people in a society can tolerate uncertain, ambiguous situations" (J. Grunig, & L. Grunig, 2009, p. 335). However, Chen and Culbertson (2003) found that this dimension seems very complex. They noted that China has low uncertainty avoidance, and this cultural dimension does not show up very clearly in the Chinese Value Survey. Therefore, this cultural dimension was not discussed regarding the purpose of this study, and the other four dimensions seemed to be more informative and relevant.

Implications. Relying on high power distance, collectivism, masculinity, and a long-term orientation in China, real meanings and intentions are often not expressed in an explicit way. Instead, information often underlies words (Freitag & Stokes, 2009). This communication style calls for a different way of public relations practice in China, and thus calls for new perspectives in global public relations education to fill the gap. In addition, with extensive globalization and multiculturalism, and the reciprocal relationship between culture and public relations, public relations practitioners and educators cannot ignore the influence of culture on public relations practice and scholarship (Sriramesh, 2002).

China vs. the United States: Public Relations Education

Public relations education in the United States. In 1923, Bernays taught the first course in public relations at Cornell University in the United States. Since then, more than 300 extensive public relations courses have developed in the United States (J. Grunig, & L. Grunig, 2009). Regarding this burgeoning academic field, the Commission

on Public Relations Education (CPRE) recognized the United States as the leader in public relations education in its 1999 report. By the end of the 20th century, there were over 3,000 universities teaching public relations in the Unite States, more than those in the rest of the world (Verčič et al., 2001).

Curriculum and textbooks. The 2006 CPRE report *the Professional Bond* made several recommendations for both undergraduate and graduate education, based on curricula models grounded in liberal arts and social sciences. For the undergraduate program, the report identified the following courses for an ideal major in public relations:

> Introduction to public relations (including theory, origin, and principles), case studies that review the professional practice, public relations research, measurement, and evaluation, public relations law and ethics, public relations writing and production, public relations planning and management, public relations campaigns, supervised work experience in public relations (internship), and directed electives. (p. 47)

For the graduate program, the report strongly supported the interdisciplinary study that might include communication, management, and behavioral science for an advanced understanding of public relations knowledge.

Hutchison (2002) found that public relations educators in the United States have considerable choices of texts for their classes. As an example, he identified that the most commonly assigned textbooks for courses in public relations principles alone include:

> Baskin, Aronoff, and Lattimore's (1997) *Public Relations: The Profession and the Practice* (4th ed.); Cutlip et al.'s (2000) *Effective Public Relations* (8th ed.); Newsom, Turk, and Kruckeberg's (2000) *This Is PR: The Realities of Public*

Relations (7th ed.); Wilcox, Ault, Agee, and Cameron's (2000) *Public Relations:*

Strategies and Tactics (6th ed.); and Seitel's (2001) *The Practice of Public*

Relations (8th ed.). (J. Grunig, & L. Grunig, 2009, pp. 344-345)

Meanwhile, Collins and Zoch (2002) stated that U.S. academics have greatly

contributed to the theoretical understanding of public relations. The top four of them are

James E. Grunig, Scott Cutlip, Glen Broom, and Robert Heath, all of whom are

Americans. They have conceptualized different approaches and theories in public

relations, brought together theory and practice, and introduced other disciplines into the

field (J. Grunig, & L. Grunig, 2009).

Implications. Scholars (Verčič et al., 2001; Grunig et al., 1995) have contended

that it is critical for public relations practitioners to be able to communicate among

various cultures. Similarly, the 1999 CPRE report has strongly advocated the cultivation

of effective communicators in the age of global interdependence. The commission's more

recent report *the Professional Bond* (2006) suggested that "it is not enough to offer a

course with a global focus … (and) global concepts must be integrated throughout the

curriculum" (p. 44). Specifically, Toth and Aldoory (2010) recommended the

development of a "Basic Tool Kit" Web site which is accessible to public relations

educators all over the world, and "simultaneously offers some global perspectives and

understandings of today's public relations, but also allows for local, cultural distinctions

for teaching in the discipline" (p. 18). This trend implies that public relations students are

increasingly expected to know how to analyze and conduct global public relations

(Culbertson & Chen, 1996). However, there are challenges in educating future public

relations practitioners for global communication.

First, the existing body of knowledge and public relations curricula and textbooks remain highly ethnocentric (Freitag & Stokes, 2009; Sriramesh, 2010). In the *Port of Entry* (PRSA, 1999) report, although Public Relations Society of America (PRSA) attempted to identify the knowledge and skills needed by public relations practitioners in multiculturalism and globalization, it failed to provide a list of undergraduate and graduate courses with any multicultural elements toward this goal (see Sriramesh, 2002). Meanwhile, CPRE's reports (1999, 2006) recommended that broad knowledge such as multiculturalism and global issues should be integrated throughout the curriculum, but a separate course teaching these concepts was not recommended. Similarly, Sriramesh (2010) proposed that multiculturalism should be integrated into all the courses, rather than limiting it to a single course.

The overemphasis on Western public relations texts also puts forward challenges for public relations educators. Freitag and Stokes (2009) argued that public relations education has a U.S. bias to some extent. Until recently, examples and case studies in public relations textbooks are primarily from the United States or Western Europe. In other words, textbooks rarely contain international "case studies or effective strategies to communicate with global publics in different socio-cultural environments" (Freitag & Stokes, 2009, p. 102). Furthermore, Sriramesh (2010) stated that published textbooks in the United States or United Kingdom are widely translated without consideration for other cultural contexts.

Therefore, Sriramesh (2002) recommended that public relations education needs to be more holistic, inclusive, and multidisciplinary to cultivate more effective cross-cultural education. This is important for public relations students and practitioners who

will be tasked with building and maintaining relationships with multicultural and diverse contemporary publics.

Public relations education in China. Public relations was introduced to China in the 1970s after political and economic changes had paved the way for this new profession (Chen, 1994). Local companies began to conduct public relations to compete with foreign companies and thus to survive. The government also used public relations to keep up with the pace of change and development (He & Xie, 2009). From the 1980s, public relations education emerged in China as a response to the need of professionals in the industry. It has developed to be a field rich with formal programs and majors in colleges of journalism and mass communication in higher education institutions (He & Xie, 2009).

In 1980s, public relations education took the form of training programs in which those with public relations knowledge were invited to give workshops, seminars, and lectures in China (Chen, 1994). The first public relations program at the college level was offered by Shenzhen University in September 1985 (He & Xie, 2009). Subsequently, public relations became a compulsory course in majors of administration management, business management, marketing, advertising, and journalism (He & Xie, 2009). At the First National Public Relations Seminar, it was recommended that "the Chinese Ministry of Education should appoint a few leading universities to offer public relations courses, recruit public relations majors, develop teaching/learning outlines, write teaching materials and textbooks, and set up master's and even doctoral programs in public relations" (Chen, 1994, p. 16). Later on, the Ministry of Education approved the inclusion of public relations into curricula of universities as well as distance education in 1989 (Chen, 1994). Following the trend, "more than 300 universities, including Fudan

University, Zhongshan University, Lanzhou University, Shanghai International Studies University, and Hangzhou University, introduced public relations into their curricula" (He & Xie, 2009, p. 2). Thus, formal and systematic education came into being in China.

He and Xie (2009) noted that public relations education in China is multi-dimensional to encompass four elements: amateur training programs, correspondence courses, full-time education, and formal education in universities. Similarly, Chen and Culbertson (2003) stated that China's public relations education is diverse because it is offered in various departments such as journalism, mass communication, speech and interpersonal communication, and in interdisciplinary programs. Meanwhile, it is offered in 4-year baccalaureate-degree programs, in 2-year technical colleges, and through distance learning.

However, Chen and Culbertson (2003) identified that China's public relations educators make great efforts to strike a reasonable balance between theory and practice. Meanwhile, Confucius and other classic Chinese philosophers, focusing on long-term interests and on respect needed to build lasting relationships, tend to get more attention than Western perspectives "because they suggest a need for caution and compromise in searching for win-win solutions" (p. 34). In addition, scholars (Chen, 1994; Chen & Culbertson, 2009) found that, due to the lack of practical experience, many of China's public relations educators rely on guest speakers through exchange programs and contact with Western countries where public relations education is well established.

Curriculum and textbooks. In the 1980s, public relations training classes in China usually included public relations principles, public relations practice, publicity writing, advertising, and interpersonal communication (Chen, 1994). In 1992, Sam Black, the

former president of IPRA, commented that China's public relations curricula seemed to follow the recommended pattern by IPRA, which seemed consistent with American curricula. And both of these curricula emphasize the importance in developing broad-based backgrounds in philosophy, business administration, and diverse social-science disciplines (Chen, 1994). More specifically, Chen (1994) found that public relations courses in China commonly emphasize communication. She concluded a typical sequence of public relations courses in China:

> Public relations principles, public relations practice, case studies, and writing for public relations. Organizational communication, environmentally study, mass communication, marketing, modern management, English, interpersonal communication, psychology, speech making, and advertising often are required courses. Students majoring in public relations are encouraged to minor in political science, psychology, management, and other social science fields. (p. 17)

At China's Second National Seminar on Public Relations Education of Colleges and Universities (1991), speakers acknowledged improvement in China's public relations curricula. They suggested that substantial flexibility and diversity is important in using available resources in an efficient way. At the same time, many observers praised the growing number of foreign visiting professors and practitioners lecturing at Chinese colleges and universities (Chen, 1994).

Public relations textbooks are diverse in China. Chen (1994) noted that many instructors produce their own materials. She found that the textbook, *the Study of Public Relations*, published in 1991 and co-written by 16 leading public relations educators, is China's most comprehensive public relations textbook. It covers topics such as the

definition and features of public relations, history, and functions of public relations. In 1993, a case-study book of Chinese and Western benchmark cases, co-written by professors from 18 universities, was published and is still widely used (Chen, 1994). Other teaching materials include translations of books by Western scholars. Among translated texts, the most popular is *Effective Public Relations* written by Cutlip, Center, and Broom. Chen (1994) also found that the Chinese International Public Relations Association (CIPRA) welcomes permission to translate texts where royalties can be waived.

Implications. Although China has established a formal and systematic public relations education, there are still many problems to be solved regarding curricula and textbooks. First of all, although textbooks are improving, satisfactory ones for China's public relations education are still in short supply (Chen, 1994). Some problems in public relations education in Asia also apply to the situation in China. According to Freitag and Stokes (2009), only a few countries are represented in research and scholarship about public relations in Asia, and the United States and the United Kingdom still host the majority of international scholarship. As a result, students in Asia lack local examples of case studies which focus on successes and failures of various public relations strategies within the complex social and cultural context in Asia. Similarly, Chen (1994) suggested that textbooks should include Chinese examples and should consider Chinese culture. Secondly, Chen (1994) implied that a theoretical perspective should be taken because most existing Chinese public relations studies ignore theory development, focusing instead on practical applications. Finally, Molleda and Laskin (2005) proposed international collaboration among authors in developing public relations theory and

scholarship to help students gain a fuller picture of the complexities and challenges of global public relations.

Research Objectives

The purpose of this study was to investigate how global public relations education and multiculturalism are demonstrated in China's public relations education through an exploration of current Chinese public relations textbooks. Meanwhile, this study examined the extent to which China's public relations education has taken a cultural perspective. It also examined the extent to which China's public relations education has adopted a Western perspective in its textbooks. Theoretical implications of this study produced perceptions of globalization and multiculturalism in China's public relations education, which could improve the building of a comprehensive body of knowledge in global public relations.

Research Questions

To explore the purpose of this study, the following Research Questions (RQs) were addressed:

RQ1:   How do Chinese public relations textbooks describe the current state of public relations education, in China and in the world?

RQ2:   How has China's public relations education adopted Western perspectives in its textbooks?

RQ3:   How have Chinese public relations textbooks demonstrated the need to cultivate public relations practitioners and scholars who are able to conduct and study global public relations within a multicultural context?

RQ4:   How has China's public relations education adopted different cultural

dimensions in its textbooks?

RQ5:   How have Chinese public relations textbooks discussed extending global

public relations research theoretically?

RQ6:   According to Chinese public relations textbooks, what factors, if any, will

contribute to the differences of public relations education in China and in the

United States?

Chapter III

METHODS

Methodology

As the purpose of this study was to explore something that has had little previous investigation, data was collected and analyzed with qualitative methods for a wide range of responses to the research questions. Qualitative approaches help to understand a process or phenomenon in exploratory research (White & Raman, 2000). According to Lindlof and Taylor (2002), qualitative research seeks to "preserve and analyze the situated form, content, and experience of social action, rather than subject it to mathematical or other formal transformations" (p. 18). In addition, qualitative data "are a source of well-grounded, rich descriptions and explanations of processes in identifiable local contexts" (Miles & Huberman, 1994, p. 1). They "derive fruitful explanations" and "help researchers to go beyond initial conceptions and to generate or revise conceptual frameworks" (Miles & Huberman, 1994, p. 1). As the purpose of this study was to explore how concepts of multiculturalism and global public relations are manifested or embedded in China's public relations textbooks, a qualitative approach was appropriate to more fully understand these phenomena.

Method

Specifically, I employed qualitative content analysis to explore the purpose of this study. Content analysis is an appropriate method to study the characteristics of language and communication (Mariampolski, 2001; Tesch, 1990). According to Harwood and Garry (2003), "content analysis is a method for analyzing the content of a variety of

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data.… It enables the reduction of phenomena or events into defined categories so as to better analyze and interpret them" (p. 479).

To ensure the validity of the study, I collected data from extensive sources with a consistent use of qualitative content analysis. Validity relies on "whether a research instrument is accurately reporting the nature of the object of study" (Lindlof & Taylor, 2002, p. 238). As the purpose of this study was to explore global public relations in Chinese textbooks, this approach allowed me to collect a wide range of data from various sources. Therefore, based on an extensive collection of data, I was able to build a relatively valid and representative scheme of categories for the purpose of this study.

Data Collection

Originally, I planned to include 25 Chinese public relations textbooks for higher education as data for this study. However, a pilot study conducted prior to data collection informed me that the total number of prevalent Chinese public relations textbooks that are qualified as my data sources was very limited. The pilot study will be explained later in this chapter. Consequently, despite limitations of time and total number of qualified Chinese public relations textbooks, I was able to include 20 Chinese public relations textbooks eventually, 14 of which are written by Chinese public relations educators while the rest six are translated from Western texts. Specifically, the units of analysis consisted of relevant chapters or sections extracted from these Chinese textbooks for my research objectives.

To ensure the inclusion of a representative sample of high-quality textbooks, I employed purposive sampling in several ways to collect data for this study. According to Frey, Botan, and Kreps (2000) purpose sampling is the way to non-randomly select

respondents based on a particular characteristic. Applying purposive sampling to this study, I browsed over contents of a large number of Chinese public relations textbooks, and selected those containing topics relevant to global/international public relations, culture, and multiculturalism/diversity. More specifically, triggering words of these topics are explained in the following section and listed in the coding scheme as potential themes to answer the research questions of this study.

Procedure

Overall, there were three steps to select the Chinese public relations textbooks for analysis in this study. First of all, I built a general list of textbooks. Then, I narrowed down the total number of textbooks according to several criteria of quality. Finally, I consulted with some personal contacts to build a qualified collection of data.

In the first step, I searched for public relations textbooks extensively on several Chinese bookstores online. In this step, a total number of 114 Chinese public relations textbooks were included as a general data pool. Then, to ensure that the textbooks I would use are qualified and widely used, I narrowed them down based on the credibility and reputation of their publishers, as well as an advice from two Chinese public relations professors.

In the second step, I searched online and compared several recent ranking lists of Chinese publishers[1] so I could find the most credible ones. Moreover, considering the socialist market economy in China, I automatically included several national, public-owned publishers that are regarded as prestigious, mainstream ones. More specifically,

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[1] These ranking lists of Chinese publishers can be found on the Chinese web page: http://wenku.baidu.com/view/88d6efb81a37f111f1855bb9.html

these publishers included People's Education Press, Foreign Language Teaching and Research Press, Higher Education Press, Beijing Normal University Publishing Group, and Shanghai Foreign Language Education Press. As an additional criterion, I searched for reviews and comments on Chinese public relations textbooks so as to remove the ones that are either not widely used or not regarded as good teaching materials.

On the other hand, I referred to the official *Directory for High School Graduates in Shanghai* (2011)[2] edited by Shanghai Municipal Education Commission [3] and published by Shanghai Ancient Books Publishing House. This directory provided a comprehensive list of China's universities as well as the majors they offer. Based on this directory, I was able to make a relatively full list of the universities that offer public relations majors in China. From the Web sites of communication schools in these universities, I was able to collect some information about the public relations textbooks that are used in these universities. Moreover, since some universities in China operate their own publishing houses and publish their own textbooks, I also searched on the Web sites of these publishing houses for prevalent public relations textbooks.

In the final step, I used personal contacts to ensure the construction of a representative and comprehensive list of Chinese public relations textbooks. Based on the information I obtained from the Web sites of communication schools, I emailed several professors who are teaching public relations courses in those universities, asked them about the public relations textbooks they are using. Also, I attached with the email a list

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[2] The Chinese name of this book is "2011 上海市普通高等学校招生专业目录."
[3] Shanghai Municipal Education Commission is established as one of the departments of the municipal government. It implements laws, regulations, rules and policies of education and conducts overall management of the education system in Shanghai. More information about this department can be found on the official site of Shanghai municipal government: http://www.sh.gov.cn/

of the textbooks I would like to study and invited their comments on it. Fortunately, two

professors in Shanghai International Studies University replied and advised me to keep

the textbooks approved as recommended teaching materials by the Chinese Ministry of

Education. Meanwhile, I contacted three friends of mine, who are studying

communication in Chinese universities and asked them about the Chinese public relations

textbooks used by their teachers. However, their responses either overlapped with the

information from communication school Web sites or with the professors'

recommendations.

In these ways, I was able to form a relatively qualified list of Chinese public

relations textbooks. After that, I borrowed some of them from libraries or friends, and

bought the other ones from a bookstore online. Specifically, I copied the chapters and

sections relevant to my research objective as primary data for this study.

However, since my data were Chinese texts, I needed to translate them into

English to prepare for the following data analysis. To exclude my personal bias in the

process of translation, (a) I looked up in dictionaries and relevant publications to find

standard and equivalent terms between Chinese and English in the field of public

relations, and (b) regarding the translated textbooks, I tried my best to find their English

versions for the original expressions. However, some Chinese terms, especially those

related to Chinese traditional culture, were not easy to be translated, and these original

English books were not easy to find. Originally, I planned to ask my advisors, former

teachers, or friends who are proficient in both Chinese and English to review my

translations. However, I found that this method was not applicable because it would cost

a huge amount of time. In addition to my limited knowledge of translation, these factors

might result in a loss of meaning in the translation of those texts. To overcome this drawback, I included original Chinese expressions with my translations when answering my research questions and this will be explained in the next chapter.

At this time, I didn't provide any formal incentives to my personal contacts to thank them for their information and advice. However, I sent them cards of thanks and offered to send a copy of the final report if they are interested in my research.

Data Analysis

I conducted an inductive method of construction regarding data analysis for my study. In this approach, "data slowly resolve into concepts and specific research proposition through the investigator's own increasing skill at understanding" (Lindlof, 1995, p. 56). This inductive approach is different from deduction, where the structure of analysis is constructed based on previous knowledge with the purpose of testing and showing evidence of the existent structure (Kangäs & Vanhanen, 1999). Lauri and Kangäs (2005) recommended that inductive approach would be appropriate when the knowledge of a phenomenon is either fragmented or non-existent. As the purpose of this study was to explore something with little previous investigation, I employed this inductive method and let my data guide me to find answers to the research questions (White & Marsh, 2006).

Specifically, I analyzed my data using a quasi-grounded theory. The grounded theory stresses inductive and iterative analysis (Glaser & Strauss, 1967). Potter (1996) noted that this analytical technique "directs researchers to look for patterns in data so they can make general statements about the phenomenon they examined" (p. 151). Furthermore, "the procedures of grounded theory are designed to develop a well

integrated set of concepts that provide a thorough theoretical explanation of social phenomena under study" (Strauss & Corbin, 1990, p. 5).

However, rather than totally generated from my data, themes in data analysis for this study were partially based on previous literature. Therefore, what I employed to analyze my data was a quasi-grounded theory. In this process, I conducted the constant comparative method of qualitative analysis (Glaser & Strauss, 1967; see also Strauss & Corbin, 1990). Bryant and Charmaz (2007) defined constant comparison as a "method of analysis that generates successively more abstract concepts and theories through inductive processes of comparing: (a) data with data, (b) data with category, (c) category with category, and (d) category to concept" (p. 607). They emphasized that the process of constant comparison would enable the theoretical categorization of data as well as the development of theoretical frameworks through saturation of coding categories.

Then, I was engaged in several rounds of coding. According to Rubin and Rubin (1995), coding is the process to group research data into "categories that bring together the similar ideas, concepts, or themes" (p. 238). Specifically, I conducted (a) reviews of relevant literature, (b) open coding of data, and (c) focused coding of data. Firstly, I built a coding scheme of potential themes based on my research questions and reviews of relevant literature. After that, I conducted open coding. In this process, I browsed over each Chinese public relations textbook included in this study to mark key phrases and text segments corresponding to my research questions, as well as made note of important but unexpected concepts (White & Marsh, 2006). Meanwhile, I tagged and marked relevant chapters and pages with stickers noted with relevant triggering words. These triggering words were either based on my coding scheme of potential themes, or

generated from the actual content of the text. Finally, I used constant comparison method in the focused coding of data. I compared categories and constructs, looked for diversity of ideas and concepts, and finally synthesized and integrated my data into categories incisively and completely (Lindlof & Taylor, 2002).

As mentioned earlier, since the sources of data in this study were Chinese public relations textbooks, I extracted relevant texts for data analysis and translated them as responses to my research questions. In addition, to differentiate the origins of ideas examined in this study, those identified in translated textbooks were categorized as borrowed ideas from the West, while those identified in local textbooks were grouped as Chinese educators' ideas.

However, White and Marsh (2006) suggested that in the coding process, researchers not only search for "confirming evidence of emerging construct(s) but also … (for) disconfirming evidence that needs to be considered" (p. 37). Thus, to keep track of emerging ideas, I used a coding scheme to form a relatively comprehensive list of themes for analysis.

The Coding Scheme

In a coding scheme, data unites are identified, recorded, categorized, compared and contrasted among each other to reach some conclusion about the content (Collis & Hussey, 2003; Harris, 1996). In this study, I designed a coding scheme to record and keep track of developing concepts and emerging models of relationships with an inductive approach (White & Marsh, 2006). Prior to data collection, I had built some potential categories in the coding scheme based on my research questions and literature review (Carson, Gilmore, Perry, & Gronhaug, 2001). These potential categories included state of

public relations education, Western perspective of public relations education, multiculturalism in global/international public relations, global public relations research, and culture and public relations. In order to operationalize these themes, I identified some key words for each category. Specifically, these categories would be triggered by:

- State of public relations education: "public relations education," "programs," "degrees," "universities," "colleges," "teachers", "students," "textbooks," and "curriculum/curricula";

- Western perspective of public relations education: "European/Western/American/U.S. public relations education," "European/Western/American/U.S. textbooks," "European/Western/American/U.S. scholars/professors," and "European/Western/American/U.S. curriculum/curricula" Any other concepts appearing in translated texts;

- Multiculturalism in global/international public relations: "multicultural(ism)," "multinational," "cultural differences," "cultural assimilation," "globalization," "international," "foreign," and "global practice";

- Global public relations research: "global research/study," "global theory development," and "global/international/foreign scholars/professors/researchers";

- Culture and public relations: "culture dimensions," "power distance," "insider/outsider," "collectivism," "*guanxi*," "face (*mianzi*)," "favor (*renqing*)," "family," "masculinity," "long-term orientation," "Chinese traditions/values/beliefs," "classic idols," and "Confucius."

However, as there is little previous investigation regarding the purpose of this study, these potential categories in the coding scheme were tentative and exploratory. I refined them as the coding process guided me to conclusions. Thus, I was able to "discover other themes, concepts, and ideas and designate new coding categories to include them" (Rubin & Rubin, 1995, p. 228). On the one hand, I noted and marked emerging concepts and themes directly. On the other hand, I made efforts to read between lines, synthesized and made notes of related concepts underlying the surface of those texts. This data analysis process was conducted with the constant comparison method I have mentioned above, and resulted in a list of themes in the coding scheme.

According to Lindlof and Taylor, the process of data collection and data analysis usually ends up with "whole 'families' of codes that help the analyst reach into diverse data sets for exactly what he or she is seeking" (p. 216). To reach saturation (e.g., Janesick, 2000; Lindlof & Taylor, 2002; Taylor & Trujillo, 2001), I analyzed and reanalyzed the data until I was no longer surprised by anything I had found. After data had been grouped into categories incisively and completely, I analyzed and drew my conclusions from these categories and their relationships. The final categories were divided into two general groups: local texts and translated texts, both of which included four themes: culture, international public relations, China's public relations, and Western ideas. A comprehensive list was constructed after this data analysis (see Appendix A for the coding scheme).

Pilot Study

To ensure successful data collection and analysis, I did a pilot study beforehand using two Chinese public relations textbooks to test my methodology. *Public Relations*

(2011) is written and edited by D. P. Li, a local public relations educator in China, published by Higher Education Press in Beijing. *Excellence in Public Relations and Communication Management* (2008), is written by J. E. Grunig, translated by W. M. Wei, and published by Peking University Press.

I browsed over these books to find direct and indirect discussions of the concepts relevant to global public relations, multiculturalism, and cultural dimensions. As a result, I found in both textbooks some conceptualization of multiculturalism and globalization in the development of public relations as an industry. As for cultural dimensions, I was able to discern some indirect conceptualization of power-distance embedded in subordinates' relationships with leaders and government relations as a function of public relations in the local textbook. Unfortunately, I didn't found any incisive or comprehensive discussion of cultural dimensions in this textbook. Nevertheless, there was a chapter discussing cultural dimensions and their relationships with public relations in the translated textbook. (See Appendix B for Pilot Study Results)

This pilot study informed me about the potential scarcity and shortage of direct discussion of cultural dimensions in local public relations textbooks in China. Moreover, it also suggested that the inclusion of introductions of public relations textbooks would be far from enough to find my desirable data. Therefore, I decided to change my data sources from only the contents of textbooks to the whole textbooks. Also, I narrowed the total number to 20 textbooks as my data sources, and collected data from chapters, sections, and paragraphs that were relevant to my research objectives. Moreover, I tried to read between lines in order to discover the concepts that I would like to examine in this study.

Personal Interest in Study

I came to know public relations when I had a short internship in a small Chinese public relations agency that advocated global strategies with local practice. I worked as a first-level technician, writing news release drafts and conducting daily environment monitoring. That was the time I began to be interested in global public relations. However, the lack of knowledge of the public relations field motivated my decision to further my study in the United States. While studying public relations as a graduate student in the University of Houston, I often thought about the differences and similarities of public relations between China and the United States with a global perspective. Education can significantly influence a person's way of thinking and prepare him/her for a successful career with professional knowledge and practical skills. As for me, public relations education plays a similar role, and even goes beyond these goals. I believe it also contributes to promoting and shaping every aspect of public relations as a developing industry nowadays. In this particular study, I was interested to discern whether China's public relations education has taken a global perspective, and how it has adopted experiences from other countries for its own specific objectives. Therefore, I decided to study this topic so as to answer my questions and get an in-depth understanding of public relations education.

Chapter IV

RESULTS

Summary of Texts

A total of 20 Chinese public relations textbooks were investigated for this study. The majority of these textbooks (14) were written by Chinese public relations educators while the rest (6) were translations from the West. Most of the local textbooks (13) were officially approved teaching materials for quality higher education programs. Specifically, the second and the third editions of one local textbook were included at the same time because the latter edition showed some differences from the former one and the latter edition removed a chapter about public relations writing. Regarding the translated textbooks, half of them (3) were from a collection of translated public relations books in China, called *the Public Relations Collection*[4]. Four of the translated textbooks were written by American authors, while the other two were from a British author. In total, these textbooks covered several fields of study including public relations principles, public relations campaigns, public relations management, public relations theories and practice, and case studies. These textbooks were not only used in departments of communication, but also in departments of management and business administration.

All of the textbooks were published between 2008 and 2011 except one in 2002. Publishers of these books included Peking University Press, China Renming University Press, Tsinghua University Press, Higher Education Press, Fudan University Press, China

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[4] This collection was published by Peking University Press and included six translations of Western publications: *Corporate Communication: Principles, Techniques and Strategies, Creativity in Public Relation, Online Public Relations, Public Relations in Practice, Running A Public Relations Department*, and *Risk, Issues and Crisis Management*.

Economic Publishing House, Huaxia Publishing House, Dongbei University of Finance and Economics Press, China Machine Press, and Economic Science Press.

Generally, about 420 pages were extracted and copied from the Chinese textbooks as the sample for analysis in this study. Specifically, the units of analysis were relevant chapters or sections extracted from these pages. Overall, 16 sections from 11 textbooks were about the state of public relations education in China and in the United States, 15 sections from 12 textbooks were about the adoption of Western perspectives in China's public relations education, three chapters and five sections from six textbooks were analyzed to examine culture in China's public relations, and five chapters and 11 sections were studied regarding global public relations research and practice.

Summary of Results

The data I collected reveals Chinese public relations educators' understanding of current education and practice of global public relations. Also, the results describe the adoption of Western ideas and concepts in China's public relations education. In addition, the results offer insight about the relationship between social culture and public relations. In the following section, I will discuss these findings in detail. I will also discuss an additional finding regarding the general structure of Chinese public relations textbooks. The results are organized according to themes that answer my Research Questions.

In the following sections, I used abbreviations of textbooks' names to indicate sources of quotes when exemplifying different themes. Since some textbooks share the same English name or abbreviation, some abbreviations may be followed by a number to be differentiated from one another. To indicate the types of textbooks, I identified

translated textbooks as such. Please see Appendix C for a full list of names and corresponding abbreviations of the textbooks for this study.

Research Question 1: Current State of Public Relations Education

This research question asked, *how do Chinese public relations textbooks describe the current state of public relations education, in China and in the world?* Instead of a worldwide view, nearly all of the textbooks focused on public relations education in China and/or the United States. As established in the literature review, there are similarities and differences of public relations education between China and the United States. This understanding may give some insight on the development of global public relations and multiculturalism in these two countries. Therefore, this section will address *public relations education in China* and *public relations education in the United States*.

Public Relations Education in China

Most of the local textbooks had a chapter or at least a section discussing the overall development of public relations in China. To better understand the background of public relations education in China, this section will begin with *introduction and development of public relations in China*. Then, discussion of public relations education will cover *China's public relations education system*, *Chinese public relations teaching materials*, *public relations research and study in China* and *problems and solutions in China's public relations education*.

Introduction and development of public relations in China. The majority of the local textbooks mentioned that public relations was introduced into China as a department within foreign companies or Sino-foreign joint ventures in the early 1980s in some coastal cities such as Shenzhen and Guangzhou. Two textbooks (*PR1*, 2011; *PR:*

TPT2, 2010) identified three stages in the development of China's public relations: introduction (early 1980s-middle 1980s), expansion (late 1980s), and maturation (early 1990s-present). In regards to the introduction stage, the authors of *PR: TPT2* (2010) noted that:

> 公共关系作为一种经营管理技术，首先在一批中外合资企业和外商独资企业中出现。……公共关系在中国发展的引进萌芽时期主要是把国外的公共关系思想、实践经验以及某些具体做法引入中国，但由于当初人们对公共关系的了解和认识还仅限于表面现象，因此开展的公共关系活动多采取简单照办或模仿外国的做法。(p. 43)[5]

> During the introduction stage, public relations was introduced and practiced as a management skill in foreign companies and Sino-foreign joint ventures in some open cities.… In this stage, China was importing the concept of public relations, practical experience and skills from foreign countries. However, there was only a superficial understanding of public relations in China, and most public relations activities were blind imitations of foreign ones. (*PR: TPT2*, 2010, p. 43)

As for the expansion stage, most local textbooks mentioned that China's reform and opening-up in its political and economic activities with other countries, along with a developing socialist market economy, had paved the way for public relations' rapid expansion. *PR1* (2011) and *PR: TPT2* (2010) noted that in this stage, a number of public relations companies, institutions, and training programs were established in some big cities. Meanwhile, public relations research and study commenced.

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[5] There might be unavoidable loss of meaning in the translation of some texts, especially of concepts and definitions. Therefore my advisor and I decided to quote original Chinese texts as references followed by my translations. This method was also applied to most of the following quotes in this chapter.

In regards to the maturation stage, *PR1* (2011) attributed public relations'
development to six factors:

第一，中国的公共关系事业得到党和国家领导人的关注。⋯⋯ 第二，公共关系的实践活动
从自发走向自为、从盲目走向自觉、从照搬走向自主创造。⋯⋯ 第三，公共关系的教育培
训日趋成熟。⋯⋯ 第四，理论研究日趋深入。⋯⋯ 第五，1998 年，经原国家劳动和社会
保障部批准，公共关系职业载入"国家职业分类大典。"⋯⋯ 第六，公共关系市场和各个
高校专业公司长足发展。(pp. 55-57)

First, the Communist Party of China (CPC) and the state leaders are paying more
attention to the public relations industry…. Second, public relations practice is
changing from blind imitations to be creative activities…. Third, public relations
education is more professional, systematic and standardized…. Fourth, there are
more in-depth research and study…. Fifth, public relations has been approved as a
formal profession by the national labor and social security ministry…. Sixth, a
nourishing market had been established for public relation's development. (*PR1*,
2011, pp. 55-57)

China's public relations education system. PR: TPT2 (2010) noted that public

relations education was born when the department of labor in Shenzhen[6] set up a public

relations training program in January 1985. Several textbooks mentioned that China's

public relations education started to thrive in the late 1980s after public relations was

included in the curricula of China's higher education. Along this line, *PPR2* (2010)

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[6] The department of labor in Shenzhen is a governmental organization administrating and supervising
human resources within this area. Shenzhen is a major city of Guangdong Province in Southern China. This
area was China's first and one of the most successful economic zone made possible by rapid foreign
investment since late 1970s. Shenzhen is one of Chin's fastest-growing cities in manufacturing, service
industries, and sea transportation after Shanghai and Hong Kong.

recognized the vigorous development of public relations in China's universities as follows:

> 1985 年 9 月，深圳大学传播系率先创办了国内第一个公共关系专业。同年，复旦大学新闻系也专门开设了公共关系课程。在以后的几年中，中国科技大学、同济大学、中国人民大学、中山大学、杭州大学、国际关系学院、兰州大学、中南财经大学等高等院校相继开设了公共关系课程。(p. 46)

> Shenzhen University established China's first major of public relations in its communication school September 1985 and Fudan University started to offer public relations courses in journalism in the same year. In the following years, public relations courses were opened in many universities including University of Science and Technology of China, Tongji University, Zhongshan University, Hangzhou University, University of International Relations, Lanzhou University, and Zhongnan University of Economics and Law. (*PPR2*, 2010, p. 46)

Moreover, *IPR* (2010) noted that in 1987 the State Educational Commission had required to include a public relations course in the majors of administrative management, industry management, business management, tourism, marketing, advertising, and journalism.

According to *PR1* (2011), the form of China's public relations education developed from popular lectures to quality education, from certificate-oriented education to undergraduate and postgraduate education, and from short-term vocational training to systematic and standardized life-long career development. To summarize the characteristics of China's public relations education, the author of *PPR2* (2010) highlighted that:

归结起来，这些公共关系专业的课程设置无非是走两条路，一为传播，二为管理。这与国际上近年来公关教育的发展是接轨的。值得注意的一个现象是，国内有些高校虽未设置公关本科专业，但通过其它专业附属的公关方向培养公关人才，也取得了很好的效果…… 更为重要的是，公关方面课程为很多其它专业学科所吸纳，尤其是在研究生层面，不少 MBA、MPA 课程中均有公共关系的内容，而这恰恰是国际公关教育界多年来一直孜孜以求的目标。(p. 47)

In summary, the curriculum of public relations focuses on either communication or management, which keeps up with the worldwide development of public relations education. Although some universities in China do not offer public relations majors, they still cultivate talents of public relations in other majors such as journalism and management…. More importantly, public relations courses have been included in many other majors, especially in postgraduate programs such as MBA and MPA, which fits neatly to the goal of public relation education. (*PPR2*, 2010, p. 47)

Chinese public relations teaching materials. Two textbooks (*PR1*, 2011; *PR: TPT2*, 2010) mentioned Chinese public relations teaching materials when discussing China's public relations research and study. Similarly, they voiced that *The Art of Image-building: An Introduction to Public Relations* (1986)[7], edited and published by Chinese Academy of Science, was one of the earliest comprehensive publications about public relations theories and practice. Also, these textbooks noted that in the late 1980s, foreign public relations books were translated and used as textbooks in China. For example,

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[7] The English name of this textbook has been provided. Its Chinese name is "塑造形象的艺术——公共关系学概论."

Frank Jefkins's *Public Relations* and Scott M. Cutlip, Allen H. Center, and Glen M.

Broom's *Effective Public Relations* were translated and published in 1989 in China.

Along this line, *PR1* (2011) suggested an expansion of public relations

publications in China. Specifically, it noted that from 1996 to 2004, there had been over

1,000 publications on public relations, including treatises, textbooks, reference books,

and translations. Similarly, *PPR2* (2010) described this expansion in a more detailed way:

据粗略统计，包括教材、专著、译著、案例、手册、辞典、论文集在内的各种公共关系著

述不下 500 种，范围涉及公关理论、公关策略和招数、公关传播媒介、公关语言、公关礼

仪、公关实务、公关调查、公关策划和公关心理学等各个方面。(p. 47)

It is estimated that there have been more than 500 kinds of Chinese publications

on public relations, including textbooks, treatises, translations, case studies,

handbooks, dictionaries, and essay collections, covering fields of public relations

theories, public relations strategies and techniques, communication media in

public relations, rhetoric in public relations, manners in public relations, public

relations practice, research in public relations, public relations planning, and

psychology in public relations. (*PPR2*, 2010, p. 47)

Public relations research and study in China. In all, the textbooks looked at the

research and study of public relations with a historical view. For example, *PR1* (2011)

commented that China's public relations research and study entered an exploration stage

after the First National Seminar on Public Relations Higher Education[8] in 1989 and the

First National Seminar on Public Relations Theories[9] in 1990. Also, it noted that in the

1990s, different schools appeared and focused on different research areas such as image,

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[8] The Chinese name of the seminar is "第一届全国高校公共关系教学研讨会."
[9] The Chinese name of the seminar is "第一届全国公共关系理论研讨会."

coordination, communication, or management in public relations. Regarding its future development, the textbook indicated that China's public relations research and study is expected to have a wider horizon and develop towards the leading edge of global public relations research.

Problems and solutions in China's public relations education. When addressing the future development of China's public relations, *PR: TPT2* (2010) summarized several problems and solutions related to China's public relations education. Firstly, those in the public relations field tend to focus on practice, rather than the study of public relations theories and lessons from public relations practice, which indicates a loose link between theory and practice. Secondly, many Chinese public relations scholars tend to take in Western public relations theories without considering or analyzing specific conditions such as politics and people in China. Thirdly, a large number of Chinese people still misunderstand public relations as personal relations or "*guanxi*," which tends to generate a bias on public relations practitioners. Finally, many public relations practitioners have not received professional education. Professionals, especially consultants and strategists, are in critical short supply.

As for solutions to these problems, *PR: TPT2* (2010) focused on China's local situations and professional education. Firstly, China's public relations should adopt and apply Western theories and concepts according to specific conditions in China. Meanwhile, China's public relations should reveal Chinese characteristics, including China's political and economic systems, and traditional cultures. Secondly, China's public relations education should have multiple levels to satisfy diverse needs in public

relations research and practice. Finally, occupational certification of higher quality is expected to strengthen the professionalism of public relations practitioners.

Public Relations Education in the United States

Most public relations textbooks discussed public relations in the United States in a historical aspect of public relations, and this topic will be visited in the next research question. Accordingly, these textbooks agreed on the fact that public relations education was born in the United States. To better understand how Chinese textbooks described current public relations education in the United States, this section will be further categorized into *specialization of public relations education in the United States*, *public relations curriculum and textbooks in the United States*, and *public relations research and study in the United States.*

Specialization of public relations education in the United States. Most of the textbooks mentioned that public relations education emerged in 1920s in the United States. According to *PR1* (2011), after Edward Bernays opened the first public relations course in 1926 in New York University, public relations education started to thrive. Meanwhile, it noted that the establishment of the first public relations department in 1947 in Boston University symbolized a new era in public relations education. According to *PR1* (2011), public relations courses were offered in more than U. S. 400 universities in 1985.

Regarding the professionalism process in public relations education, *EPRCM* (2008, translated) first differentiated between a profession and an occupation in the understanding of public relations. It commented that Public Relations Society of America (PRSA), established in 1947, was created to build a professional image of public relations.

In addition, professionalism was promoted by following creations of PRSA's Code of Ethics and Accredited Public Relations (APR). Also, it noted that this process was furthered with the help of Association of Education in Journalism and Mass Communication (AEJMC), which approved the establishment of the Commission on Public Relations Education and the later Commission on Graduate Study in Public Relations and the Commission on Undergraduate Public Relations Education in the United States. These commissions aimed to investigate factors influencing public relations education so as to make recommendations on how to change and improve the field.

Public relations curriculum and textbooks in the United States. Only *EPRCM* (2008, translated) mentioned the design of public relations courses in the United States. Specifically, it revealed that the Commission on Graduate Study in Public Relations (1985) had attempted to build a curriculum covering five areas:

1. 理论和研究，包括研究方法和传播学理论；

2. 与可应用于公共关系的沟通过程相关的内容；

3. 公共关系管理，包括三门必修的课程（公共关系原理、实务和理论，公共关系管理，公共关系项目规划和实施）和一门专业选修课；

4. 企业公共关系、政府公共关系等研究方向的课程；

5. 论文写作。(p. 346)

1. Research and theory, including research methodology and communication theories;

2. Communication concepts and skills from other disciplines that are applicable to public relations;

3. Public relations management including three required courses and an elective course (courses covered principles of public relations, public relations theory and practice, public relations management, and planning and managing public relations projects);

4. Public relations in specific fields such as corporate public relations and government public relations;

5. And a thesis. (*EPRCM*, 2008, translated, p. 346)

In addition, *EPRCM* (2008, translated) mentioned that the later Commission on Undergraduate Public Relations Education (1987) proposed a curriculum model containing five specific courses with "public relations" in their titles. It also addressed some suggestions the commission gave on building a good public relations curriculum:

> 对于学士学位的毕业生，至少应该有 54%的学分是关于人文和社会科学课程的，而专业取向的基础课程学分应不超过总学分的 25%。在这 25%中，至少有一半的学分是公共关系方面的课程。…… 所推荐的公共关系本科课程设置包括：（1）专业基础教育，重点放在技术与技能、组织历史与现状、沟通过程与结构上；（2）公共关系教育，重点放在公共关系原理和理论、沟通原理及其在公共关系实践中的应用、战略规划和评估性调研、与目标设定和项目实施相关的管理原则、专业实习等方面。(p. 348)

For undergraduate students, at least 54 percent of credits should be grounded in liberal arts and social sciences, and 25 percent on the major. And more than half of the 25 percent should be about public relations.…Recommended public relations courses included: (1) fundamentals in communication focusing on techniques and skills, history and current state, and the communication process,

and (2) public relations knowledge of theory and practice, strategic planning,

management of programs, and an internship. (*EPRCM*, 2008, translated, p. 348)

The Chinese textbooks have rarely mentioned U. S. public relations publications in a

systematical way. Rather, several books received special attention. Specifically, a local

textbook (*MPR*, 2008) and a translated textbook (*PMPRC*, 2010) mentioned Ivy Lee's

Declaration of Principles (1906), which claimed "telling the truth" as a basic principle in

public relations. Also, both textbooks commented that Scott M. Cutlip, Allen H. Center,

and Glen M. Broom's *Effective Public Relations* (1952) was the "Bible" in public

relations in the United States. Additionally, most textbooks mentioned that Edward

Bernays' *Crystallizing Public Opinion* (1923) was the first academic work in public

relations, and that his later books, *Public Relations* (1925) and *Propaganda* (1928) had

greatly contributed to the knowledge of public relations theories and practice.

  Public relations research and study in the United States. Most of the textbooks

regarded public relations as a new field applying principles and theories from many other

academic disciplines such as communication, sociology, psychology, economics,

management, journalism, marketing, personal relations and advertising. Specifically, *PR5*

(2009) concluded that there are 10 types of public relations theories in three categories

with different focuses on relations, knowledge and behavior, and mass communication.

Additionally, *PR6* (2010) noted that besides the study of relationship, rhetoric was also

playing a significant role in public relations research and study.

  However, regarding public relations research and study in the United States, the

Chinese textbooks in this study often paid more attention to the historical development of

public relations in the United States and mentioned some representative theories and

models within their discussions of historical stages. This will be examined in the following research question.

<div align="center">Research Question 2: Adoption of Western Perspectives</div>

This research question asked, *how has China's public relations education adopted Western perspectives in its textbooks?* To explore this topic more accurately, I intentionally excluded translated textbooks regarding this question because a translated textbook was already an adoption from the West, and it would be inappropriate to mix them with local textbooks. Nevertheless, all of the local textbooks have borrowed or integrated some Western concepts and approaches to some extent when discussing public relations as an academic and professional discipline introduced to China. Specifically, I identified three distinguishable aspects that have been explained in a systematic way in those local textbooks. Therefore, this section will address *definitions of public relations*, *historical stages in the development of public relations*, and *communication theories and models in public relations*.

Definitions of Public Relations

Among the 14 local textbooks, 11 have a separate chapter or section explaining various ways to define public relations. Most of them began with a discussion of several categorized definitions which emphasized different functional aspects of public relations. However, two of them started with a chronological list of representative definitions coined by Chinese or Western scholars and associations. Despite this difference, most of them recognized the difficulty and controversy in defining public relations. And most of them provided a simplified or integrated definition of public relations at the end of their

discussions. To better understand how Chinese textbooks define public relations, this section will address *definitions based on functions* and *integrated definitions*.

Definitions based on functions. When defining public relations based on different functions, the majority of the local textbooks reviewed five functional definitions of public relations from the West:

1. 管理职能说：公共关系是一种特殊的管理功能，它在确定、建立和维持一个组织与决定其城堡的各类公众之间的互益关系。(*PR4*, 2011, p. 2)

2. 传播沟通说：公共关系就是一个组织为了达到与它的公众之间相互了解的确定目标，而有计划地采用一切向内和向外的传播沟通方式的总和。(*PR4*, 2011, p. 2)

3. 社会关系说：公共关系是我们所从事的各种活动，所发生的各种关系的同城，这些活动都是公众性的，并且都有其社会意义。(*PR4*, 2011, p. 3)

4. 咨询说：公共关系是一门艺术和社会科学。它分析趋势，预测后果，向机构领导人提供意见，履行一系列有计划的行动，以服务于本机构和公众的共同利益。(*PR4*, 2011, p. 3)

5. 形象描述说：公共关系是用传播手段塑造组织自身良好形象的艺术。(*PR:TPT2*, 2010, p. 3)

1. Management function: Public relations is a distinctive management function to establish and maintain beneficial relationships between organizations and significant publics (represented by Rex L. Harlow, S.M. Cutlip & A. Center, and IPRA); (*PR4*, 2011, p. 2)

2. Communication function: Public relations is the combination of all strategic communication methods that an organization use to disseminate information

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to its internal and external publics for mutual understandings (represented by

F. Jefkins and J. Marston); (*PR4*, 2011, p. 2)

3. Relationship function: Public relations is a generalized relationship in the

    society, established between organizations and publics through public

    relations activities, which are open to the public and have their own social

    meanings (represented by H.L. Chils and BIPR); (*PR4*, 2011, p. 3)

4. Consulting function: Public relations is an art and a social science, which

    analyzes environmental trends and provides organizational leaders with

    suggestions and advices on decision-making, in order to achieve mutual

    benefits of the organization and its public (represented by IPRA); (*PR4*, 2011,

    p. 3)

5. Image-building function: Public relations is an art of image-building, which

    helps to establish favorable images of organizations with communication

    methods (represented by related study findings from PRSA). (*PR:TPT2*, 2010,

    p. 3)

Integrated definitions. To approach public relations definitions in a different way,

PR1 (2011) introduced 19 representative definitions from Western or Chinese scholars

and associations, and *IPR* (2010) listed six representative definitions from the West.

Despite their different approaches to define public relations, most local textbooks

gave an integrated definition of public relations. Overall, these definitions agreed on a

communication and management function of public relations. Meanwhile, most of these

definitions recognized the goal of public relations as establishing and maintaining a good

relationship between the organization and its public in order to achieve the organization's

future development. Specifically, *PR4* (2011) emphasized an organization's two-way communication with both internal and external publics:

公共关系是社会组织为了生存发展，运用双向传播的手段来协调、改善组织的内外部关系，以期树立良好形象和取得公众的理解、支持与合作，并对组织形象的传播进行科学性和艺术化管理的一种社会活动。(*PR4*, 2011, p. 4)

Public relations is a social activity within which a social organization conducts two-way communication to negotiate and improve both internal and external relationships in order to build a good image and achieve understanding, support and cooperation from its public with the ultimate goal of survival and development. It is also a scientific and artistic way to communicate the organization's image to the public. (*PR4*, 2011, p. 4)

Historical Stages in the Development of Public Relations

Regarding the development of public relations, some local textbooks started from the ancient time, while some focused on the more recent decades. However, the majority of them shared the conceptualization of four stages in the development of public relations, and these stages were named by each era's characteristic or the leading figure(s). These stages were called (1) "to fool the public", or the Barnum stage; (2) "to tell the truth," or the Ivy Lee stage; (3) "to satisfy the public", or the Bernays stage; and (4) "to communicate in a two-way symmetry", or the Cutlip and Center stage.[10]

Communication Theories and Models in Public Relations

About half of the local textbooks introduced Western communication models, theories, and concepts applied in public relations. In all, these textbooks discussed

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[10] Chinese names of the stages: (1) 愚弄公众时期；(2) "说真话" 时期；(3) "投公众所好" 时期；(4) "双向对称" 时期.

specific applications of communication models to explain the communication process, while they utilized concepts, theories, and ideas from the excellence study to explain public relations practice. Therefore, to further explore how these textbooks adopted Western theories and models in public relations, this section will discuss *the communication process* and *public relations practice*.

The communication process. Seven local textbooks (*MPR*, 2008; *PRTP*, 2010; *PR2*, 2010; *PR4*, 2011; *PR5*, 2009; *PR6*, 2010; *TPR*, 2009) introduced several communication models to illustrate how people communicate, and thus how public relations practitioners can manage communication to achieve expected communication outcomes. In summary, these textbooks mostly discussed the following communication models:

> Lasswell's 5W communication model, which investigates who, says what, in which channel, to whom, with what effects in communication;
>
> Shannon and Weaver's linear/mathematical model of communication, which describes a communication process from an information source, to an encoder who sends a message, through a channel which may contain noise, to a decoder, and to the ultimate receiver of the message;
>
> Osgood and Schramm's interactive/circular model of communication, which is based on Shannon and Weaver's model and adds feedback and field of experience with a focus on interaction between senders and receivers.

Along this line, *PR6* (2010) also adopted Berlo's SMCR (source, message, channel, and receiver) model that represents a linear communication process. *PR6* (2010) noted that this model focused on individual characteristics of communication and the role of the

relationship between the source and the receiver as an important variable in communication.

Public relations practice. On the other hand, three local textbooks (*MPR*, 2008; *PRTP*, 2010; *TPR*, 2009) discussed Western communication concepts and theories more related to public relations practice. For example, they mentioned the gate-keeping theory, Lazarsfeld's two-step flow of communication theory with the concept of opinion leaders, the agenda-setting theory, and Klapper's selective exposure theory with three major concepts – selective attention, selective perception, and selective retention.

Regarding public relations theories, *PR2* (2010) and *PR4* (2011) showed exclusive attention and interest on the excellence study. *PR2* (2010) noted and explained three dynamically connected areas of public relations theories developed by Grunig and his fellows. Specifically, these areas of theories are represented by the situational theory of publics in the late 1970s, the four models theory in the mid 1980s, and the theory of excellent public relations in the mid 1990s.

Furthermore, *PR4* (2011) identified Jefkins' six steps in the practice of public relations, Martson's RACE (research, action, communication, evaluation) model, two-way symmetrical communication, the situational theory of publics, and roles of public relations in a brief discussion of the development of public relations theories.

Research Question 3: Globalization and Public Relations Education and Practice

This research question asked *how have Chinese public relations textbooks demonstrated the need to cultivate public relations practitioners and scholars who are able to conduct and study global public relations within a multicultural context?* Overall, most of the Chinese textbooks recognized that the globalization process had brought

significant influence on public relations. However, none of these textbooks addressed the need to cultivate practitioners and scholars who are equipped with the knowledge of multiculturalism in the practice and study of public relations. Moreover, most of them explored global public relations from a practical perspective, rather than from an academic or educational one. Thus, this research question was examined based on this practical perspective. And this section will address *the globalization process*, *the localization strategy*, and *globalized and localized public relations practice*.

The Globalization Process

Three translated textbooks and two local textbooks introduced and explained several causes and trends of globalization as the background for the development of global public relations. To explore the understanding of the globalization process in Chinese textbooks, this section will address a concept of *the global village* followed by *a call for global public relations*.

The global village. Three translated textbooks, (*EPR*, 2002, *PPR1*, 2008; *PRP,* 2008) recognized that globalization had widely taken place through innovative communication technologies in economy, politics, culture, and social activities. *PPR1* (2008, translated) and *PRP* (2008, translated) contended that new communication technologies had changed the world into a "global village," within which everyone is connected by satellites and the Internet. However, they didn't provide a specific definition of "global village." But along this line, *EPR* (2002, translated) introduced a concept of "supranational entity" functioning as a global connection. These supranational entities were defined as intangible, large digital communities segmented by and

established on shared interests rather than geographical locations or national boundaries.[11]

A call for global public relations. PRP (2008, translated) suggested that there is a need for global communication across regions, cultures, religions, and languages. In regards to global communication, *PR3* (2011) stated that public relations, along with its theories and communication skills, had become a "global language" that has been accepted by people speaking different languages from different cultures. Specifically, it noted that with the development of global corporations and communication networks, public relations was extending towards larger, diverse fields, which had generated the "climate" to conduct global public relations. On the other hand, *PPR1* (2008, translated) identified that public relations professionals who are able to conduct effective communication with knowledge of foreign cultures and traditions are still in short supply as the world becomes "smaller" in the sense of communication.

The Localization Strategy

Several textbooks referred to J. E. Grunig's idea of "think globally, act locally" (*MPR*, 2008, p. 17; *TPR*, 2009, p. 62) as a fundamental strategy in global public relations. Specifically, *TPR* (2009) described the need to use this strategy in global public relations as follows:

> 如何通过全球性、跨文化的传播形成全球性的共同意识、促进国际间的协调和合作、推动全球性问题的研究与解决，这是国际公共关系面临的主要任务。…… 公共关系传播管理的

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[11] The Chinese description of *supranational entity* is "超国家实体——把每一个可以想象得到的个人群体连接到一起。这些'电子小区'是建立在共同兴趣基础上的强大的、无形的小区，它们不与地缘结合或者也不包含国家的边界" (*EPR*, 2002, translated, p.190).

原则适用于各种文化、政治和经济体制，但是这些原则在不同的文化环境中的具体运用应

该有所不同。(p. 62)

The major task of global public relations is to create a common understanding of

global issues through cross-cultural communication, so as to promote negotiation

and cooperation in studying and solving these issues….The general principles of

public relations communication and management can be applied to diverse

cultures, and political and economic systems, but they should be practiced

according to different, local contexts of culture. (*TPR*, 2009, p. 62)

Regarding the application of this "think globally, act locally" strategy in practice, *PR4*

(2011) elaborated as follows:

实施全球化策略的时候要"大处着眼"，充分考虑到政治、经济、文化、发展水平、媒介

关系、公众现状、公共关系标准等因素；实施本土化执行时要"小处着手"，包括制定一

个适合本土执行的计划，充分运用本土的公共关系人力资源。(p. 66)

To think globally is to take into consideration influential factors including politics,

economy, culture, the level of social development, media relations, the public, and

standards of public relations. To act locally is to take advantage of local human

resources in the process of making practical plans under the local context. (*PR4*,

2011, p. 66)

Specifically, *PR4* (2011) suggested that there are two "shortcuts" for foreign corporations

to achieve effective communication in China. On the one hand, they can employ

experienced communicators with a profound understanding of Chinese culture. On the

other hand, they can employ sophisticated communicators who can manage

communication across diverse cultures. Along the same line, *MPR* (2008) suggested that

organizations using this strategy could (1) employ local communicators, (2) localize product design, (3) localize public relations activities, (4) localize advertising methods such as logos and slogans, and (5) localize methods to reach appeals of local public.[12]

Globalized and Localized Public Relations Practice

According to *PPR2* (2010), there are two kinds of global public relations based on the location of public relations activities. In other words, an organization communicates with foreign publics and carries out activities, either inside the country or in another country. However, most of the local textbooks with a separate chapter that assumed global public relations to be the primary practice, which takes place inside the country. Therefore, to explore how these textbooks understand globalized and localized public relations practice, this section will address *definitions of global public relations*, *goals, objectives and guidelines in global public relations*, *types of global public relations activities*, and *challenges of global public relations.*

Definitions of global public relations. Three specific definitions of global public relations were identified in the local textbooks. *PR6* (2010) referred global public relations to the communication activities targeting broad global publics. More specifically, *PR4* (2011), *PR: TPT1* (2009) and *PR: TPT2* (2010) defined global public relations the same way as follows:

> 国际公共关系是指一个社会组织，如政府部门、企业或事业单位等，在与他国公众的交往中，通过国际间各种信息传播活动，增进本组织与他国公众之间的了解和信任，维护和发展本组织的良好形象。(*PR4*, 2011, p. 272; *PR: TPT1*, 2009, p. 396; *PR: TPT2*, 2010, p. 356)

[12] The Chinese version of the text is: (1) 雇用东道国公众参与公共关系的一切运作；(2) 力求产品"出身"本土化；(3) 公共关系活动本土化；(4) 宣传作品本土化；(5) 宣传诉求本土化 (p.18).

In global public relations, an organization (e.g., a government department, a corporation, etc.) conducts cross-national communication with foreign publics with the aim to establish and maintain a good image of the organization, as well as to achieve understanding and trust from these publics. (*PR4*, 2011, p. 272; *PR: TPT1*, 2009, p. 396; *PR: TPT2*, 2010, p. 356)

Furthermore, *IPR* (2010) considered other factors such as organizational goals in its definition of global public relations:

国际公共关系是指各国政府和企业在国际政治、经济活动中开展的公关工作。具体说来，它是政府和企业在政治、经济、文化等国际交往的活动过程中，通过开展一系列有计划、有目的的活动，采用一定的传播方式在国际公众中树立其良好形象，取得国际公众的了解、支持和合作，从而实现自身目标的公共关系形式。(p. 270)

Global public relations refers to the communication activities a country's government or corporations conduct under a global political and economic context. Specifically, the government or corporation designs a series of activities to establish a good image, to achieve understanding, support and cooperation from its global publics, and to ultimately realize its organizational goals. (*IPR*, 2010, p. 270)

Goals, *objectives and guidelines in global public relations activities. PR4* (2011), *PR: TPT1* (2009) and *PR: TPT2* (2010) contended that global public relations aims to achieve a goal supported by specific objectives in different levels. The general goal is long-term and conforms to the organizational goal. Specifically, it was stated that the goal of global public relations in China is to communicate Chinese culture to the world,

to establish friendship with other countries, and to promote cooperative relationships in business and trade.

Then, short-term objectives are designed under the goal. In addition, each short-term objective is followed by several general objectives and special objectives. General objectives are the steps in carrying out activities to achieve a short-term objective, while specific objectives are public relations strategies to solve relationship issues in each step. In addition, these textbooks recognized the significance of the research on external and internal environment, social media, the public, and the organizational goal prior to setting goals and objectives.

However, several textbooks noted that global public relations should follow a set of guidelines when they make efforts to achieve their goals. More specifically, *PR4* (2011), *PR6* (2010), *PR: TPT1* (2009) and *PR: TPT2* (2010) proposed three general guidelines for global public relations practitioners. First of all, practitioners should take a global perspective when discerning changes and trends in global politics and economy, understanding global issues, applying modern science and technology, and learning latest research findings in public relations theories and practice.

Secondly, practitioners should pay attention to their publics' local characteristics, such as political systems, laws and rules, living standards, languages, traditions, religions and taboos. In this aspect, they should embrace these differences in human society and avoid personal prejudice. Finally, global public relations practitioners should follow principles of professional conduct and ethics in international codes. Specifically, these principles indicate openness and honesty in communication, respect of human rights, and social responsibility of practitioners.

Besides the above guidelines, *IPR* (2010) suggested that global public relations practitioners should consider the national interest as their priority and adhere to the openness of truth in practice.

Types of global public relations activities. PR4 (2011), *PR: TPT1* (2009), and *PR: TPT2* (2010) identified four groups of global public relations activities, including (1) negotiation, reception, and visit; (2) banquet, luncheon, wine party, and tea party; (3) world exposition, trade fair, and exhibition; and (4) press conference for foreign reporters, or invitations to celebrities to attend these activities. Meanwhile, these textbooks provided definitions, preparations and application, and possible problems of these activities with the goal of communicating Chinese culture to people from other countries. Moreover, they noted that global public relations activities could contribute to three organizational tasks: (1) establishing global communication networks; (2) managing relationships, planning activities, and establishing good organizational images; and (3) monitoring and analyzing changes in the environment.

Challenges of global public relations. Several textbooks mentioned that global public relations is confronted with various challenges. Specifically, *PR6* (2010) summarized three general challenges, which also reflected dispersed discussions in this aspect in other textbooks. First of all, diversity in culture and national conditions challenge global public relations practitioners when they select appropriate local communication agents as the liaison between the organization and its global publics. Moreover, it is a challenge to negotiate among different values and cultures to select appropriate topics and global issues in communication. Furthermore, since media could

play a significant role in connecting the organization and its public, it is a challenge to adopt the right media in global public relations to reach desired communication outcomes.

Research Question 4: Culture and Public Relations Education

This research question asked *how has China's public relations education adopted different cultural dimensions in its textbooks?* Overall, the Chinese textbooks in this study referred to a general social culture when discussing the relationship between culture and public relations. Specifically, a translated textbook (*EPRCM*, 2008) and a local one (*PR2*, 2010) have addressed this relationship with a consideration of cultural dimensions. Meanwhile, three local textbooks (*MPRTP*, 2010; *PR5*, 2009; *PR: TPT2*, 2010) discussed this topic in an indirect manner. To explore the understanding of different cultural dimensions in China's public relations education, this section will address *an outside look*, which is based on the translated textbook, and *an inside look*, which is based on the local textbooks.

An Outside Look

EPRCM (2008) discussed the relationship between social culture and public relations in a chapter contributed by K. Sriramesh and J. White. Overall, it was a review of relevant literature, which underscored Grunig and Grunig's proposition that culture might be a determinant in public relations practice. Regarding the extent to which social culture would influence an organization's public relations within different cultural contexts, the authors reviewed *influential factors of culture and cultural dimensions*, and the essential relationship among *culture*, *communication*, *and public relations*. These two aspects will be addressed in this section.

Influential factors of culture and cultural dimensions. Prior to discussing the relationship of culture and relationship, *EPRCM* (2008, translated) explained culture as a general concept in social science. In regards to what determines characteristics of different social cultures, it mentioned four influential factors such as technoeconomics, social structure, ideology and individual characteristics.

EPRCM (2008, translated) noted that six cultural dimensions could be used to locate, analyze and compare different social systems in a cultural diagram. In addition to what has been mentioned in my literature review, the four cultural dimensions proposed by Hofstede (collectivism vs. individualism, power distance, uncertainty avoidance, masculinity vs. femininity) were discussed and extended in *EPRCM* (2008, translated). Specifically, the textbook adopted Triandis's psychological perspective and compared collectivism vs. individualism to allocentrism vs. idiocentrism. Besides Hofsdtede's four cultural dimensions, *EPRCM* (2008, translated) noted two additional ones summarized as follows:

> Taybe (1988) 提出了第五种文化维度——人际信任(interpersonal trust)。……她发现，在管理者和一般员工之间存在着敌意和不信任。…… 这种角色认识上的差异，往往导致这两个阶级的成员之间产生不信任。…… Taybe 还发现了第六种文化维度——承诺(commitment)。…… 她发现，承诺与员工从组织中所得的利益之间存在着直接的正比例关系。(p. 460)
>
> Tayeb (1988) proposed the fifth cultural dimension–interpersonal trust…. Her study found a sense of enmity and distrust between managers and employees, which resulted from unbalanced understandings of their social roles…. Tayeb also identified a sixth cultural dimension, commitment. She noted that employees

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earning more from an organization would show more commitment. (*EPRCM*, 2008, translated, p. 460)

Culture, *communication and public relations*. *EPRCM* (2008, translated) utilized communication as a connection between culture and public relations from a theoretical perspective. Similar to what has been addressed in my literature review, culture was noted as a significant factor in public relations practice in this textbook. Specifically, it contended that communication built up this relationship:

Hall (1959) 指出，"文化就是沟通，沟通就是文化"。Pacanowsky 和 O'Donnell-Trujillo (1983) 认为，文化就是"沟通过程的剩余物"。根据 Spradley (1980) 的观点，文化是"在人类互动情境中所习得的经修正、维护和界定的东西"。……作为联结组织与关键公众的组织跨界者，公共关系人员所主要使用的工具也是沟通，不管他们的目的是否为在组织与其内、外部公众之间担当协调人的角色，公共关系人员都必须使用沟通。(p. 461)

Hall (1959) noted that culture is communication, and communication is a culture. Pacanowsky and O'Donnell-Trujillo (1983) suggested that culture is what communication leaves after it. According to Spradley (1980), culture is formed, revised, and learned by people in their interaction…. As boundary spanners, public relations professionals must use communication to negotiate with the organization's internal publics or external publics.

An Inside Look

Among the four local textbooks that discussed the relationship between culture and public relations, *PR2* (2010) and *PR5* (2009) focused on the relationship between Chinese traditional culture and public relations, while *MPRTP* (2010) and *PR: TPT2*

(2010) referred to social culture as a context for public relations practice. However, systematic discussion of cultural dimensions was not found in these textbooks.

Specifically, *PR2* (2010) indicated a comparison between collectivism and individualism in its discussion of communitarianism and individualism. Meanwhile, both *PR2* (2010) and *PR5* (2009) proposed to consider some guidelines from Chinese traditional culture as another way to deal with the relationship between culture and public relations. Therefore, to explore how Chinese public relations educators understand culture in public relations, this section will address *a fight between liberalism and communitarianism*, *Confucianism: bridging the gap between liberalism and communitarianism*, and *Chinese traditional culture: bringing in the holistic and symmetrical orientations.*

A fight between liberalism and communitarianism. Although not all of the six cultural dimensions visited in the previous section were found in local textbooks, *PR2* (2010) identified individualism, along with primacy of right (an emphasis on individual rights) and deontology (an emphasis on duty and obligation), as an essential part of liberalism. Meanwhile, it mentioned collectivism, along with primacy of common interest (an emphasis on the society's overall interest over an individual's self interest) and teleology (an emphasis on end and purpose of action), as a principle of communitarianism. Specifically, *PR2* (2010) described a fight between communitarianism and liberalism based on differences between individualism and collectivism, between primacy of right and common interest, and between deontology and teleology. As one of the cultural dimensions relevant to this study, individualism vs. collectivism was addressed in *PR2* (2010) as follows:

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自由主义主张自我拥有凌驾于任何约束机制之上的不可侵犯性，人之存在皆是为了个体意志、价值和体验的实现，是为个人主义(individual) 的自我观。……（在社群主义看来），人总是身处各种共同体之中，它们的规范、文化和边界不可化约。(p. 131)

Liberalism claims that individual rights cannot be restricted or violated. People live to realize their individual goals and values…. (Communitarianism claims that) people belong to various kinds of communities and they cannot be separated from these communities with distinct rules, cultures, and boundaries. (*PR2*, 2010, p. 131)

Moreover, *PR2* (2010) noted that liberalism focused on individuals' search for the self, while communitarianism emphasized a common place for people to realize their values. On the other hand, it contended that liberalism prioritized individual rights and interest, while communitarianism considered common interests as a prerequisite for the realization of individual interests.

Confucianism: bridging the gap between liberalism and communitarianism. PR2 (2010) suggested that Confucianism could be used to fill the gap between liberalism and communitarianism. It recognized that liberalism, communitarianism, and Confucianism are all valuable resources for social civilization, but none of them can cover the whole field. Therefore, *PR2* (2010) proposed a cooperative relationship within which Confucianism could bridge the gap between liberalism and communitarianism in three aspects. First, Confucianism claims that individuals search for the self through their links with other individuals, the society, and the nature. However, individuals still exist physically as free social persons. This aspect is identified as personalism, instead of individualism in Confucianism.

Second, Confucianism emphasizes social responsibility and extends it as a common interest from a societal level to the whole nature, which might distinguish Confucianism from both liberalism and communitarianism. Third, although Confucianism supports the priority of the right over the good, it also claims a sense of love and empathy (*renai*) towards other persons, community and the whole nature.

In addition, *PR2* (2010) noted that Confucianism might be integrated into public relations education and practice. Based on Confucianism, the textbook contended that public relations' mission is to establish a "common world[13]," within which the organization and its public not only share values and beliefs but also respect each other's financial status and interests. Meanwhile, the textbook proposed that one of the Confucian principles, showing love and empathy to others (*renai*), could be adopted into public relations values as the prioritization of publics' interests. In Confucianism, "to be loved is to love." Applying this to public relations, the textbook suggested that if an organization treated its public good and fair, this organization would be returned in the future.

Moving towards the education of public relations professionals and their practice, *PR2* (2010) adopted five essential qualities from Confucianism-*ren*, *yi*, *li*, *zhi*, and *xin*. Applied in public relations, these qualities were elaborated as follows:

> "仁"，即"仁爱"，坚持公众利益至上。……"义"，即利益分配的公平、合理，各得其宜。……公关当以"礼"为行为规范，一是人际交往的规范，二是社会典章制度和伦理规范，三是哲学意义的道德外化与显现。……"智"，可分为三格：知识、技能和智

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[13] In Confucianism, the Chinese name of *common world* is "大同世界"(*PR2*, 2010, p.140).

慧。……公关效果应落在"信"上，……与其他营销传播手段或者治理方式相比，公关更

应该坚守诚信，也更有利于建立信任。(pp. 140-142)

Ren, or *renai*, is to prioritize the public's needs. *Yi* refers to fair and reasonable

distribution of interests between the organization and its public. *Li* refers to

principles of behavior in public relations practice, which includes principles in

personal communication, social norms, and ethical standards. *Zhi* refers to public

relations professionals' techniques, knowledge and intelligence. *Xin* refers to a

sense of commitment which enables public relations professionals to conduct

open and honest communication to earn trust from the public. (*PR2*, 2010, pp.

140-142)

Chinese traditional culture: bringing in the holistic and symmetrical orientations.

PR5 (2009) noted that there were two significant influences of Chinese traditional culture

on public relations practice in China. On the one hand, it stated that a holistic perspective

originated from the belief that man is an integral part of nature[14] could be identified in the

processes of situation analysis, planning, and implementing strategic public relations in

China. Specifically, this holistic perspective was described as follows:

"整体统摄"强调以开阔的视野和思维空间，统观各种构成因素并把握各种因素相互间错

综复杂的联系和作用，变化其实和最终整体效应；又将每一因素的效能的发挥、每一相互

关系的处理效果，放到整体中去考察，考察与其他因素和关系的相互影响，考察其在长

远、根本、整体效果和目的实现中的地位和作用。(pp. 342-343)

The holistic perspective emphasizes a wide horizon and an open mind in the study

of structural elements (in the environment) in order to identify their complicated

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[14] The Chinese expression of this concept is "天人合一" (*PR5*, 2009, p.342).

relationships, emergent changes and effects. Meanwhile, (practitioners)

investigate the influence of each element and each relationship on realizing the

ultimate goal in the long run. (*PR5*, 2009, pp. 342-343)

Furthermore, *PR5* (2009) noted that a traditional Chinese value, *zhongyong* (the middle

course), had been introduced as a public relations strategy in China. Specifically, it

explained that *zhongyong* meant an appropriate amount of give and take in an

organization's relatively symmetrical relationship with its public. In other words,

organizations with a *zhongyong* mind-set would utilize the middle course to solve

conflicts and negotiate with its public's interests.

<div align="center">*Research Question 5: Global Public Relations Research*</div>

This research question asked *how have Chinese public relations textbooks*

discussed extending global public relations research theoretically? Although several

textbooks discussed global public relations similarly as what I have mentioned in

Research Question 3, all of these textbooks took a practical perspective instead of a

theoretical one. Nevertheless, two textbooks (*PR4*, 2011; *PR6*, 2010) recognized the need

to develop theories of global public relations. Along the same line, two textbooks (*MPR*,

2008; *PRP*, translated, 2008) noted a significant role public relations plays in the

communication across different cultures and values. Moreover, *PR5* (2009) provided

some guidelines to build a grand system of public relations theories in China. Therefore,

this section will address *a developing theory in global public relations*, and *a grand*

system of public relations theories.

A Developing Theory in Global Public Relations

Intercultural public relations. Although the Chinese textbooks did not provide detailed discussion on intercultural public relations, two textbooks (*MPR*, 2008; *PRP*, translated, 2008) mentioned this theoretical aspect indirectly under a globalization context. On the one hand, *PRP* (translated, 2008) proposed that pluralism, which means an integration of various values and ideas, had generated a challenge to communicate some issues (e.g., cultural clashes) in public relations. On the other hand, *MPR* (2008) simply said that organizations need public relations activities to communicate with publics from different cultural backgrounds.

A Grand System of Public Relations Theories

Although *PR5* (2009) did not mention the research of global public relations theoretically, it noted the need to build a grand system of public relations theories. Specifically, it proposed the use of *an interdisciplinary perspective* in building *a systematic structure of public relations theories*, and these topics will be addressed in this section.

A systematic structure of public relations theories. *PR5* (2009) identified a basic structure of public relations theories that scholars had been attempting to develop. Specifically, this structure should cover areas such as research objectives and methods, study of publics, principles of effective public relations, interdisciplinary theories from psychology and communication, planning and practice of strategic public relations, professionalism and industrialization of public relations, and public relations culture.

An interdisciplinary perspective. As previously mentioned, *PR5* (2009) suggested an interdisciplinary perspective in the research and study of public relations. However, it noted that in this approach, scholars should search for the most appropriate solutions

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from other disciplines to solve practical and theoretical problems in public relations. As a result, public relations scholars could integrate theories and research methods from other disciplines and build a new body of knowledge in public relations. Specifically, four textbooks (*MPR*, 2008; *PRP*, translated, 2008; *PR4*, 2011; *PR6*, 2010) mentioned some theoretical aspects that public relations scholars may consider in their research and study. First of all, *PR4* (2011) noted that public relations and marketing were becoming integrated with each other. It suggested that public relations would play a significant role in marketing. Specifically, the textbook mentioned public relations' potential to generate effective marketing:

> 帕托拉 (W. Perttula) 和汉姬 (M. Hanke) (1995) 指出公共关系的目标是影响公众对公司的看法……促进与不同公众的良好关系。……公共关系结合其他促销组合（广告、营销推广与人员推销）可以树立品牌知名度，建立有利于品牌的公众态度以及鼓励消费者购买行为。(p. 21)

> Perttula and Hanke (1995) noted that public relations aims to influence public's opinions of the company… and promote the company's beneficial relationships with different publics…. Combined with other promotional techniques (e.g., advertising, marketing promotion, and personal selling), public relations can help the company earn reputation, achieve favorable public opinions and encourage consumers' purchase behavior. (*PR4*, 2011, p. 21)

Moreover, *PR4* (2011) noted that the Internet had become an essential means of communication in modern society, which had diversified the understanding of public relations concepts, models and its management of communication. Regarding these changes, *PR6* (2010) stated that web communication had changed not only the

segmentation of publics, but also the selection of communication channels in public

relations. Along the same line, *PR4* (2011) noticed a need to study how web public

relations had influenced the society and how practitioners should conduct and evaluate

web public relations. Specifically, it recognized the concept of PR 2.0 in China:

> PR 2.0 超越了过去网络公关的模式，把互联网作为一个整合传播的平台，把所有能够利用
>
> 的传播方式统统整合到这个平台上，结合线上不同群体活动和线下不同群体活动的传播，
>
> 强调双向推动，注重建立关系。(p. 22)

> PR 2.0 has transcended the old model of web public relations. It takes the Internet
>
> as a stage for integrated communication, utilizes all available communication
>
> methods, integrates communication between online and offline publics, so as to
>
> promote their interaction and relationship-building. (*PR4*, 2011, p. 22)

In addition, *PR6* (2010) recognized the significance of web public relations and

summarized several advantages of it:

> 网络公关凭借网络巨大的信息优势，能实现低成本进行市场调查；通过即时的信息系统进
>
> 行组织信息的发布与公众信息的管理；利用网络的交互特性，更能达到与公众的交流与对
>
> 话；利用博客、视频、社区网站、进行更加快捷与准确的公关操作；通过各种信息发布系
>
> 统进行信息的监控与管理。(p. 48)

> Web public relations can take advantage of massive information online to conduct
>
> market research at lower expenses. It can disseminate messages to the public and
>
> manage information through a variety of real-time information systems. For
>
> example, practitioners can utilize blogs, videos, and community websites to carry
>
> out activities in more precise and faster ways. With this interactivity of the

Internet, web public relations can achieve better communication with the public.

(*PR6*, 2010, p. 48)

Research Question 6: Factors in Differences of Public Relations Education

This research question asked *what factors*, *if any*, *will contribute to the differences of public relations education in China and in the United States according to Chinese public relations textbooks?* However, the textbooks did not address this issue in a straightforward way. Rather, many of them recognized some specific situations that might distinguish public relations in China from that in the rest of the world.

First of all, *PR5* (2009) noted that China and the United Sates differ in their values, such as the contrast between collectivism and individualism. On the one hand, it contended that China's public relations has adopted some ideas from Chinese traditional culture, such as "man being an integral part of nature" and *zhongyong*. On the other hand, *MPRTP* (2010) noticed that public relations in the United Stated relied on a culture characterized by individualism, heroism and rationalism. However, since these concepts have been explained in Research Question 4, this section will focus on two additional aspects regarding the factors that may result in different public relations education in China and in the United States.

Two textbooks (*MPRTP*, 2010; *PR3*, 2011) addressed a need to clarify the misunderstanding of public relations in China. Moreover, nine textbooks (*MPRTP*, 2010; *PPR2*, 2010; *PRTP*, 2010; *PR1*, 2011; *PR3*, 2011; *PR4*, 2011; *PR6*, 2010; *PR: TPT1*, 2009; *PR: TPT2*, 2010) have mentioned political and economic bases for public relations in the United States or China. Therefore, this section will address *public relations vs.*

guanxi in China and *political and economic bases for public relations* in the United

States and in China.

Public Relations vs. Guanxi

Both *MPRTP* (2010) and *PR3* (2011) contended that public relations was often

misunderstood as trading *guanxi* in China. Specifically, they attempted to distinguish

public relations practice from unethical use of *guanxi* such as backdoor deals and bribery.

First of all, they contended that public relations depends on a highly developed

commodity economy while *guanxi* is rooted in a self-sufficing rural economy.

Secondly, public relations serves public's long-term interests and overall social

benefits while organizations or individuals conducting unethical *guanxi* seek immediate

self interests. Thirdly, public relations conducts two-way communication with openness

of fact whereas unethical practice of *guanxi* usually involves private or secret deals.

Finally and most importantly, public relations has developed to be a science, which is

impossible for the unethical practice of *guanxi* because such conduct is not approved by

the society and should be abandoned.

Political and Economic Bases for Public Relations

Although the textbooks did not directly relate public relations education to

political and economic conditions, some of them discussed distinct *political and*

economic bases for public relations in the United States and *in China*, which may

provide some insight on different public relations education in these two countries. Thus,

this section will address these topics as two categories.

Political and economic basis in the United States. Five textbooks (*MPRTP*, 2010;

PR3, 2011; *PR6*, 2010; *PR: TPT1*, 2009; *PR: TPT2*, 2010) recognized that modern public

relations in the United States is rooted in a market economy and democracy. According to *MPRTP* (2010), a developed market economy provided the material basis for public relations in the United States:

> 20 世纪初，美国……大工业的商品经济生产方式突破了传统的以血缘、地缘为主的小农经济方式，重新建立了以市场为轴心的社会分工协作方式，在此前提下，能否争取市场、争取顾客，争取公众支持，便成为了企业生存的关键，这便促成了现代公共关系的诞生。(p. 21)

> In the early 20th century, the production mode of large industries changed from a rural economy based on races and locations to a commodity economy, which led to a cooperative mode of labor division based on market needs in the United States. In this condition, corporations have to compete for market, customers, and public's support in order to survive, and this resulted in a need of modern public relations. (*MPRTP*, 2010, p. 21)

According to *PR3* (2011), democracy in the capitalist society provided the political basis for public relations in the United States:

> 当资本主义制度取代了封建主义制度后……政府决策必须获得民众的赞同，才能得到顺利实施。政府必须注意了解民意，并作为决策的重要依据，同时政府还要宣传各项实施方针、政策和措施。……资本主义的民主政治为公共关系的产生提供了政治方面的保证。(p. 16)

> After the capitalist system had replaced the feudal system, the government must obtain the public's support to carry out its policy. The government needs to design its policy according to public opinions, and publicize its principles and measures

in the practice of policy…. The democracy in the capitalist society provided a political basis for public relations (in the United States). (*PR3*, 2011, p. 16)

Political and economic bases in China. Four textbooks (*PPR2*, 2010; *PRTP*, 2010; *PR1*, 2011; *PR4*, 2011) noticed that developing democracy, along with a market economy with a socialist characteristic, had shaped China's public relations practice. Specifically, *PR4* (2011) noted that modern public relations in China was born with Chinese characteristics. According to *PRTP* (2010), a developing democratic system had replaced the feudal system in China, and China's public relations was shaped by a developing socialist democracy within which the government communicates openly with the public.

In addition, *PR1* (2011) noted that a developing socialist market economy had created an opportunity for public relations' development:

中国经济体制改革（后）⋯⋯企业再也不能仅仅为完成国家计划而生产，而要为满足消费者的需要而生产。⋯⋯企业要根据瞬息万变的市场信息，根据消费者的需要、愿望来进行决策，⋯⋯通过营销、广告、宣传以及各种社会活动来与公众保持广泛的联系。⋯⋯随着社会主义市场经济的建立，"卖方市场"朝着"买方市场"转变，给公共关系带来无限生机和活力。(p. 57)

After China's economic reform, corporations should focus on consumers' needs, rather than on the fulfillment of state plans…. They need to make decisions according to the changing market. Also, they need to conduct marketing, advertising, publicity, and other social activities to keep contact with the public…. With the establishment of a socialist market economy, the "seller's market" is changing to be a "buyer's market", and this has created an opportunity for public relations to flourish in China. (*PR1*, 2011, p. 57)

Additional Finding: The Structure of Chinese Public Relations Textbooks Contents

In order to have a full understanding of public relations education in China, contents of the Chinese textbooks were compared, analyzed, and finally grouped into two general categories: *theoretical basis* and *operational guidelines*. However, the translated textbooks were not included in this analysis, and this will be explained at the end of this section.

Theoretical Basis

In order to provide a conceptual basis, most of the local Chinese textbooks included some introductory discussion of public relations in the beginning chapters. Generally, this theoretical basis covered topics such as conceptualization of public relations, public relations history, missions and principles of public relations, communication and its media in public relations, the structure of public relations profession, and targets of public relations (e.g., internal and external targets). Then, these topics were often followed by the discussion of some operational guidelines of public relations practice.

Operational Guidelines

Most of the local Chinese textbooks provided some step-by-step guidelines for practice. Generally, these guidelines covered areas such as the classic four steps in public relations campaigns, planning different types of public relations activities, public relations strategies (e.g., advertising, marketing, and cultural strategies), corporate identity system (CIS), crisis and issue management, and ethic issues (e.g., laws, regulation, and social norms).

However, *PR2* (2010) and *PR5* (2009) differed from the structure discussed above. Specifically, *PR2* (2010) simply touched on the history and principles of public relations, as well as crisis and issue management. But the rest of it mainly addressed topics such as persuasion, the two-way symmetrical approach, a dialogue paradigm, and some critique of public relations. On the other hand, *PR5* (2009) not only covered public relations' concepts, principles, strategies and functions, but also discussed psychology and culture in public relations.

Regarding the exclusion of the translated textbooks in this analysis, there were two factors to be explained. First and most importantly, these textbooks were written by American or British scholars and then translated to Chinese. In other words, these books were not original thoughts of Chinese scholars, and thus not be able to reflect Chinese scholars' understandings accurately. Second, contents of these textbooks were much more diversified and did not fit neatly into the structure that local Chinese textbooks followed.

Nevertheless, although these translated textbooks did not share an identifiable structure, most of them attempted to provide a comprehensive knowledge of public relations. Specifically, most of them share a practical perspective that was revealed in their wide adoption of case studies.

Chapter V

DISCUSSION AND CONCLUSION

Discussion Summary

As mentioned in the introduction, this study investigated (a) how the concept of multiculturalism has been adopted and demonstrated in Chinese public relations textbooks, (b) perceptions of potential advantages and disadvantages of including multiculturalism in China's public relations education, and (c) potential contribution of China's public relations education to the development of global public relations research.

Overall, this study adopted qualitative content analysis of 20 Chinese public relations textbooks to fulfill two general purposes. One purpose of this study was to fill a void in research by investigating how Chinese public relations educators have understood global public relations and multiculturalism in their textbooks. The other purpose of this study was to explore how Chinese public relations educators have understood the relationship between culture and public relations. However, this study identifies the need of a theoretical perspective of global public relations, as well as a gap in the understanding and adoption of multiculturalism in China's public relations practice and education. Nevertheless, one of the strengths of this study was addressing these research voids in the field.

Moreover, there were several interesting findings and implications resulted from this study. Those findings include details on an awareness of globalization and its effects on China's public relations education, a localized strategy in China's global public relations, the understanding of an essential relationship between culture and public relations, especially an illuminating relationship between Chinese traditional culture and

public relations, and a more practical perspective in China's public relations education. This section includes an in-depth discussion of those findings along with methodological and practical implications, limitations of the study, and potential areas for future research.

Global Public Relations

As mentioned above, this study has shed some light on the understanding of globalization and its effects on China's public relations education. Thus, the results of this study could contribute to the overall building of a holistic knowledge of global public relations. More specifically, this section will address four interesting implications in the following areas: *globalization provides an opportunity for modern public relations*, *the "think globally, act locally" strategy*, *ethnocentricity*, and *a practical focus*.

Globalization Provides an Opportunity for Modern Public Relations

As mentioned in the literature review of this study, Vujnovic and Kruckeberg (2010) have said that modern communication technology has permitted and encouraged a global society through the compression of time and space. Similarly, the results of this study addressed this idea with a concept of "global village" within which everyone is connected by innovative communication technologies.

In 2010, Sriramesh said that globalization is calling for robust communication and relationship building, which can be fulfilled by global public relations. Approaching this idea in a different way, a translated textbook in this study (*PPR1*, 2008) identified that those public relations professionals who are able to conduct effective communication with knowledge of foreign cultures and traditions are still in shortage as the world becomes smaller in the sense of communication.

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Specifically, Sriramesh (2010) has distinguished that against the globalization background, there is an extensive democratization of the world and a parallel growth of democracy in public relations. This idea was best supported by several Chinese textbooks which recognized that democratization is a political basis for the development of modern public relations, no matter whether it has taken the form of a capitalist democracy in the United States or a socialist democracy in China.

In 2006, Tench and Yeomans have noticed that global public relations has emerged to fill the gap in global communication, and public relations has become a profession conducted on a global level. Along the same line, Sriramesh (2010) has stated that globalization has provided significant opportunities for the growth and reformulation of public relations industry. Agreeing with these ideas, the results of this study indicate that globalization has provided an opportunity for public relations to be a worldwide profession. This idea was best illustrated by *PR3* (2011) which stated that public relations has become a "global language" that has been accepted by people speaking different languages with different cultural backgrounds. This suggests that Chinese public relations educators have obtained a parallel understanding of the potential and value of global public relations.

The "Think Globally, Act Locally" Strategy

In 2009, Freitag and Stokes have noted that public relations practitioners must have a global perspective in mind when they adapt to a new cultural environment, and public relations practitioners need to understand and respect cultural differences more fully, adapt to those differences, and avoid being judgmental of these differences. This idea was supported and illustrated by the findings of this study.

Specifically, although this study did not reveal any findings relevant to distinct discussions of multiculturalism in Chinese public relations textbooks, it identified a "think globally, act locally" strategy that has been employed as a pragmatic solution by Chinese practitioners in the practice of global public relations. According to Grunig (2001), this strategy is not only important for those that work in multinational organizations, but also significant for public relations education and the development of a global public relations profession. Moreover, he contended that this middle approach indicated that "public relations in different cultures and political systems should be based on the same basic principles (which are) … strategic, symmetrical, and diverse" (p. 18).

Along the same line, the results of this study revealed that this strategy goes beyond a cultural perspective and indicates a broader view. It suggests that global public relations practitioners should consider more general factors such as politics, economy, culture, the level of social development, media relations, the public, and standards of public relations, as well as take advantage of local human resources to plan and implement particular public relations programs in foreign countries. Thus, it appears that although China's public relations education has not developed or adopted specific theory in global public relations, it is, at least, developing with a broader perspective to cope with challenges from multiculturalism.

Ethnocentricity

In the literature review of this study, Sriramesh (2010) has noted that public relations practitioners lack empirical evidence to predict outcomes in their communication with multicultural audiences, and ethnocentricity in the academic area is impeding the field to cope with challenges from multiculturalism. Interestingly, results of

this study have also, to some extent, revealed the existence of ethnocentricity relevant to the practice of China's global public relations. More specifically, two local textbooks stated that the goal of China's global public relations is to communicate Chinese culture to the world and promote China's cooperation with other countries in the field of business and trade. In other words, it seems that, in some degree, Chinese public relations educators still think that global public relations practitioners should send messages of Chinese culture to their foreign publics, which is more like one-way communication, instead of taking an open and holistic view in global public relations, which is more likely to create two-way communication. This has a major implication for Chinese public relations educators who have not recognized this potential ethnocentricity, which is assumed to be avoided in public relations as a professional and academic field.

A Practical Focus

As discussed in the Results of this study, the Chinese textbooks have taken a practical perspective instead of a theoretical one, which may indicate a lack of theory in China's education of global public relations. In other words, there seems to be a shortage of theoretical frameworks to guide Chinese practitioners and scholars in global public relations practice and research. For example, concepts or theories such as multiculturalism were not identified in local textbooks. Interestingly, this phenomenon echoes with what Sriramesh (2010) has noted in the literature review of this study. Specifically, he mentioned that public relations practitioners have by and large coped with challenges from globalization through trial and error based on anecdotal evidence. More specifically, although several local textbooks in this study included separate chapters of global public relations, most of these chapters basically provided pragmatic

guidelines and explanations of procedures to plan and implement a variety of global programs and activities.

In 1995, Banks has recommended a change in public relations education and practice to keep up with the multicultural world. This idea was confirmed by the findings of this study. Generally, this study indicates that Chinese public relations educators have been aware of the globalization trend and the need of different perspectives in this area. More specifically, as discussed in the Results, areas such as public relations marketing, green public relations, web public relations and intercultural public relations could be further investigated under the global context.

<div align="center">*Culture and China's Public Relations*</div>

This study also produces interesting findings relevant to the relationship between culture and public relations in China. The results of this study were encouraging in this aspect as they indicated that Chinese public relations educators are making more efforts to address culture-related issues in public relations. Particularly, Chinese educators have attempted to integrate ideas from Chinese traditional culture with Western ideas, which could further the current understanding of culture in public relations. More specifically, implications will be drawn into three areas in this section: *indirect adoption of cultural dimensions*, *a revisit of Confucianism* and *Chinese traditional culture underlies ideal approaches*.

Indirect Adoption of Cultural Dimensions

According to Sriramesh (2002), there is a reciprocal relationship between culture and public relations. This study confirms this idea since Chinese public relations educators have adopted Western scholars' discussions of this relationship in their

textbooks. For example, *EMPRC* (2008, translated) identified that culture is communication or what communication creates, and public relations is the management of communication.

While this study reveals an essential relationship between culture and public relations, it provides little evidence of Chinese educators' comprehensive discussion of cultural dimensions as what has been discussed in the literature review of this study. However, Hofstede's (2001) four cultural dimensions, along with two additional ones proposed by Taybe (1988), have been adopted from the Western scholarship in *EMPRC* (2008, translated) to locate, analyze and compare different social systems in a cultural diagram.

As discussed in the Results, one of the cultural dimensions, collectivism vs. individualism, has received special attention from Chinese public relations educators. More specifically, this cultural dimension was discussed indirectly under a comparison between liberalism and communitarianism. As Hofstede (2001) contended, collectivism is highly valued in China, where "people are integrated into strong, cohesive in-groups", while individualism characterizes the United States, where competition is valued and "the ties between individuals are loose" (p. 225). The implication is that Chinese public relations educators have been aware of this cultural difference between China and the United States, which thus may determine their different ways of practicing and educating public relations in China.

Overall, this study discovered that although Chinese public relations educators have indirectly adopted cultural dimensions from the Western scholarship in translated textbooks, they are paying selective attention to those dimensions. Also, this may indicate

that Chinese public relations educators have attempted to approach the relationship between culture and public relations in other different ways.

A Revisit of Confucianism

As discussed in the literature review, Freitag and Stokes (2009) have described China as a Confucian society with an idiosyncrasy composed by high power distance, collectivism, masculinity, low uncertainty avoidance and long-term orientation. Moreover, they have called for a different understanding of public relations in China so as to provide new perspectives in global public relations. The findings of this study confirm this idea.

Instead of using Hofstede's cultural dimensions, this study showed that Chinese public relations educators have taken a different path to understand culture in public relations. For example, *PR2* (2010) revisited the Confucian ideology and proposed it as a bridge filling the gap between liberalism and communitarianism (collectivism and individualism). In the study of Confucianism and communication patterns in East Asia, Yum (1988) have identified four Confucian principles and suggested that that right conduct could arise from these four principles: *ren* (humanism), *yi* (faithfulness), *li* (propriety), and *zhi* (wisdom or liberal education). The results of this study followed the same argument. Specifically, this study indicated that the concept of "common world" and five principles of *ren*, *yi*, *li*, *zhi* and *xin* may guide public relations practice and education. This finding may serve as an important motivating factor in Chinese public relations scholars' adoption of alternative perspectives rooted in other ideologies to further their understandings of multiculturalism and global public relations.

Chinese Traditional Culture Underlies Ideal Approaches

Research by Freitag and Stokes (2009) suggests that due to collectivism, Chinese people desire harmony through benevolence, rituality, and fidelity. Thus, they argued that the symmetrical model may be valued more in China. Along the same line, Hofstede and Bond (1987) argued that in a Confucian society as China, "harmony is found in the maintenance of an individual's face" (p. 8). Also, Chen and Culbertson (2003) mentioned that classic Chinese philosophy tends to get more attention in China because "they suggest a need for … compromise in searching for win-win solutions" (p. 34).

This study confirms these ideas and identifies that a middle course could be applied in China's public relations practice. For example, *PR5* (2009) noted a Chinese traditional value of *zhongyong*, which implies an organization's negotiation with its public's interests in public relations practice. Moreover, this textbook proposed a holistic perspective for practitioners to study structural elements in the environment as well as their relationships. The implication is that perhaps Chinese traditional culture has the potential to provide a beneficial context for public relations practitioners to conduct symmetrical communication with an organization's public so as to generate a win-win area for both sides.

In 2001, Hackley and Dong have noted that *guanxi* is a unique phenomenon deeply rooted in Chinese culture, which entails different conditions for practice and a "relational approach" in China's public relations. Specifically, they argued that Chinese *guanxi* is "based on often-secret personal ties, (and) may be seen as 'payola' or 'under-the-table' dealings" (Hackley & Dong, 2001, p. 16). As has been mentioned in the literature review, they suggested that China's *guanxi* is in sharp contrast with American public relations networking.

However, this study found a change in the understanding of this phenomenon. For example, several textbooks in this study attempted to distinguish professional public relations practice from the unethical use of *guanxi*, based on their social backgrounds, the ultimate goals and their communication styles in China. This finding implies that Chinese public relations educators have recognized potential negative effects of this "relational approach." Meanwhile, they tend to adopt the Western concept of public relations networking, which could contribute to the healthy development of public relations as a profession in China.

China's Public Relations Education

Beyond the implications regarding global public relations and the relationship between culture and public relations in China, this study also presents findings related to the practical perspective Chinese public relations educators have taken in their education of prospective professionals in the field. To that point, the following areas will be discussed in this section: *public relations education still on a practice level, public relations as an imported profession,* and *public relations as an integrating field* in China.

Public Relations Education Still on a Practice Level

As discussed by Chen (1994), training programs were established and provided through workshops, seminars and lectures at the beginning of public relations education in China. This study also recognizes this historical context of China's public relations education. Also, it reveals a practical perspective in China's public relations education, which might have resulted in a lack of theoretical focus in this field. On the one hand, this study identifies a lack of professional and systematic education of China's public relations practitioners, which has led to a critical shortage of professionals in this field.

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On the other hand, results of this study indicated that those in the public relations field tend to focus on practice, instead of the exploration of theories for better practice.

Furthermore, contents of the Chinese textbooks investigated in this study also alluded to a practical perspective in China's public relations education. For example, most of the Chinese textbooks were composed of two parts: the theoretical basis and the operational guidelines. However, the operational part often takes a larger part of those textbooks and provides specific steps of public relations programs and activities.

Thus, the implication is that there is an emphasis on practice in China's public relations education. In other words, China's public relations still lacks a theoretical focus to support better practice. This potentially suggests that Chinese public relations educators need to pay more attention to the theoretical aspect and build an appropriate knowledge to cultivate more professionals for China's public relations.

Public Relations as an Imported Profession

As mentioned by He and Xie (2009), public relations was introduced to China in foreign companies and Sino-foreign joint ventures in the early 1980s, and public relations education emerged as a response to the need of professionals in the industry. Also, Chen (1994) noted that in this introduction stage, training programs were established and provided through workshops, seminars and lectures in China. This study confirms these findings and depicts China's public relations as an imported profession from the West. For example, *PR: TPT2* (2010) recognized that the concept, practical experience and skills of public relations were imported from foreign countries in China. Meanwhile, Chinese public relations textbooks have adopted Western perspectives regarding

definitions and historical development, as well as basic communication theories and models in public relations.

In the literature review of this study, Chen (1994) and Chen and Culbertson (2003) noted that many of Chinese public relations educators rely on guest speakers and exchange programs with Western countries where public relations education is well established. However, this study indicates that China's public relations education has grown beyond this pattern as it develops vigorously in China's universities and colleges. More specifically, *PR1* (2011) noted that China's public relations education has developed from lectures to quality education, from certificate education to undergraduate and graduate programs, and from short-term vocational training to life-long career development.

Overall, this study implies that although public relations was introduced to China as a foreign profession, Chinese public relations educators are selective in the adoption of Western perspectives in their study, research, and education. Thus, they will not only be able to transform this field according to specific conditions in China, but also develop a desired body of knowledge for cultivating prospective professionals to fulfill specific needs in China's public relations industry.

Public Relations as an Integrating Field

As mentioned in the literature review, Chen (1994) has noted that satisfactory textbooks for China's public relation education are still in short supply. Also, CIPRA welcomes permission to translate foreign texts in public relations. The findings of this study indicated that China's public relations education has achieved some improvement in this field as the results revealed an expansion of public relations publications serving a

wide variety of functions in China. Thus, this study also suggests that China's public

relations education is developing under an integration of Western teaching materials and

local ones.

According to Freitag and Stokes (2009), students in Asia lack local examples of

case studies about various public relations strategies within the complex social and

cultural context in Asia. As Chen (1994) has suggested, textbooks should include Chinese

examples and consider Chinese culture. Although this study did not investigate case

studies, it was able to reveal that Chinese public relations educators have considered

China's local context in public relations. For example, classic ideas in Chinese traditional

culture have been revisited and proposed as a new perspective to understand China's

public relations.

Thus, this study implies that China's public relations education is an integrating

field of Western ideas and Chinese culture. Moreover, it indicates that Chinese educators

are attempting to change this imported profession into a localized one which is able to

reflect the complex societal and cultural context in China.

Methodological Implications

Beyond the research implications, this study also provides several methodological

implications regarding the research and study of global public relations. In fact, this study

reveals the potential of *qualitative content analysis as a useful method* to conduct

exploratory studies of global public relations. Also, methodological challenges of this

study, such as translation, shed some light on *the potential for a global collaboration*

among researchers from different countries in the research and study of global public

relations.

Qualitative Content Analysis as a Useful Method

This study employed qualitative content analysis to explore a phenomenon that has had little previous investigation. It confirms the idea that qualitative data "are a source of well-grounded, rich descriptions and explanations of processes in identifiable local contexts" (Miles & Huberman, 1994, p. 1). Meanwhile, content analysis enabled the reduction of rich information into defined categories for better analysis and interpretation in this study (Harwood & Garry, 2003).

The purpose of this study was to explore how global public relations education and multiculturalism have been demonstrated in China's public relations education as this area has not been fully investigated. However, the qualitative content analysis method employed in this study enabled a relatively wide collection of data and enabled the creation of an overview of the targeted research area of this study. Thus, this study may indicate that qualitative content analysis may be adopted in exploratory studies of global public relations as a starting point to research the areas that have not been fully investigated in the past.

More importantly, this study indicates that texts for analysis, rather than participants for interviews, are often more available to researchers in this cross-national situation. As this is an international study exploring thoughts and ideas of Chinese public relations educators, it is much more difficult to obtain their cooperation to participate in interviews or focus groups. On the one hand, although professors' contact information was provided in universities' web sites, some of it might not be useful to reach them. On the other hand, some professors might be unwilling to respond and thus ignored emails from unfamiliar sources. For example, although I sent emails to a dozen of Chinese

public relations professors, only two responded and gave me their suggestions on my selection of textbooks for this study. Furthermore, it is a challenge to schedule the time and place to carry out interviews or focus groups in international studies like this one.

Overall, this study implies that qualitative content analysis could be a useful method as a starting point to study global public relations in different countries, especially when other qualitative methods pose more difficulties to researchers. Moreover, this idea could be furthered into a potential collaboration of researchers in different counties in the study of global public relations.

The Potential for a Global Collaboration among Researchers

As this study was an investigation of Chinese textbooks, it needed an additional process of translation for data analysis. However, although I had employed different methods to avoid inaccurate translations, there was still some potential loss of meaning in this procedure. In this aspect, international studies like this one could benefit from a global collaboration of researchers so as to generate clearer and more accurate results. Specifically, this study reveals that global public relations research and study could be developed through a global collaboration of scholars and researchers familiar with, or proficient in the areas of translation and public relations in China and the United States.

Furthermore, this study indicates that perhaps this kind of collaboration could be extended to the broader study of global public relations in various countries. Thus, researchers could gain insights into different local contexts and investigate into their impact on global public relations.

Practical Implications

Beyond the research and methodological implications, a goal of this study was to provide global public relations researchers and practitioners with examples of how culture has been integrated in a local context in China. Perhaps the most beneficial implication is *the potential of Chinese culture to create a win-win zone*. Meanwhile, this study reveals *the need for a theoretical perspective* in China's public relations education and practice. Those two items are addressed in the section below.

The Potential of Chinese Culture to Create a Win-Win Zone

As discussed in the research implications, classic Chinese philosophy, along with Confucianism, has the potential to generate a context or a win-win zone for two-way symmetrical communication in public relations. This is especially beneficial to Chinese practitioners as they are rooted in Chinese culture, and thus be more likely to understand its principles and apply these principles in their practice. Moreover, this is also beneficial to Chinese educators as they can adopt the perspective from Chinese traditional culture in their teaching of prospective professionals. Overall, this study implies that Chinese traditional culture could be considered in a larger extent because it has the potential to create a win-win zone for organizations and publics, which is one of the most significant goals of public relations.

On the other hand, the discussion of potential negative characteristics of Chinese culture was not provided in the textbooks investigated in this study. Thus, this study implies that Chinese public relations educators tend to emphasize the positive effects that Chinese culture could provide for the development of China's public relations. In other words, Chinese public relations scholars may need a more comprehensive exploration of the effects of Chinese culture on the field of public relations.

The Need for a Theoretical Perspective

As addressed in previous chapters, this study reveals that China's public relations still lacks a theoretical perspective specifically in global public relations as well as in the overall education field. Meanwhile, this shortage may have resulted in a loose link between theory and practice in China as addressed in *PR: TPR2* (2010).

Another significant implication for scholars and practitioners is related to the understanding of public relations as a professional field and an academic discipline. As mentioned in the previous chapter, this study identifies a misunderstanding of public relations as an unethical relational approach in China. Therefore, this implies that China's public relations may still need a theoretical support for its healthy development.

Furthermore, the creation of a theoretical approach could perhaps help Chinese public relations scholars to develop and integrate their understandings with what they have adopted from the Western public relations scholarship. Thus, this may not only further the development of China's public relations education, but also contribute to the building of a comprehensive, holistic knowledge of global public relations.

Limitations of Study

Beyond the above implications, it is also significant to both recognize and discuss potential limitations related to this study that may have had an impact on both the results and implications. Thus, this section will address limitations of this study associated with the *content analysis procedures* and *limited size and variety of sample texts*.

Content Analysis Procedures

Although every effort was made to ensure that data collected from the Chinese textbooks would generate appropriate categories as responses to the purpose of this study,

there was still the possibility that a personal bias might have had some impact on the selection and analysis of data. In other words, although steps were taken to avoid such an issue through pilot study of the coding scheme along with a constant comparison method, the fact is that I was the only one researcher determining the procedures of selection and categorization of data. Unfortunately, my personal bias might have influenced these decisions and thus this content analysis procedures could not ensure a completely accurate interpretation of data.

As already discussed in the methodological implications, there was also the possibility that the translation procedure might have resulted in a loss of meaning embedded in the Chinese texts. Overall, this section was the most awkward and difficult to get through as I had to do the translation by myself. To overcome this issue, I referred to different sources for accurate expressions. Meanwhile, I provided the original Chinese expressions with my translations in the Results of this study. However, the fact is that scholars who have no knowledge of Chinese still need to rely on my translations. This limitation may have been a factor due to my limited knowledge of translation as well as the limited number of researchers involved in this study.

Limited Size and Variety of Sample Texts

As noted in the Results, there have been over 500 kinds of Chinese publications on public relations such as textbooks, treatises, reference books, case studies, handbooks, essay collections, dictionaries, and translations, covering a wide variety of areas in public relations education and practice. However, this study only investigated 20 Chinese textbooks. Although I employed several procedures to ensure the quality of those Chinese

textbooks investigated in this study, the possibility was that 20 textbooks might not be able to represent the whole public relations scholarship in China.

Furthermore, by limiting the sample texts within Chinese public relations textbooks, this study may not have given a full picture of the purpose of this study. This limitation implies that future research could potentially look at a wider variety of Chinese public relations publications with the goal of exploring Chinese scholars' understanding of multiculturalism and global public relations.

However, in this qualitative study, I did not attempt to generalize my findings. Rather, I expected to obtain an overall range of understandings of global public relations and multiculturalism in China's public relations education, which could provide some directions for future research in global public relations.

Future Research

In this study, additional areas of research were brought to light that may have theoretical and/or practical implications regarding global public relations research and study. To that end, this section holds further discussion on *a triangulation approach for comprehensive and in-depth understandings*, *the cultural perspective*, and *global public relations theory*.

A Triangulation Approach for Comprehensive and In-depth Understandings

An immediate methodological implication from this study is that future research would benefit from the use of qualitative content analysis in exploratory studies of the field. While this study produced rich qualitative details, a nation-wide quantitative study (i.e. survey and quantitative content analysis) would be able to capture the state of

China's public relations. Such a study would generate more representative results with a greater generalizability.

In 2008, Altrichter et al. contended that triangulation enables researchers to identify more details and obtain a more balanced picture of the situation. Thus, future research may adopt a triangulation of multiple observers and methods to overcome the weakness or intrinsic bias coming from the single-method, single-observer approach in this study.

The Cultural Perspective

In the same line with previous study findings, this study identified Hofstede's cultural dimensions as a major cultural perspective in the study of public relation. However, this study did not identify the concept of multiculturalism in China's public relations education. Nevertheless, this study provided another cultural perspective depending on the philosophy in traditional Chinese culture and Confucianism. This implies a knowledge gap in the understanding of culture in public relation between Chinese and Western scholarships. As this study only briefly touched on some potential frameworks generated from the philosophy in traditional Chinese culture and Confucianism, additional studies that take a closer look at these frameworks could benefit the field of global public relations scholarship by exploring the underlying similarities and differences in the cultural perspectives of Chinese and Western scholars.

Global Public Relations Theory

It was widely recognized that there is a gap between theory and practice of global public relations. As noted in both the literature review and the Results of this study, there has been a deficiency in the knowledge of global public relations. As a general argument

by Broom (2006), theory construction is an arduous process, which begins with a concept "derived from practice and viewed by practitioners as important" (p. 142). Although this study identified that "think globally, act locally" has been adopted as a strategy to conduct global public relations, a theoretical framework has not been constructed based on this concept.

Furthermore, this study observed that there is a loose link between theory and practice of public relations in China. As Heath and Coombs (2006) suggested, theories are developed from best practice. Thus, there seems to be a need for both scholars and practitioners to obtain an overview of best practices in global public relations. To that end, future research could investigate how public relations scholars and practitioners could collaborate together to develop global public relations theories based on previous practices, as well as how these theories could in turn transform global public relations practice. Therefore, public relations literature may benefit from these additional studies and establish a more holistic, comprehensive knowledge of global public relations for practitioners to cope with the challenges from globalization.

CODING SCHEME

Local Textbooks

Culture
A. Social culture
    a. *Guanxi & Renqing*
B. Ancient & Modern culture
    a. Confucius
    b. Manners, customs and taboos
    c. Modernization/Reconstruction of culture
C. Cultural strategies
    a. Localization
       Communication
       Managerial team
       Products
    b. Globalization
    c. Public Relations as a culture
       Corporate culture
       Marketing/sale
D. Multi-culture/Diversity

Global Public Relations
A. Globalization (background)
    a. Background
       Economic
       Technology
       Communication
       Sustainable environmental development
    b. Global strategy vs. local practice (Think globally, act locally.)
B. International Public Relations
    a. Definitions
    b. Characteristics
    c. Principles/Customs and manners
    d. Goals
    e. Publics/Activity types/Methods/Means

China's Public Relations
A. General situation
    a. Development
    b. Current situation

B. Research and education
   a. Education system/Institution
   b. Texts
   c. Research

Western Ideas
A. Public Relations
   a. Chinese vs. Western definitions
   b. Models and theories
   c. PRSA (curriculum and texts)
B. History/Origin of Public Relations
   a. Ivy Lee
   b. P.T. Barnum
   c. Edward Bernays
   d. S. Cutlip

Translated Textbooks

Culture
A. Social culture
   a. Cultural dimensions
      Individualism (idiocentrism) – collectivism (allocentrism/communitarianism)
      Power distance
      Uncertainty avoidance
      Masculinity – femininity
      Interpersonal trust
      Commitment
B. Multi-culture/Diversity

Global Public Relations
A. Globalization
B. International Public Relations
C. Current situation of Public Relations in China

Western Ideas
A. History/origin of Public Relations
   a. Ivy Lee
   b. P.T. Barnum
   c. Edward Bernays
   d. S. Cutlip & J. E. Grunig, etc.
   e. Communication Models/Public Relations Concepts and Theories

PILOT STUDY RESULTS

Public Relations (2011)

Global Public Relations/Multiculturalism
- International public relations association
- Irreversible trend of internationalization of public relations industry
- Public relations in increasingly international trade
- Public relations in multi-national corporations
- Public relations in negotiating international conflicts among diverse cultures and politics
- Economic globalization
- Developing global public relations

Cultural Dimensions
High power-distance
- Leaders with power over people, finance, and materials
- Public relations in negotiating intra-organizational relationships
- National government with power controlling many social functions over social organizations
- Public relations in government relations

Excellence in Public Relations and Communication Management (2008)

Global Public Relations/Multiculturalism
N/A

Cultural Dimensions (A whole chapter)
- Cultural boundaries in organization
- Determinants in cultures
- Cultural dimensions
- Social culture and public relations

Appendix C

ABBREVIATIONS OF TEXTBOOK NAMES

Local Textbooks

PR: TPT1 – Public Relations: Theory, Practice and Techniques (2nd ed., 2009)
PR: TPT2 – Public Relations: Theory, Practice and Techniques (3rd ed., 2010)
PRTP – Public Relations Theory and Practice (2010)
PR1 – Public Relations (2011)
PR2 – Public Relations (2010)
PR3 – Public Relations (2011)
PR4 – Public Relations (2nd ed., 2011)
PPR2 – Principles of Public Relations (4th ed., 2010)
IPR – An Introduction of Public Relations (2nd ed., 2010)
TPR – Gonggong Guanxi Jiaocheng (A Textbook of Public Relations) (2nd ed., 2009)
PR5 – Public Relations (2009)
MPR – Modern Public Relations (2nd ed., 2008)
PR6 – Public Relations (2010)
MPRTP – Modern Public Relations Theory and Practice (2010)

Translated Textbooks

PMPRC – Planning and Managing Public Relations Campaigns (2010)
PRP – Public Relations in Practice (2nd ed., 2008)
PPR1 – The Practice of Public Relations (10th ed., 2008)
PRP: MCSP – Public Relations Practices: Managerial Case Studies and Problems (2009)
EPR – Effective Public Relations (2002)
EPRCM – Excellence in Public Relations and Communication Management (2008)

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