

SOCIETAL INTELLIGENCE: DEVELOPING A FRAMEWORK FOR EVALUATING
COMMUNICATION COMPETENCIES AND PROPOSING A COMMUNICATION MODEL
OF AUTHENTIC LEADERSHIP, TRUST, AND EMPLOYEE ADVOCACY

by

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(Under the Direction of Juan Meng)

ABSTRACT

This dissertation research focuses on the concept of societal intelligence within the context of communication management and authentic leadership. It aims to develop a comprehensive measurement model for societal intelligence and propose a conceptual model of authentic leadership communication that incorporates societal intelligence and examines its impact on trust and employee advocacy. The research consists of three sequential studies that encompass construct development, scale development, and empirical testing.

Through an extensive review of relevant literature and in-depth interviews with communication industry leaders, this study provides a clear definition of societal intelligence and highlights its significance in effective communication within organizations. By synthesizing existing research and the results of measurement validation, the study identifies key dimensions and items that constitute societal intelligence, establishing a robust measurement model. The empirical testing phase examines the influence of societal intelligence on trust and employee advocacy. The results reveal that societal intelligence plays a crucial mediating role in the relationship between authentic leadership and trust within organizations.

These research findings have both theoretical and practical implications. Theoretically, this study contributes to the understanding of societal intelligence as a distinct construct within the fields of communication management and leadership. It sheds light on the complex dynamics between authentic leadership, societal intelligence, trust, and employee advocacy, emphasizing the need for further exploration of these relationships. From a practical standpoint, this research offers valuable insights for organizations and communication professionals. It underscores the importance of providing training sessions that address societal issues to enhance the competencies of communication professionals. By equipping professionals with knowledge, skills, and tools related to societal intelligence, organizations can empower their communication teams to navigate complex societal landscapes, engage stakeholders effectively, and communicate ethically and responsibly.

This dissertation research advances our understanding of societal intelligence and its impact on authentic leadership communication. It provides valuable insights for the field of communication management, emphasizing the significance of societal intelligence in organizational communication practices. The study lays a foundation for further investigation and underscores the ongoing need to explore societal intelligence in the field of communication management.

INDEX WORDS: Societal intelligence, corporate social advocacy, authentic leadership, trust, competencies, communication management, public relations

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CHAPTER 1

INTRODUCTION

Background

The convergence of business and social issues has become increasingly prevalent in society, presenting new challenges for leaders and communication professionals in organizations. Economic forces have unleashed dynamics that give rise to significant challenges, such as inequality and tribalization, where individuals and groups form strong bonds based on religious beliefs, cultural identities, and political convictions (Eklund, 2017). In this context, effectively communicating with relevant stakeholders and developing the necessary skills to thrive in a world driven by purpose and social impact has become difficult for leaders and communication professionals.

In recent years, many companies have taken public stances on environmental, social, and political issues to showcase their role in society. *Fortune* magazine, for instance, published the "Change the World" ranking, which recognizes corporations making a substantial impact on global social or environmental problems. This ranking does not measure "goodness" per se but aims to highlight instances where companies are integrating social and environmental considerations into their profit-making strategies. Environmental, Social, and Governance (ESG) issues are topics that every brand should inclusively address in their communication efforts to engage consumers effectively (Henisz et al., 2019). Consumers, and even employees, now expect brands and organizations to actively participate in sustainability initiatives and show interest in social and political issues alongside their core business operations (Yang et al., 2022). This

expectation extends beyond organizations as individuals, including CEOs and management leaders, are urged to voice their opinions on social and political matters, even when those issues may not be directly related to their businesses (Barometer, 2022).

Communication professionals play a vital role in maintaining and enhancing an organization's reputation and are instrumental in positively impacting society as a whole (Hon, 2007). Their approach to communication activities not only benefits the organization but also provides leadership with a sense of ease, including CEOs, CFOs, and board members (Mehta et al., 2021; Ragas, 2019).

However, the demands placed on organizations and communication professionals in recent years differ significantly from those in the past. With advanced web technologies and the widespread use of social media as communication channels, the public is exposed to a vast amount of information, including the potential for misinformation and disinformation due to factors like algorithmic data management, machine learning, and artificial intelligence. The abundance of information has led to instances of imbalanced and biased ideas, resulting in polarization on certain issues among the public (USC Annenberg Center for Public Relations, 2020). Consequently, there is now an expectation for organizations and their representatives to take a clear stance on environmental, social, and political issues. Extensive research in strategic communications has highlighted the impact of corporate social responsibility and advocacy on internal and external outcomes, such as purchase intentions and employee engagement (Dodd & Supa, 2014). Despite the pressing need for organizations, brands, and CEOs to publicly address societal issues, limited research has been conducted to explore the necessary skills and competencies required for effectively communicating these issues to relevant stakeholders.

Hence, it is crucial to investigate the core competencies expected of communication professionals in today's evolving communication landscape. Specifically, there is a need to propose and validate a new concept that can measure the competencies necessary for communication leaders to effectively engage with relevant stakeholders in the current business environment.

Statement of the Problem

Despite the increasing pressure from the public, including social media audiences, for corporations to publicly express their stance on social and political issues, there is still a lack of understanding regarding how communication professionals strategically position organizations in society and develop the necessary competencies for effective social engagement. This gap in knowledge extends to the individual level, as scholars continue to explore the competencies needed to excel in social engagement and how these competencies translate into leadership and decision-making abilities, particularly for communication leaders.

Purpose of the Research

This study aims to address the existing problems and needs by investigating the essential competencies required for communication leaders in today's evolving communication profession. Specifically, the research focuses on conceptualizing and defining the construct of societal intelligence, which encompasses corporate social advocacy and is recognized as a fundamental competency for communication leaders within the contemporary business landscape. Additionally, the study aims to identify the dimensions and items that constitute the construct of societal intelligence, thereby proposing a measurement scale for its assessment. Furthermore, this dissertation research explores how the dimensions of societal intelligence can be integrated into

the practice of authentic leadership communication, examining their impact on significant communication outcomes.

Significance of the Research

This research holds both theoretical and practical implications for various fields. Firstly, it contributes to the theoretical understanding of communication management, leadership, and corporate communication by shedding light on the significance of societal intelligence as a fundamental aspect of authentic leadership in the context of communication management. This study expands the knowledge base in public relations and leadership by providing a more accurate and relevant measurement tool for authentic leadership in public relations.

Furthermore, the findings of this dissertation research have practical implications for communication professionals, particularly communication leaders, in the realm of strategic communication. The research outcomes serve as a valuable guide for understanding the current leadership needs within the strategic communication domain. By exploring the components of authentic leadership communication model, including societal intelligence, the findings assist communication leaders in enhancing their leadership skills to align with the evolving demands of stakeholders. A deep understanding of how societal intelligence functions within authentic leadership communication can facilitate stronger relationships between organizations and their employees, enhancing professional practices in the field.

Conceptual Frameworks

To understand how the new construct, societal intelligence, plays an important role in authentic leadership communication, the researcher delves in two streams of research: studies on corporate social advocacy in communication management and fundamental research on authentic leadership.

Theory of Planned Behavior

The theory of planned behavior is a psychological framework that elucidates the connection between an individual's beliefs and their immediate actions within specific circumstances (Ajzen, 1991). According to this theory, an individual's intention to engage in a particular behavior (or refrain from doing so) is the primary determinant of their subsequent actions (Ajzen, 2011). The theory posits that people typically exhibit rational behavior by considering three key factors: attitudes toward the behavior, subjective norms, and perceived behavioral control. These three components collectively shape an individual's behavioral intentions (Dodd & Supa, 2014). More specifically, an individual intends to engage in a behavior when they hold a positive evaluation of it (i.e., attitude toward the behavior), perceive social pressure to perform it (i.e., subjective norm), and believe that they possess the necessary resources and opportunities to do so (i.e., perceived behavioral control). Some scholars argue that these factors may not always be actively or consciously deliberated upon during decision-making but instead form the underlying framework for the decision-making process (Madden et al., 1992; Michaelidou & Hassan, 2014; Sun & Giles, 2001).

Authentic Leadership

Another primary theoretical framework employed in this research is authentic leadership. Within this framework, scholars have identified four dimensions of authentic leadership: self-awareness, relational transparency, balanced processing, and internalized moral perspective (Walumbwa et al., 2008). While these dimensions are widely applicable to communication professionals, there is an additional aspect that remains unaddressed in the context of leadership for public relations practitioners—societal intelligence. Given the contemporary societal

landscape, there is a need to explore how the dimensions of authentic leadership align with the concept of societal intelligence within the realm of communication professionals.

Research Questions

To further develop the topic into a full dissertation, four initial research questions were formulated in line with the research's purpose. These research questions are designed to guide the investigation and provide a framework for the study.

RQ 1: How does corporate social advocacy impact communication leadership and the required competencies?

RQ 2: What are the specific knowledge, skills, and abilities (KSAs) which fall under the domain of societal intelligence?

RQ 3: What are the potential advantages for professionals and organizations in acquiring societal intelligence?

RQ 4: How does societal intelligence relate to the communication process of authentic leadership? More specifically, the researcher proposed specific hypotheses to address this research question. They are:

H1: Authentic leadership positively affects employees' trust in the organization.

H2: Employees' trust in the organization positively affects employee advocacy.

H3. Authentic leadership positively affects employee advocacy.

H4a: Societal intelligence moderates the relationship between authentic leadership and employees' trust in the organization.

H4b: Societal intelligence moderates the relationship between authentic leadership and employee advocacy.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews relevant literature on the main constructs involved in the research, namely societal intelligence, authentic leadership, trust, and employee advocacy, and explores their interconnectedness within an organizational context. The author recognizes the importance of discussing relevant concepts such as corporate social advocacy and CEO activism, as they are often used interchangeably in the field of communication management. Therefore, this chapter begins by presenting concepts that are similar to the main concept of societal intelligence, elucidating their differences. Subsequently, the chapter provides a comprehensive definition and discussion of societal intelligence based on a literature review encompassing diverse academic disciplines and the communication industry. Furthermore, the concept of authentic leadership is introduced, highlighting its application in the field of communication management. Specifically, the chapter presents a claim regarding the relationship between societal intelligence and authentic leadership. Lastly, the chapter proposes trust and employee advocacy as outcomes of authentic leadership communication, which contribute to the development of societal intelligence.

Analogous Concepts to Societal Intelligence

To enhance comprehension of societal intelligence, it is crucial to explore analogous terms that share conceptual similarities within academic discourse. Specifically, *corporate social advocacy (CSA)*, *brand activism*, and *CEO activism* are significant concepts within management, marketing, strategic communication, and public relations that bear resemblance to societal

intelligence. However, it is important to note that while these concepts align with societal intelligence in certain aspects, they are distinct entities. Therefore, this section establishes the legitimacy of creating the new construct of societal intelligence by comparing and differentiating these similar concepts.

Corporate Social Advocacy

In recent years, scholars have devoted increased attention to the conceptual development of corporate social advocacy (Austin et al., 2019; Dodd & Supa, 2015; Gaither et al., 2018). Now, young generation and activist groups are forcing corporates (or brands) to participate in social engagement, whereas involving corporate support of or opposition to policies, political perspectives, or social issues has been considered as taboo by most of the corporates even a decade ago (Davis, 2016). However, the current business environment necessitates companies to express their opinions on social issues, even though such positions may yield negative repercussions due to the divergent interests of various stakeholders (Gaither et al., 2018). Consequently, there has been a noticeable surge in corporate activism in response to politically and socially controversial issues in recent years. Examples of this include DICK's Sporting Goods' position on gun control reform following the Parkland shooting, Chobani's vocal support for immigration, child hunger, and paid parental leave policies, and Starbucks' endorsement of same-sex marriage.

Corporate social advocacy (CSA) refers to “an organization making a public statement or taking a public stance on social-political issues” (Dodd & Supa, 2014, p.5). More assertively, (Austin et al., 2019) define CSA as a company's public activism pertaining to contentious issues. Some scholars define CSA specifically within the realm of government policies and political matters, encompassing corporate support or opposition to policies, political perspectives, or

societal issues (Clemensen, 2017; Foroohar, 2017). Others focus on the outcomes of corporate advocacy, asserting that CSA represents a corporation's activism that influences management decisions in order to demonstrate corporate social responsibility and enhance reputation (Monaghan, 2009; Peterson & Pfitzer, 2008).

Table 1

Definitions of Corporate Social Advocacy

Author(s) / Year	Definition	Attributes
Dodd & Supa (2014, p.5)	An organization making a public statement or taking a public stance on social-political issues	Social, political issues/ organizational level
Austin et al. (2019)	A company's public activism on controversial issues	Social, political issues/ organizational level
Clemensen (2017)	An involving corporate support of or opposition to policies, political perspectives, or issues	Political issue/ organizational level
Foroohar (2017)	A corporate's definitive action or stance in response to government policies	Political issue/ organizational level
Peterson & Pfitzer (2008)	A corporate's activism which influences management for demonstrating its corporate social responsibility (CSR) and reputation	CSR/ organizational level

Emerging from the convergence of corporate social responsibility and strategic issue management, corporate social advocacy (CSA) represents a novel concept (Dodd & Supa, 2014). Previous research in the fields of public relations and communication management has identified three key characteristics of CSA, primarily emphasizing the organizational level rather than individual perspectives (Austin et al., 2019; Dodd & Supa, 2014; Gaither et al., 2018).

First, CSA topics are not necessarily linked to the brand or core operations of an organization. This difference indicates that corporate social responsibility (CSR) and CSA

represent distinct behavioral initiatives. CSR entails planned endeavors that align with a company's objectives and demonstrate its social responsibility, whereas CSA often emerges reactively and may be unrelated to the primary business obligations of a company. For example, a paper manufacturing company's CSR activity might revolve around forest preservation or reforestation, while its CSA activities might involve engagement in LGBTQ rights.

Second, CSA does not always align with the expectations of all stakeholders. Involvement in social and political issues inherently carries controversy and has the potential to alienate certain organizational stakeholders, while simultaneously attracting activist groups. Gaither, Austin, and Collins (2018) discovered that DICK's Sporting Goods faced polarized responses and potentially experienced reduced revenue as a result of their CSA stance on gun control following the Parkland shooting. Unlike CSR efforts that often support widely accepted causes, CSA involves corporate support or opposition to political perspectives or social issues that are more contentious (Clemensen, 2017). Consequently, CSA establishes a distinctive business-society relationship that extends beyond the realm of CSR.

In relation to stakeholders, CSA practices can unexpectedly affect financial outcomes. Korschun and the colleagues (2016) conducted a field experiment to examine the impact of CSA on financial outcomes and discovered that remaining neutral or avoiding taking a stance on a social issue resulted in lower purchase intentions compared to taking a stance that conflicted with consumer values. This finding strongly indicates that aligning with consumer values through a CSA stance is likely to bolster purchase intentions. Further exploration of the financial implications of CSA is necessary to gain a deeper understanding of this relationship (Dodd & Supa, 2014).

Brand Activism

Brand activism is defined as the act of publicly taking a stand on contentious social or political issues by a brand (Kotler & Sarkar, 2017). The concept of brand activism draws its roots from two theories: the moral foundations theory (Graham et al., 2009) and consumer-brand identification theory (Bhattacharya & Sen, 2003). Scholars examining this concept argue that its fundamental basis lies in the five moral foundations: care, fairness or proportionality, loyalty or in-group, authority or respect, and sanctity or purity (Mukherjee & Althuizen, 2020). For example, a brand that supports helping refugees emphasizes care and fairness, while a brand opposing marriage equality focuses on loyalty to the in-group or purity. Additionally, scholars employing the consumer-brand identification theory suggest that a higher level of self-brand similarity leads to stronger self-brand identification and, ultimately, more favorable attitudes towards the brand over time (Stokburger-Sauer et al., 2012). Thus, brand activism allows consumers to evaluate the degree of self-brand similarity within the context of moral judgments (Mukherjee & Althuizen, 2020).

In the field of strategic communication, brand activism is often compared to concepts such as corporate social responsibility (CSR), cause-related marketing (CRM), and advocacy advertising. Many scholars have established that the key differentiating factor between brand activism and CSR (or CRM) lies in the nature of the context in which brand activism operates. While CSR or CRM typically involves generally accepted, non-divisive, and pro-social issues like supporting education or disaster relief, brand activism thrives in a contentious environment (Chernev & Blair, 2015; Luo & Bhattacharya, 2009). There is a clear distinction between brand activism and advocacy advertising when it comes to the driving force behind their initiatives.

While advocacy advertising, CSR, and CRM are primarily motivated by marketing-driven purposes, brand activism is driven by a brand's purpose and values (Kotler, 2012).

Given that brand activism is predominantly discussed within the realms of marketing and advertising, it is natural that the concept is closely tied to consumer attitudes, intentions, and behaviors towards a brand. Numerous studies have demonstrated that these dependent variables, namely consumer attitudes, intentions, and behaviors towards a brand, are influenced by the congruence between the brand and the controversial sociopolitical cause. In such cases, the brand must possess a reputation determined by its purpose, values, messaging, and practices (Vredenburg et al., 2020).

CEO Activism

CEO activism pertains to the phenomenon where corporate leaders, specifically CEOs, voice their opinions and take action on social and environmental policy issues that are not directly linked to their company's core business, distinguishing it from nonmarket activities (Chatterji & Toffel, 2019). Scholars who have examined CEO activism uniformly emphasize that this concept is not directly tied to a company's central business purpose but exerts enough influence on its stakeholders (Chatterji & Toffel, 2019; DaBaldo, 2020). Table 2 illustrates how scholars have explored CEO activism as an individual-level action within a company.

Larcker and his colleagues (2018) content-analyzed media coverage pertaining to CEOs' statement from S&P 500 firms and their social media posting to understand the prevalence of CEO activism and the range of advocacy positions. The study revealed that diversity was the most commonly advocated issue in the statements made by CEOs. While the majority of the CEOs who took positions focused on one or two specific issues, only a small number expressed their opinions on multiple issues. From a public perspective, CEO activism was generally

welcomed. However, the sentiments expressed by the public, whether positive or negative, counterbalanced each other, as indicated by the study. Other studies have indicated that CEO activism can have both positive and negative effects on consumers' purchasing behaviors, depending on the brand attributes and the public statements made by CEOs regarding social issues (Brown et al., 2020; Chatterji & Toffel, 2019).

However, there is a lack of research that provides a measurement to assess the quality of CEOs' social activities and to determine the factors that explain the successful competences of CEO activism. While various social activities from organizations and/or individual corporations have gained attention, there remains a gap between the conceptual explanations and the measurements required to examine the actual qualities of CEO activism.

Table 2

Definitions of CEO Activism

Author(s) / Year	Definition	Attributes
Chatterji & Toffel (2019)	A corporate leader's speaking out on social and environmental policy issues not directly	Social, environmental issues / individual level
DaBaldo (2020)	CEOs speaking out publicly about political and social issues that are not directly related to their central business purpose but influence a company's stakeholders	Social, political issues / individual level
Henderson (2018)	A CEO's action of voicing out controversial social issues externally	Social issues / individual level
Larcker et al., (2018)	The practice of CEOs taking public positions on environmental, social, and political issues not directly related to their business	Social, environmental, political issues / individual level

The Construct of Societal Intelligence

Addressing the growing interest in organizational advocacy on social and political issues within the communication field, the development of a relevant construct has received limited attention from scholars in academia. One of the examples is societal acumen which emerged from discussion of sociopolitical issues around business acumen and issue management (Suris, 2020). The relevant constructs, including societal acumen as well as societal intelligence, which is inherited from societal acumen, are closely connected to societal issues, warrant discussion within the framework of strategic issue management in the field of communication management.

Societal intelligence should be understood within the broader context of stakeholder communication and strategic communications, which involve activities like business planning and issue monitoring. Moreover, the construction of societal intelligence is underpinned by the principles of corporate responsibility and social issues. When shared perspectives on corporate responsibility pertaining to social issues are established among various stakeholder groups, the activation of societal intelligence can enhance the effectiveness of business planning, as well as issue and crisis management.

In summary, the construct of societal intelligence holds significant relevance in the field of communication management, particularly in relation to organizational advocacy on social and political issues. By considering societal intelligence within the framework of strategic issue management, with a focus on stakeholder communication and corporate responsibility, organizations can better navigate business planning and effectively manage issues and crises.

Origins and Development of the Societal Intelligence Construct

To grasp the term societal intelligence, it is essential to begin by examining the concept of *societal acumen*. In the discourse of corporate social advocacy, a novel concept known as

societal acumen has emerged. While this concept has received relatively limited attention from scholars, it has gained significant prominence in the realm of business practice (Spring, 2021; Suris, 2020). Societal acumen refers to “the ability to discern what today’s societal currents mean for businesses and their stakeholders” (Suris, 2020). This concept plays a vital role in communication, particularly within the field of public relations, when organizations or their employees align themselves with contentious socio-political issues, whether intentionally or inadvertently. Possessing sensitivity towards social issues, which ultimately impacts an organization's business and communication management practices, is a crucial competence for leaders, especially communication professionals.

However, for communication professionals, the relevant competency does not remain at the stage of "discernment." It can be actively utilized as a valuable competency, when incorporating actual communication activities and engaging with important stakeholders, including the public and employees. As communication professionals develop this competency in an environment where companies or their representatives (e.g., CEO or CCO) publicly address contentious social issues, it becomes essential for scholars to examine this competency more closely. In this regard, the concept should be redefined within the realms of communication management and public relations, moving beyond a mere understanding of social or political issues. Therefore, there is a need to establish a new framework that encompasses multiple dimensions to elucidate this competency for communication professionals.

Given the demands and needs for redefining sociopolitical knowledge and its application for communicational professionals, it is more appropriate to refer to this concept as "intelligence" rather than "acumen." Various definitions of intelligence are available in encyclopedias. The American Heritage Dictionary (American Heritage Dictionary, n.d.) defines

it as "the ability to acquire, understand, and use knowledge" while other dictionaries describe it as the ability to use memory, knowledge, experience, understanding, reasoning, imagination, and judgment to solve problems and adapt to new situations (All Words Dictionary, n.d.). The American Psychological Association (American Psychological Association, n.d.) explains intelligence as the individual's ability to comprehend complex ideas, adapt effectively to the environment, learn from experiences, engage in various forms of reasoning, and overcome obstacles through thoughtful consideration.

Prominent psychologists have provided additional perspectives on intelligence in different contexts. Gardner (2000) introduces the cultural aspect, defining intelligence as the ability to solve problems or create valued products within one or more cultural settings. A scholar emphasizes abstract thinking (Sternberg, 2000), while others focus on an individual's purposeful actions and rational thinking (Wechsler & Kodama, 1949). Regarding work environments, some scholars associate intelligence with excelling in a wide range of tasks (Masum et al., 2018), while others stress the importance of quick decision-making, asserting that intelligence is the power to swiftly identify appropriate solutions within an extensive search space (Lenat & Feigenbaum, 1991). Collectively, intelligence encompasses the concepts of knowledge and its application, with a primary emphasis on problem-solving and decision-making.

Unique Characteristics of Societal Intelligence Compared to Analogous Terms

Societal intelligence possesses distinguished characteristics when compared to similar terms such as corporate social advocacy (CSA), CEO activism, and brand activism. First, there are three fundamental differences between CSA and societal intelligence that have emerged from previous CSA studies. Primarily, while CSA refers to the actions taken by organizations

regarding socio-political issues, societal intelligence pertains to the knowledge, skills, and abilities that individuals can acquire and cultivate. Research in public relations and communication management indicates that CSA involves organizational actions based on a social or political stance. On the other hand, societal intelligence falls within the realm of individual capabilities. Hence, these two concepts necessitate different approaches due to their inherent differences.

Secondly, CSA is primarily an organizational initiative, whereas societal intelligence is an individual characteristic. Existing literature on CSA predominantly focuses on organizational cases. For instance, DiRusso and Myrick (2021) conducted an experiment to explore how CSA communication influenced outcomes related to companies, such as purchase intention, company attitudes, and social media engagement. They manipulated CSA communication messages using emotional tone, emotional intensity, and issue salience, examining the impact of CSA communication strategies from an organizational perspective. Similarly, studies on CSA legitimacy, which involves individual value judgments, primarily approach the concept from a macro-level perspective, considering organizational initiatives. Yim (2021) investigated how organizations legitimize their CSA activities based on value consistency and value congruence, highlighting the existence of legitimacy gaps between organizational social advocacy and individual expectations. Therefore, CSA primarily revolves around representative activities or communications undertaken by organizations as a whole.

Thirdly, the outcomes and benefits derived from each concept vary. As CSA and societal intelligence involve distinct types of initiatives (organizational vs. individual), the potential outcomes they yield are not equivalent. CSA outcomes are typically linked to business performance and corporate reputation, encompassing variables such as purchase intention, social

media engagement, company attitudes, and brand loyalty. On the other hand, societal intelligence can potentially impact a range of factors, including business performance, leadership, and competency development. One factor that has been identified in the literature as being influenced by societal intelligence is employee advocacy.

Employee advocacy occurs when individuals voluntarily promote positive information about their organization and defend it against negative feedback or criticism (Men, 2014). Other Scholars have emphasized the significance of employee advocacy, highlighting how the external voices of employees significantly influence organization-public relations and corporate reputation (Kim & Rhee, 2011). In this sense, public relations scholars have highlighted the significance of employee advocacy and the way the external voices of employees greatly influence organization-public relations and corporate reputation (Kim & Rhee, 2011; Men, 2014; Men & Stacks, 2014). Considering the advancement of individual communication channels (e.g., social media), employee advocacy has gained even greater importance in public relations. Therefore, scholars need to address societal intelligence as an individual competency and leadership skill for communication professionals.

When comparing societal intelligence to CEO activism, there are two key distinctions to consider. Firstly, CEO activism primarily focuses on the CEO as the agent, rather than the organization as a whole. It emphasizes public activity, contrasting with the blend of public and private activities observed in related phenomena. In this regard, CEO activism aligns with societal intelligence at the individual level. However, the two concepts differ in terms of the entities involved in taking action. While CEO activism is limited to CEOs, societal intelligence encompasses any individuals who have a representative role within an organization, including

CEOs, C-suite executives, and leadership management. Therefore, competence in societal intelligence is required by all individuals who are willing to speak on behalf of an organization.

Furthermore, these two concepts can be differentiated by their characteristics. As previously mentioned, societal intelligence is a leadership competence that encompasses knowledge, skills, and abilities, enabling effective engagement with social and political issues. On the other hand, CEO activism is simply a phenomenon that describes CEOs expressing their opinions on such issues. It does not encompass the broader range of competencies associated with societal intelligence (Hambrick & Wowak, 2021).

In comparing brand activism to societal intelligence, there is a notable distinction based on the level of entity involved in taking action. While both concepts may focus on similar social or political issues, they differ in terms of the level at which action is taken. Brand activism refers to the actions of an organization in response to a social or political issue. It represents the organization's engagement and stance on the issue. On the other hand, societal intelligence pertains to the competence of individuals in effectively acting upon sociopolitical issues as representatives of an organization. It emphasizes the skills, knowledge, and abilities required to engage with such issues. Therefore, brand activism operates at the organizational level, while societal intelligence operates at the individual level.

Definition of Societal Intelligence

In these regards, a new construct called “societal intelligence” is proposed in the current dissertation research. Societal intelligence is defined as:

“The ability exercised by the communication leaders to discern societal issues rooted in social, political, environmental, and cultural controversies around an organization that may affect organizational performance or reputation and to act upon on its challenges and

opportunities related to organizational performance or reputation in the broader societal context.”

Thus, societal intelligence operates through two dimensions: 1) an outside-in cognitive process that involves acquiring knowledge about societal issues and 2) an inside-out action process that entails applying this knowledge to address the needs of stakeholders in a communication professional's role.

Dimensions of Societal Intelligence

Based on the definition of societal intelligence (Edlund Consulting, n.d.), the construct can be divided into two dimensions: discernment of societal issues and application of societal issues. The discernment of societal issues dimension is grounded in knowledge management strategies (Nonaka & Takeuchi, 1995), and the other dimension, application of societal issues, is rooted in issue ownership (Lim & Young, 2021), communication competence (Monge et al., 1982). While engaging in the cognitive process of acquiring knowledge about societal issues and applying that knowledge, individuals actively employ knowledge management strategies. Also, given the significant involvement of communication professionals in the societal intelligence construct, it is essential to incorporate communication competencies into the construct.

Dimension 1: Discernment of Societal Issues.

The discerning societal issues dimension involves a cognitive process of knowledge acquisition and knowledge interpretation regarding social, political, environmental, and cultural issues using two types of resources, internal and external resources of one's organization. The dimension consists of eight items, with four items for each process: knowledge acquisition and knowledge interpretation.

Knowledge management can be understood as either synonymous with information management or as the management of work practices aimed at enhancing knowledge sharing within an organization (Wilson, 2002). Knowledge management, especially regarding information resources, is grounded in such assumptions as: recognition of information as a resource, an integrative management perspective, and a link with strategic planning (Bergeron, 1996). When utilizing knowledge in an organizational setting, it is important to have knowledge capabilities (Baskerville & Dulipovici, 2006). Capabilities of the people who possess knowledge include acquisition, memory, and interpretation. Among the components of knowledge capabilities, memory is not the core value of communication professionals. Subsequently, the societal intelligence construct is involved in knowledge acquisition and knowledge interpretation, as sub-dimensions employed in the discernment of societal issues dimension.

In the process of knowledge acquisition, communication professionals are able to gather information about societal issues from both internal and external sources. Internal-resourced discernment involves developing self-awareness as a leader and understanding the needs of various stakeholders, as well as recognizing the strengths and weaknesses of an organization and identifying relevant internal resources. An essential aspect of this process is actively listening to the voices of employees, which is crucial for equipping oneself with leadership competencies. External-resourced discernment, on the other hand, is achieved by comprehending an organization's purpose and societal role in relation to societal issues. This understanding is enhanced by paying attention to the actions of activists, whether they are supporters or opponents of the organization, as they serve as primary sources for identifying contentious issues.

Sub-dimension 1. Knowledge Acquisition.

Adopting from knowledge management theory (Nonaka & Takeuchi, 1995), focusing on especially knowledge acquisition, there are four items can be applied to this discernment dimension: these are (1) information collection from employees (i.e., internal-resources), (2) information collection from customers on a regular basis (i.e., external-resources), (3) issue research around the one's business context (i.e., external-resources), and (4) an access to enough information resources for the work in an organization's records and databases (i.e., internal-resources).

Sub-dimension 2. Knowledge Interpretation.

Based on comprehensive literature reviews in business management and communication fields, the second subdimension, knowledge interpretation, includes three items: those are, (5) the agreement of the potential impact the new societal issues may generate, (6) the understanding of employees' knowledge of the societal issues related to the unit, and (7) the understanding of organizational protocols to act on societal issues.

Dimension 2: The Application of Knowledge to Address Societal Issues.

Application of societal issues refers to the skills and abilities required to make informed decisions and act based on the discernment of information using internal and external resources and knowledge in order to address problems surrounding an organization and its operations. This dimension entails the development of communication strategies through issue-based decision-making and the execution of communication activities.

Within this dimension, there are a total of 12 items, with 6 items associated with developing communication strategies for decision-making and 6 items related to the execution of communication activities. These items have been adopted from measures of issue ownership (Lim & Young, 2021), knowledge management theory (Baskerville & Dulipovici, 2006), and the

communication competence scale (Monge et al., 1982). The items include: (1) ability to create message strategy relevance to consumers of a firm, (2) plausibility of advocates of the societal issues, (3) sensemaking skill to choose a spokesperson to advocate issues, (4) capability to reinforce a consistent communication plan, (5) ability to make decision quickly, (6) ability to set up a contingency plan prepare for a backlash which may have, (7) ability to facilitate formal information sharing within a firm without obstacles, (8) ability to facilitate informal information sharing within a firm without obstacles, (9) capability to effectively use internal communication methods, such as information systems or intranet, (10) sensitivity to the stakeholders' needs of the moment (including the general public), and (11) skill to express ideas clearly and effectively, (12) ability to respond to messages (memos, phone calls, reports, etc.) quickly.

The Construct of Authentic Leadership

Authentic leadership began to attract scholarly attention less than fifteen years ago (Clapp-Smith et al., 2009), despite the concept of authenticity having roots dating back almost 80 years in ancient Greek philosophy (Harter, 2002). The emergence of authentic leadership was inevitable as existing leadership theories failed to explain unfolding events and address issues related to widely publicized corporate scandals, managerial misconduct, and the broader societal challenges confronting organizations (Luthans & Avolio, 2003). As a result, authentic leadership offers a fresh perspective and a new leadership style suited to the demands of the contemporary organizational landscape.

Definitions and Theoretical Foundation of Authentic Leadership

While various scholars have conceptualized authentic leadership differently, the prevailing concept, rooted in current theorizing and empirical research, is the one proposed by Avolio and his colleagues (Avolio et al., 2004; Gardner et al., 2005).

Authentic leadership is defined as a process that encompasses both positive psychological capacities and a highly developed organizational context. It leads to increased self-awareness, self-regulated positive behaviors for leaders and followers, and ultimately fosters self-development and generates positive outcomes (Luthans & Avolio, 2003). Luthans and Avolio (2003) argued for the necessity of positive leadership in the present times, as it is demanded in organizations where the business environment is undergoing significant changes, traditional operating rules no longer suffice, and transparent leadership intentions are valued.

According to these scholars, authentic leadership is theoretically grounded in three foundations: positive organizational behaviors (POB), transformational/full-range leadership (FRL), and ethical and moral perspective-taking capacity and development (Luthan, 2002; Schulman, 2002). POB focuses on positively oriented human resource strengths and psychological capacities that can be developed and effectively managed to enhance performance. It emphasizes the development of psychological capacities that are considered "state-like" rather than "trait-like," such as confidence, hope, optimism, and resiliency. While POB provides a psychological basis, FRL offers the contextual elements, leader characteristics, and ethical and moral foundation. Both POB and FRL work in conjunction with the development of ethical and moral perspective-taking capacity.

Therefore, authentic leadership goes beyond self-interest, as it is guided by something greater, a higher-value purpose, which leads to "selfless judgments" and brings about fundamental changes in followers, organizations, communities, and societies.

Components of Authentic Leadership

Scholars studying authentic leadership have characterized it as a multi-dimensional and multi-level form of leadership, defined by self-awareness and self-regulation that leads to

positive follower development and outcomes (Gardner et al., 2005). According to Walumbwa and his colleagues (2008), the concept of authentic leadership consists of four components: self-awareness, balanced processing, relational transparency, and internalized moral perspective.

First, self-awareness involves leaders' understanding of their strengths, weaknesses, and the multifaceted nature of the self. It also encompasses how leaders perceive themselves through the eyes of others. Authentic leaders strive to align their true self, their self-understanding, with the way others perceive them, minimizing any gaps between the two. Therefore, self-awareness describes an ongoing dynamic process where individuals continually question and reassess their strengths and weaknesses (Peus et al., 2012, p. 333).

The second component of authentic leadership is balanced processing, which refers to leaders' objective analysis of all relevant data when reaching conclusions or making decisions. Authentic leaders are less ego-involved and can objectively process both self-esteem-relevant and non-relevant information (Gardner et al., 2005).

Relational transparency is the third dimension of authentic leadership. It involves the presentation of one's authentic self to others, which includes behaviors such as disclosure, openly sharing information, and expressing true thoughts and feelings. Authentic leaders are willing to admit their mistakes and acknowledge that they are not invulnerable when giving directions to their followers.

The final dimension is internalized moral perspective. It is a behavioral component defined as a decision-making process based on core beliefs and consistent demonstration of actions aligned with those beliefs. This dimension reflects leaders' commitment to core ethical values. Internalized moral behavior is guided by internal moral standards and values, sometimes

in opposition to organizational and societal pressures, resulting in consistent behaviors aligned with the internalized values.

In summary, the conceptualization of authentic leadership in management literature suggests that authentic leaders are guided by strong moral convictions and act in accordance with their deeply held values.

Interplays of Authentic Leadership Components

The four components of authentic leadership do not work independently or separately; instead, they function interdependently and interact with each other when manifested in leadership. Firstly, self-awareness plays a crucial role in authenticity, as the core value of authentic leadership is to bridge the gap between one's true self and the self that is expressed, achieved through an understanding of one's strengths and weaknesses (Gardner et al., 2005). Therefore, the other components are built upon self-awareness. For instance, authentic leaders can engage in balanced processing, which requires self-awareness as a foundation, as it is based on comprehending their own core values and subsequently projecting them consistently.

Additionally, authentic leaders openly acknowledge their vulnerabilities to their followers, demonstrating relational transparency. This is possible because they have a deep understanding of themselves through continuous self-reflection on their strengths and weaknesses – which is self-awareness – and it leads them to embrace transparency as they question their directions in the pursuit of the right path (Avolio, 1999).

Moreover, it is challenging to exhibit self-awareness, transparency, and balanced processing of information without the moral maturity associated with a positive personal value system (Avolio & Gardner, 2005). Authentic leaders demonstrate self-awareness by ensuring that their internal values align with their behaviors. This process of self-regulation empowers

authentic leaders to withstand external pressures and influences. Kernis and Goldman (2006) noted that the internalized moral perspective is rooted in awareness, balanced processing, relational orientation, and behavioral components. Authentic leaders develop a moral capacity to assess issues and dilemmas that exist in morally ambiguous situations. When grappling with dilemmas from multiple perspectives, authentic leaders employ balanced processing and their internalized moral code to guide their behavior in accordance with their moral values.

Consequently, the interplay of authentic leadership components compels authentic leaders to consistently focus on the development of their followers, building upon each psychological capacity and strength, and positioning themselves confidently at the forefront with traits such as confidence, hope, optimism, and resilience. Such actions have the potential to inspire others, particularly followers, to take action.

By exemplifying these behaviors and fostering open and authentic relationships, authentic leaders aim to facilitate the authentic development of their followers. The mechanisms through which authentic leaders are presumed to influence followers in teams include behavioral modeling, personal and organizational identification, emotional contagion, support for self-determination, and social exchanges (Ilies et al., 2005).

Authentic Leadership in Public Relations

As mentioned earlier, authentic leadership has only emerged in the last decade or so as a means of explaining dynamics in existing work environments and proposing a new leadership paradigm in an ever-changing world. With the introduction of authentic leadership, public relations scholars have started to take an interest in leadership.

However, the domain of public relations has not extensively explored authentic leadership, primarily due to its status as a relatively new and developing concept. Within the

public relations literature on authentic leadership, most discussions revolve around internal communication or employee communication, examining the relationship between authentic leadership and outcomes such as job satisfaction, job performance, leader-follower relationships, and employee-organization relationships (Iqbal et al., 2018; Leman, 2017; Men & Jiang, 2016; Men & Stacks, 2014; Shen & Kim, 2012).

When considering how scholars have addressed the outcomes of authentic leadership and the subjects impacted by these variables, two distinct approaches have emerged from the relevant literature: strategic communication management and employee/internal communication approaches. The strategic communication management approach views authentic leadership as a factor in communicating with the public, whereas the employee/internal communication approach focuses on the impact of authentic leadership on various employee outcomes, particularly employee-organizational relationships.

Among the limited studies in the strategic communication management approach, Shen and Kim (2012) investigated the influence of authentic leadership (referred to as "perceived authentic organizational behaviors") on the mediating role between symmetrical communication and organization-public relationships (OPR). Authentic organizational behaviors encompass truthfulness, transparency, and consistency, derived from the concept of authentic leadership. OPR refers to the interdependence between an organization and its publics, measuring trust, control mutuality, commitment, and satisfaction. This study contributes practical and academic implications by proposing a structural model that explores communication with the public and how publics react in terms of OPR. However, it would be more comprehensive to examine how symmetrical communication with both internal employees and the public affects OPR and public advocacy. By focusing solely on symmetrical communication with internal employees, the

scholars overlooked the holistic view of communication with stakeholders. In today's media-rich environment, where various social media platforms serve as communication channels with the public, it is possible for companies to achieve public relations goals by building relationships with stakeholders through symmetrical communication.

Furthermore, Men and Tsai (2016) demonstrated that authentic CEO communication on social media leads to public trust and satisfaction with the organization. However, their study only examined the perceived authenticity and approachability of the CEO without exploring the core components of authentic leadership.

In contrast to the literature on the strategic communication management approach, there are some studies that adopt an employee/internal communication approach. These studies focus on communication attributes within the context of public relations research. For instance, Men and Stacks (2014) examined transparency and authenticity in the context of an organization's internal communication. They tested the relationship among leadership styles, specifically authentic leadership communication, symmetrical communication, and public relations outcomes (e.g., employee-organization relationships and employee organizational advocacy). While they explored the area of communication for public relations professionals by incorporating variables such as symmetrical and transparent communication in their proposed model, these variables remained within the realm of employee communication, rather than public communication, which is crucial for communication professionals.

Men and Jiang (2016) also found a positive relationship between organizational cultural dimensions (supportiveness, emphasis on rewards, and stability), symmetrical internal communication, authentic leadership, and the quality of employee-organization relationships (EOR). Authentic leadership and organizational culture mutually influence each other, and both

contribute to symmetrical communication systems, which nurture quality employee-organization relationships. While this study identified symmetrical communication, authentic leadership, and organizational culture as important antecedents of EOR, it did not investigate the underlying process that connects these variables. Therefore, it would be meaningful to examine the interplay between authentic leadership, organizational culture, and employee relationship outcomes while considering other possible mediating variables.

Overall, the exploration of authentic leadership in the field of public relations is still in its early stages. Further research is needed to delve into the various aspects of authentic leadership and its implications for public relations practice, including its impact on public communication, stakeholder relationships, and organizational outcomes.

Potential Antecedents Conditions of Authentic Leadership

In the literature of leadership theories, antecedents are, in general, empirically investigated in three approaches: the leader's qualities (e.g., self-efficacy, values, traits, emotional intelligence), organizational features (e.g., organization fairness, organizational inclusive climate), and the leader's colleagues' characteristics (e.g., follower's initial developmental level).

When it comes to authentic leadership, many antecedents related to leaders' qualities and organizational features have been examined to determine their impact on authentic leadership. The authentic leadership development model identifies two areas discussed as antecedents: positive psychological capacities and positive organizational context (Luthans & Avolio, 2003). Positive psychological capacities, based on positive psychology, encompass confidence, hope, resiliency, and optimism. These capacities can be developed through a combination of events that shape an individual's abilities and experiences. Jensen and Luthans (2006) found a positive

relationship between positive organizational behavior (POB), psychology capital, and authentic leadership in a sample of entrepreneurs. Peus and colleagues (2012) examined leaders' qualities such as self-knowledge and self-consistency as antecedents. Their study focused on the perspective of followers and found a positive association between self-knowledge, self-consistency, and authentic leadership, resulting in positive outcomes such as followers' satisfaction with supervisors, organizational commitment, and perceived team effectiveness.

The positive organizational context has also been explored in relation to authentic leadership within the authentic leadership development model (Luthans & Avolio, 2003). Gardner and colleagues (2005) argued that a positive organizational climate, characterized by inclusivity, ethics, care, and a focus on strengths, helps foster authentic leaders and followers. Research confirms that when followers are treated fairly and positively, they are more committed and likely to display positive attitudes (Rhoades et al., 2001).

Although the importance of organizational context in leadership has been emphasized by scholars (Luthans & Avolio, 2003; Gardner et al., 2005), there is limited empirical research on organizational climate as an antecedent of authentic leadership in the leadership literature. Meng and Berger (2019) investigated the impact of organizational culture and excellent leadership performance on PR professionals. Through surveys conducted with PR professionals nationwide, they found a significant impact of organizational culture and leader performance on work engagement, trust, and job satisfaction among PR professionals.

Therefore, it would be interesting for future research to explore the types of organizational climates that influence authentic leadership. Specifically, investigating the influence of diverse and inclusive workplaces on authentic leadership or vice versa aligns with Gardner and colleagues' (2005) suggestion in their authentic leadership development framework

that a highly developed authentic leadership would manifest differently in a company with a strong organizational culture.

Potential Outcomes of Authentic Leadership Practices

Compared to antecedents, the outcomes of authentic leadership have received much greater empirical attention. Based on the literature on outcomes and benefits of authentic leadership, Chan (2005) identified four lenses of authentic leadership approaches: intrapersonal lens (e.g., mega-cognitive, self-regulatory, and self-concept developmental processes), developmental lens, interpersonal lens conceptualizing authentic leadership as a dyadic, group, or collective phenomenon (Eatly, 2005, Gardner et al., 2005), and pragmatic lens that focuses on usefulness.

On the other hand, within the extensive literature, the outcomes and benefits of authentic leadership can be categorized into leader outcomes, follower outcomes, organizational commitment, and organizational outcomes (Gardner et al., 2011). Research examining leader outcomes has explored the relationship between authentic leadership and variables such as contingent self-esteem, psychological well-being (Toor & Ofori, 2009), ethical leadership (Walumbwa et al., 2008), and transformational leadership (Spitzmuller & Illies, 2010).

Considering the importance of considering followers' perspectives in leadership discourse, it is not surprising that a considerable number of scholars have examined followers' outcomes. Specifically, scholars have focused on followers' job performance (Walumbwa et al., 2010; Wei et al., 2018; Wong & Cummings, 2009), job satisfaction (Peus et al., 2012; Walumbwa et al., 2010), and organizational citizenship behaviors (OCB) (Walumbwa et al., 2010; Wei et al., 2018) at both the individual and group levels. Wei and colleagues (2018) tested the interactive effect of authentic leadership and competency on followers' job performance

through work engagement, including OCB, and concluded that authentic leadership positively relates to followers' job performance and OCB, with the leader's competency moderating the relationship between authentic leadership and OCB. Additionally, many scholars have examined followers' identification with supervisors and personal identification (Walumbwa et al., 2010; Wong et al., 2010).

Organizational commitment and outcomes are also major areas of examination regarding the impact of authentic leadership. Trust has been one of the key variables studied as a main outcome or a mediating variable in the relationship between authentic leadership and other variables (Capp-Smith et al., 2009; Peus et al., 2012; Wong & Cummings, 2009; Wong et al., 2010). Clapp-Smith and the colleague (2009), using data from retail store employees, found that trust in management partially mediated the positive link between authentic leadership and sales growth. Authentic leadership also fosters trust among team members through transparent communication of values and preferences (Ilies et al., 2005; Norman et al., 2010). Other variables examined in studies on organizational commitment include work engagement and work happiness (Jensen & Luthans, 2006; Walumbwa et al., 2010).

Societal Intelligence in Relation to Authentic Leadership

The concept of societal intelligence is closely related to the components of authentic leadership, which include self-awareness, balanced processing, relational transparency, and internalized moral code/behaviors. Societal intelligence is particularly associated with self-awareness and balanced processing as these components are involved in self-assessment.

Self-awareness entails understanding one's true self and how others perceive oneself, bridging the gap between the two and identifying strengths and weaknesses. In the current business environment, where there is an increasing emphasis on sensitivity towards social and

political issues, possessing societal intelligence becomes a crucial competence for individuals to truly know themselves.

Societal intelligence also plays a role in balanced processing, as authentic leaders need to consider all available resources before making decisions. Societal intelligence helps leaders make effective decisions in specific contexts, such as handling social movements related to the company, reputation management, strategic issue management, and more. This is especially important for communication professionals who engage with stakeholders daily or provide consultation to CEOs and top-level management on public communication matters.

Subsequently, authentic leadership is essential to be studied in the field of public relations, especially in current times when the importance of social advocacy and corporate activism has been highlighted. In this research, societal intelligence can play an important role in understanding leadership and this phenomenon, as there are many similarities between the concept and authentic leadership. For example, authentic leaders are driven by personal convictions rather than seeking status or personal gain. Similarly, societal intelligence is based on self-assessment of one's knowledge of social and political issues. Furthermore, when communicating with stakeholders on social and political issues, whether through corporate social advocacy or not, authenticity and transparent communication are essential, and authentic leadership and societal intelligence share this essence.

Authentic leadership has not been extensively explored in the field of public relations, despite its importance for PR professionals who often face decision-making dilemmas. Given the roles and responsibilities of PR professionals, they are expected to demonstrate ethical and moral conduct in their daily work, and it is crucial for them to understand in various situations.

In these regards, societal intelligence is closely associated with authentic leadership within the field of communication management. In the context of organizational communication, societal intelligence is highly pertinent to authentic leadership, suggesting that authentic leaders often exhibit a strong level of societal intelligence. This connection between authentic leadership and societal intelligence leads to notable communication outcomes.

The Concept of Trust

Trust refers to “a psychological state including the intention to accept vulnerability based upon optimistic expectations of the intentions or behavior of another” (Rousseau et al., 1988). In the context of workplaces, trust can be defined as the extent to which employees demonstrate their willingness to devote themselves to work in the interest of their leader, depending on the exchange relationship between employee and leader. According to social-exchange theory, individuals' actions are influenced by the rewards they have received from others in the past or expect to receive in the future (Penger & Černe, 2014). Trust is considered a fundamental element in developing and fostering exchange-based relationships (Konovsky & Pugh, 1994).

To better understand the relationship between leadership and trust, McAllister (1995) proposed a two-dimensional trust model: affective-based trust and cognitive-based trust. Affective-based trust is based on ongoing social exchanges rather than economic exchanges, characterized by care, concern, mutual obligation, and a reciprocal understanding of sentiments (Colquitt et al., 2012; Dirks & Ferrin, 2002; McAllister, 1995; Newman et al., 2014; Zhu et al., 2013). On the other hand, cognitive-based trust focuses on the character of a leader. Dirks and Ferrin (2002) noted that a leader's character is crucial, considering their authority to make decisions that significantly impact followers. Additionally, Gardner and colleagues (2005) argued that an authentic leader, who is aware of their strengths and weaknesses, can genuinely

present themselves to others, facilitate trust and cooperation, and foster teamwork among colleagues. Such behaviors contribute to the development of affective-based trust.

In a study by Iqbal and colleagues (2020), the direct influence of authentic leadership on employees' communal relationships was examined, along with the mediating role of affective- and cognitive-based trust in these relationships. The study found that when employees perceive their leader's behavior as authentic, they display greater interest in their work and demonstrate care for the organization's reputation. Thus, trust in organization plays a mediating role in the relationship between authentic leadership and employee advocacy.

The Concept of Employee Advocacy

Employee advocacy has been defined in various ways within the literature of communication management and public relations. Some scholars define it simply as employees' promotional behaviors for an organization (Božac et al., 2017), or as employees' willingness to act as "part-time marketers" for the organization (Schweitzer & Lyons, 2008, p.563). Others argue that employee advocacy encompasses not only promotional behaviors but also includes defending the organization when it is under attack (Men, 2014; Walden & Kingsley Westerman, 2018).

While scholars offer different definitions, there is consistent agreement that employee advocacy involves an external and "boundary-spanning" role (Men, 2014; Thelen, 2021; Tsarenko et al., 2018; Walden & Kingsley Westerman, 2018). The significance of employee advocacy has been emphasized by other scholars, highlighting how employees' external voices have a substantial impact on organization-public relations and corporate reputation (Kim & Rhee, 2011). Thus, employees' voices are considered crucial organizational assets across disciplines such as public relations, corporate management, and business studies. As primary

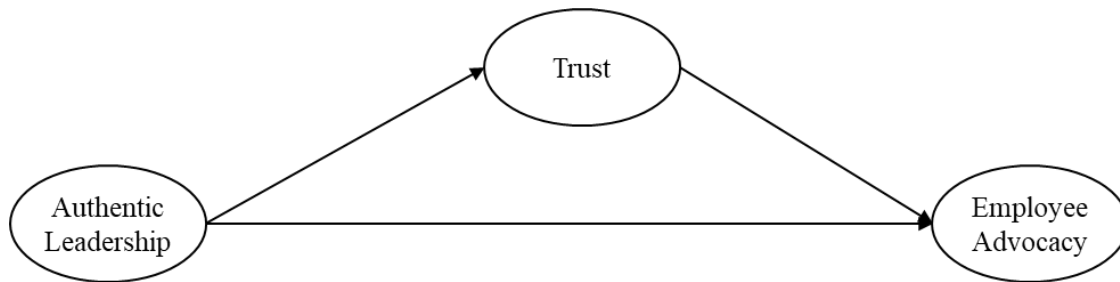
internal stakeholders who connect organizations with external publics, employees' external voices greatly influence organization-public relations and corporate reputation (Kim & Rhee, 2011; Men, 2014; Men & Stacks, 2014).

With the advancement of individual communication channels, such as social media, employee advocacy has become even more important in public relations (Lee & Kim, 2021). The growth of the internet and social media has provided a new platform for employees and organizations to engage with external stakeholders on a large scale (Kietzmann et al., 2011; Mangold and Faulds, 2009). Therefore, it is important to consider employee advocacy as one of the outcomes of organizational communication when discussing societal issues. This perspective can lead to additional considerations related to societal intelligence as an individual competency and a leadership skill for communication professionals within the broader communication process umbrella.

Considering the results of the studies regarding authentic leadership, trust, and employee advocacy, the communication model of authentic leadership presents two main directions. Firstly, authentic leadership directly relates to employee advocacy, indicating that employees who perceive their leader as an authentic leader are more likely to advocate for their organization. Additionally, trust mediates the relationship between authentic leadership and employee advocacy. Figure 1 demonstrates the baseline communication model of authentic leadership.

Figure 1

A Baseline Regression Model of Authentic Leadership Communication



A Conceptual Communication Model of Authentic Leadership with Societal Intelligence

Based on the literature in public relations and authentic leadership, it is predicted that societal intelligence acts as a moderator in relation to authentic leadership communication. Societal intelligence plays a role as a moderator, with the potential outcome being proactive behavior such as trust in organizations, which is partly linked to employee advocacy.

Iqbal and colleagues (2012) examined the direct influence of authentic leadership on employees' communal relationships and investigate the mediating role of affective- and cognitive-based trust on these relationships. Their findings concluded that when employees perceive their leader's behavior as authentic, they exhibit more interest in their work and show care for organizational reputation. This suggests that authentic leadership, especially through transparent communication, influences trust and ultimately impacts employee advocacy.

Another study by Hong and Ji (2022) explored the relationship between transparent communication under CEO activism, which involves authentic communication, and employee advocacy, mediated through two types of attributions: genuine attribution and self-serving attribution. They found that transparent communication impacts employee advocacy when mediated through genuine attribution, but not self-serving attribution. This implies that authentic leadership, particularly transparency in CEO activism, influences trust through genuine

attribution, thereby influencing employee advocacy. Thus, authentic leaders with a high level of societal intelligence can instill trust in employees and foster employee advocacy.

Additionally, Wei and colleagues (2018) found in their study that the leader's competency moderates the relationship between authentic leadership and positive employee advocacy. Therefore, it is valuable to explore whether societal intelligence, as a leader's competency, plays a moderating role in authentic leadership and other outcomes such as trust and proactive behavior. It can be postulated that authentic leaders' competencies improve with a high level of societal intelligence, leading to higher levels of employee advocacy.

As depicted in Figure 2, the proposed authentic leadership communication model incorporating societal intelligence predicts four hypotheses as follows:

H1: Authentic leadership positively affects employees' trust in the organization.

H2: Employees' trust in the organization positively affects employee advocacy.

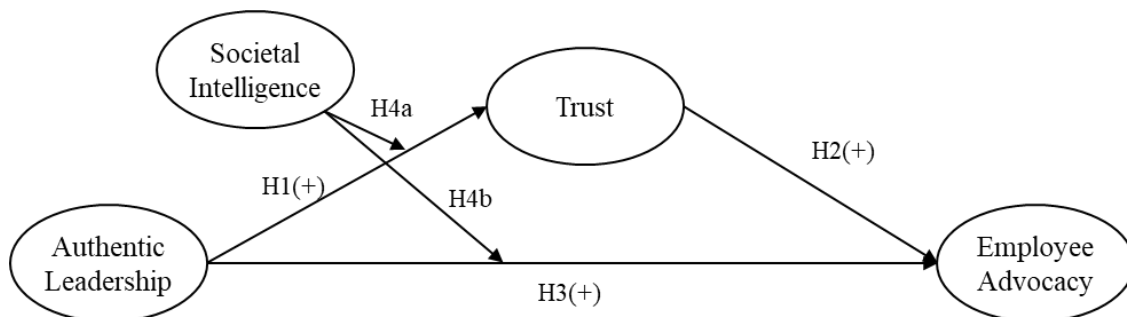
H3. Authentic leadership positively affects employee advocacy.

H4a: Societal intelligence moderates the relationship between authentic leadership and employees' trust in the organization.

H4b: Societal intelligence moderates the relationship between authentic leadership and employee advocacy.

Figure 2

A Proposed Communication Model of Authentic Leadership with Societal Intelligence



Summary of Literatures

In order to explore the phenomenon of organizations advocating for social, political, environmental, and cultural issues, this dissertation research aims to develop a measurement model for communication leaders' competencies and examine the theoretical relationship of this construct with authentic leadership and other significant communication outcomes. The research process and methodology have been guided by previous theoretical and empirical studies. The purpose of this research is to propose competencies for communication leaders in the context of corporate social advocacy and investigate their impact within an organizational communication setting.

By reviewing relevant literature on the core concepts investigated in this dissertation, this chapter provides an overview of the theoretical foundations inspiring the development of the main construct, societal intelligence. The comprehensive literature review helps the researcher develop the measurement model and the structural model that links authentic leadership to societal intelligence. The figure presented illustrates the complete structural model, integrating the key construct of societal intelligence and aiming to comprehend the outcomes of organizational communication as a practice in public relations. Chapter 3 addresses the overall research design and methodology of this dissertation.

CHAPTER 3

METHODOLOGIES

The aim of this dissertation research is to define a construct of societal intelligence in communication management and develop its measurements by seeking the dimensions and items, ultimately proposing a communication model of authentic leadership for communication professionals to understand how the construct plays a role in the model. Therefore, a mixed-method approach is deemed appropriate given the available resources and limitations (Creswell & Clark, 2017).

There are several types of mixed-method designs, including convergent mixed-method design, explanatory sequential mixed-method design, and exploratory sequential mixed-method design (Creswell & Creswell, 2017). Convergent mixed-method design is suitable for researchers who are not well-versed in mixed methods. This design involves a single-phase approach where both quantitative and qualitative data are collected, analyzed separately, and then compared to determine if the findings align or contradict each other.

An explanatory sequential mixed-method design is ideal for researchers who have strong confidence in quantitative research. It consists of a two-phase data collection process: quantitative data is collected in the first phase, the results are analyzed, and then the findings are used to plan or expand upon the second phase, which involves qualitative data collection. The objective of this design is to use qualitative data to provide a more detailed explanation of the initial quantitative results, thus connecting the two types of data.

Lastly, an exploratory sequential mixed-method design begins with qualitative data collection. This design follows a three-phase sequential process. The researcher begins by exploring the topic using qualitative data and analysis, then develops a feature to be tested (e.g., a new survey instrument, experimental procedures, or new variables), and tests this feature in a quantitative third phase. By adopting the mixed-method research design, the goal is to develop robust psychometric measures and utilize them as outcomes in a quantitative analysis. The qualitative data collection phase is connected to the subsequent quantitative measures, which undergo rigorous testing for validity and reliability.

Defining and validating a construct requires an iterative process that involves empirical definition and operational procedures, which includes literature review, interviews, and surveys with the relevant population (Chaffee, 1991; Nah & Armstrong, 2011). Considering the available mixed-method research designs, this research will employ an exploratory sequential mixed-method design by combining in-depth interviews and surveys with industry leaders and professionals. This approach will enable the investigation of the research questions. The research will be conducted in three stages: (1) defining the construct in the field of communication management through in-depth interviews with communication industry leaders based on the initial assessment of dimensions from the literature review (Study 1); (2) validating scale development and reducing items through online surveys, including exploratory factor analysis (Study 2); and (3) evaluating the fit between latent factors and observed indicator variables through confirmatory factor analysis, ultimately testing the proposed communication model and developing the conceptualized societal intelligence in communication management (Study 3). In conclusion, this research will utilize a mixed-method design, incorporating both qualitative and quantitative methods.

Study 1: In-depth Interviews with Industry Leaders

In this study, in-depth interviews were conducted with selected leaders in the communication industry to verify the concept of societal intelligence and its dimensions and items. While acknowledging the limitations of qualitative research (Daymon & Holloway, 2010), this study argues that a qualitative perspective is crucial at the exploratory stage when approaching a new construct. The insights gained from the in-depth interviews with communication leaders in the industry contribute to advancing the construct and expanding knowledge and perceptions from the practical field.

Sample Criteria and Recruitment Strategy

Considering the nature of this research, which embraces concepts and dimensions highly relevant to knowledgeable personnel in the communication field and reflects recent communication trends related to corporate social advocacy, the samples were carefully selected. Three main criteria were used to recruit potential interviewees: (1) potential interviewees needed to have more than ten years of experience in the communication profession; (2) potential interviewees needed to hold positions and be actively involved in decision-making processes in their day-to-day practice; and (3) samples should ensure a balanced representation in terms of gender and organizational type (i.e., corporations or communication agencies) to gather impartial opinions. The samples of interviewees were gathered exclusively from the United States. Candidates doing business in different countries or located outside the US were excluded from this specific dissertation research but may be expanded for future comparative international research.

To identify qualified communication leaders, invitations for in-depth interviews were sent to 19 potential interviewees via personal emails and/or LinkedIn messages. Among the

potential candidates, a total of 11 communication leaders accepted the interview invitation. Once the potential interviewees confirmed their willingness to participate, a follow-up email was sent to finalize the interview schedule and mode.

Interview Process and Protocol

The interviews with selected communication leaders were prescheduled and conducted using a one-on-one method, employing the preferred mode indicated by the interviewees (e.g., face-to-face, phone, or videotelephony). All interviews were recorded and transcribed for analysis purposes. Participant anonymity was strictly maintained, with names being changed to preserve confidentiality.

The interview guide was developed based on literature reviews in relevant areas and the purpose of the research. It primarily consists of a self-developed set of open-ended questions, excluding background and demographic questions. The protocol was divided into two sections: section one focused on background and demographic questions, while section two addressed the construct of societal intelligence. In section two, the questionnaire comprised four parts, covering topics such as leadership, corporate social advocacy, challenges faced by communication leaders, the impact of societal intelligence on organizational and public relations practices, and potential dimensions of the main construct.

Before conducting the in-depth interviews, a pilot interview was conducted to improve the interview guide. The pilot interview, which lasted 55 minutes, involved a communication industry veteran with over 30 years of experience, particularly in advertising and media agencies. The pilot interview helped identify three areas for improvement. First, the definitions and explanations of the construct and its dimensions needed to be refined to ensure better understanding for communication professionals. Since the definitions and explanations used in

the interview guide were sourced from academic literature, they needed to be tailored to suit the professionals' comprehension. Second, it was noted that other terms, such as CEO activism or brand activism, could be used interchangeably with the term "corporate social advocacy." Therefore, when addressing corporate social advocacy and its business and organizational impacts, it would be helpful to present these alternative terms as well. Lastly, using visual aids, such as screen sharing, during video-conferencing interviews proved beneficial in helping participants understand the structure of the concept of societal intelligence.

Based on the findings from the pilot interview, the interview guide was revised. Visual slides containing definitions of the concept, dimensions, and items were added and shared during the interviews. The final interview guide can be found in Appendix A.

Sample Profile

To ensure balance, efforts were made to have a diverse sample in terms of gender and organizational type (i.e., agencies or corporations). The interviewees represented various companies, including global or national corporations from various industries, multinational public relations agencies, advertising and marketing agencies, marketing and business consulting firms, and start-up companies. The process of scheduling and rescheduling interviews took two months, and the final sample for Study 1 included 11 full-time communication professionals in the United States. All participants were senior-level communication leaders, with an average of 28.5 years of experience, ranging from 27 and a half years as the longest to 12 years as the shortest. The sample consisted of five interviewees from agencies and six from corporations, aiming to provide a balanced representation of working environments. In terms of gender distribution, there were seven female participants and five male participants. The detailed sample profile is listed in Table 3.

For anonymity, the type of company and gender were coded using acronyms.

Organizational type was coded as A (agency) and C (corporation), while the gender categories were coded as F (female) and M (male). To avoid bias, individual participants were assigned numbering notifiers (e.g., Int01, Int02, Int03, etc.).

Table 3

Sample Profile of In-depth Interview (N = 11)

No.	Position/Tenure year	Industry	Agency/Corporation	Gender
1	Executive Vice President	Communication Services	Agency	Female
2	Chief Executive Officer	Communication Services	Agency	Female
3	Founder & Chief Creative Officer	Advertising & Marketing Services	Agency	Female
4	Global DEI Officer	Communication Services	Agency	Female
5	Founder & President	Marketing & Business Consulting	Agency	Female
6	Vice President	Technology	Corporation	Female
7	Chief Marketing Officer	Food & Beverages	Corporation	Male
8	Vice President	Food & Beverages	Corporation	Male
9	Director	Logistics	Corporation	Male
10	Senior Director	Business Advisory Services	Corporation	Male
11	Chief Marketing Officer	Hospitality	Corporation	Female

During the interviews, participants were primarily asked to evaluate the potential dimensions included in the construct of societal intelligence and determine which items aligned with each dimension. They were also asked to provide input on additional dimensions and items that could be included, as well as assess the importance of measuring each dimension on a scale from 1 to 5 (Not important at all = 1; Extremely important = 5). In this way, the communication leaders contributed to assessing the content validity of the items.

Based on their assessments and suggestions, an initial pool of 32 items was generated to measure the dimensions. Ambiguous or redundant items were then eliminated, resulting in a final set of 26 items, as presented in Table 4.

Table 4

Generated Initial Item Pool of Societal Intelligence (26 Items)

Dimensions and Items
Preparation of Advocacy Communication
An ability to be sensitive to the concerns about current societal (social, political, and/or cultural) issues of internal stakeholders
An ability to be sensitive to the concerns about current societal (social, political, and/or cultural) issues of external stakeholders
An ability to do research on current societal (social, political, and/or cultural) issues around one's business environment
An ability to understand the feelings and emotions of others
An ability to show the feelings and emotions of others
An ability to identify potential societal (social, political, and/or cultural) issues related to the organization's business focus area
An ability to define relevant stakeholders on the selected societal (social, political, and/or cultural) issues
An ability to prioritize the selected societal (social, political, and/or cultural) issues
Willingness to confidently take (or not to take) a stance on the selected societal (social, political, and/or cultural) issues
An ability to build a coalition by the senior leadership team within the organization on the selected societal (social, political, and/or cultural) issues
An ability to understand organizational protocols to act on the selected societal (social, political, and/or cultural) issues
An ability to make a decision in a timely manner on the selected societal (social, political, and/or cultural) issues (i.e., step up to the plate or not to do)
Execution of Advocacy Communication
An ability to set communication goals that meet the organization's needs when taking action on selected societal issues
An ability to select effective communication channels to communicate the organization's messages on the selected societal issues
An ability to develop message strategies related to the selected societal issues
A skill to choose a spokesperson to advocate for the selected issues
An ability to set up a consistent communication plan

An ability to set up a contingent communication plan

An ability to take a stance on the selected societal (social, political, and/or cultural) issues using communication channels externally

An ability to take a stance on the selected societal (social, political, and/or cultural) issues using communication channels internally

An ability to provide information to generate awareness for the selected societal (social, political, and/or cultural) issue

An ability to use emotional cues strategically in the advocacy message (e.g., empathy, warnings, promises of satisfaction, etc.)

A skill to articulate his or her stance on the selected issues clearly and effectively

An ability to deal with backlash that may be generated by one's actions

An ability to respond to questions and messages effectively related to the selected societal issues

An ability to evaluate the effectiveness of the advocacy efforts and adjust in strategy and tactics.

Study 2: Item Reduction for Exploratory Scale Assessment

To develop a measurement of the focal concept, societal intelligence, surveys were administered to US college students and full-time workers in the United States. In general, multiple-item measures are accepted to enhance the reliability of the constructs of the measurement of relevant variables. To ensure the validity for the key dimensions and items of the construct, the research will follow the procedures recommended appropriate measures (Churchill Jr, 1979) taking two online surveys: (1) a pilot survey among college students, and (2) a main survey with full-time employees.

Pilot Survey

Before distributing the survey to the main participants, a pilot survey was conducted with 31 participants from a college student sample pool at a Southern university in the United States. The participants were over 18 years old and received extra credits for completing the survey. Although the construct primarily focuses on workplaces, conducting a pilot test with these selected samples was appropriate because the majority of respondents (93.7%) have had certain level of professional experience in communication either via their internships or their work

experience. Furthermore, over half of the participants were currently or had worked in the communication industry, such as public relations, advertising, and marketing.

In the pilot survey, respondents were initially asked to assess their familiarity and knowledge regarding corporate social advocacy. Subsequently, they were requested to indicate their opinion on the importance level of 26 items using a 7-point Likert scale (1 = Not important at all, 7 = Extremely important). Following the completion of the main questions, respondents were further asked to evaluate the statements and structure of the survey questionnaires, allowing the author to make improvements for the main survey. The evaluation questions measured the level of agreement with each statement using a 7-point Likert scale (1 = Strongly disagree, 7 = Strongly agree).

Reliability was assessed using Cronbach's alpha coefficients. Scales with a Cronbach's alpha value (α) higher than .70 were considered acceptable (Bernardi, 1994). All dimensions achieved acceptable reliability, with Cronbach's alpha values above .80: Identification of Societal Issues ($\alpha = .87$), Assessment of Advocate Actions ($\alpha = .89$), Establishment of A Strategic Advocacy Plan ($\alpha = .92$), and Implementation of Advocacy Strategies & Evaluation ($\alpha = .89$).

Additionally, respondents evaluated the clarity and understandability of the questionnaires. Four questions using a 7-point Likert scale were included in the survey. Overall, respondents reported that the questionnaires and directions were clearly stated and understandable ($M = 5.99$). The survey concluded with an open-ended question seeking suggestions for improvement, with most participants recommending that the statements be shortened and simplified for easier comprehension.

Main Survey

Along with the revised survey material, a main online survey for scale assessment was conducted among full-time employees currently working in various organizations in the United States. Participants ($N = 299$) were recruited from the crowdsourcing platform, Prolific, using specific criteria of being over 20 years old and currently employed full-time. Panels qualified for this research were invited via email by Prolific to participate in a 7-minute survey and provided with an incentive.

Before data analysis, the dataset was checked for outliers and participants who responded too quickly. After removing cases with failing attention checks or exceptionally fast responses, the final dataset included 289 full-time employees: 43.3% female and 55.7% male, with the majority in their 30s (36.3%). Details of the participants' demographic information are summarized in Table 5.

Table 5

Study 2: Item Reduction Survey Participants Profile ($N = 289$)

Demographic Characteristics	<i>n</i>	%
Age		
21-30 years old	92	31.8
31-40 years old	105	36.3
41-50 years old	26	9.0
51-60 years old	57	19.7
61+ years old	9	3.1
Gender		
Female	125	43.3
Male	161	55.7
Other	3	1.0
Race		
Asian or Asian American	21	7.3
Black or African American	31	10.7
Caucasian or White	198	68.5
Hispanic or Latino	26	9.0

Native Hawaiian or Pacific Islander	1	0.3
Native American or Alaskan Native	1	0.3
Multi-racial	11	3.8
Education		
Senior High Diploma or Below Associate Bachelor	68	23.5
Bachelor's degree (formal education in 4-year College)	137	47.4
Master's degree (e.g., M.A., M.S., MBA, etc.)	47	16.3
Doctoral Degree (e.g., Ph.D., DBA, etc.)	29	10.0
Other	8	2.8
Tenure years		
Less than a year	6	2.1
1-5years	74	25.6
6-10 years	72	24.9
11-20 years	78	27.0
More than 21 years	59	20.4
Job position		
Zero (<i>I'm the top leader in the department.</i>)	22	7.6
One reporting level	50	17.3
Two reporting levels	83	28.7
More than two reporting levels	134	46.4

Procedure

At the beginning of the survey, respondents were asked to provide their age and indicate their working status, specifically whether they were employed full-time. These questions served to filter out unqualified participants, despite the use of Prolific's criteria for sample recruitment in the online survey. Only full-time employees were retained to continue on to the main questionnaire. Subsequently, participants were asked to express their opinions on the business impacts of corporate social advocacy (or CEO/Brand activism) and the need for communication competencies to take a public stance. They were then directed to the main topic, societal intelligence, where they were asked to rate the degree of importance for each item by using a 7-point Likert scale (1 = Not at all important, 7 = Extremely important).

Two items were excluded from the initial pool of 26 items, which were developed from literature review and the results of in-depth interviews with communication leaders. These two excluded items were related to emotional intelligence. While some interviewees highlighted the importance of emotional intelligence for communication professionals in the context of corporate social advocacy, it was deemed problematic to include a dimension or items related to emotional intelligence within societal intelligence. A possible reason might be the construct of emotional intelligence has been well established in the management and psychology literature and it has been extensively studied and applied to various aspects of organizational communication, leadership, and communication management (Cui, 2021; Melita Prati et al., 2003).

Therefore, the items pertaining to emotional intelligence were removed from the final item reduction scale. Considering the importance of the variable in discussing communication leadership in the context of leader's social advocacy, it needs to be included as a separate variable in the process of the communication model rather than a dimension or specific items of societal intelligence. The exclusion of these items and the use of emotional intelligence within the framework of societal intelligence will be further discussed in Chapter 5.

Using the samples obtained from the main survey, exploratory factor analysis (EFA) was conducted using SPSS 29 to establish the validity of societal intelligence. Given that the key construct, societal intelligence, comprises two dimensions and several items, this study aimed to capture its underlying factors. To represent the relationships among the dimensions and items, a psychometric testing approach was employed for construct specification, following the guidelines outlined by Mulaik (2009) and Nunnally & Bernstein (1978). According to Mulaik (2009), researchers should construct items that measure the latent variables based on the constitutive rules, and it is necessary to have two or more variables that are influenced by

common factors to accurately identify these factors. In this approach, the selected observed variables or items should exhibit homogeneity in their influence by the same common factors.

Study 3: Measurement Validation and Testing a Conceptual Model

The purpose of Study 3 was to validate the societal intelligence scale using a more diverse sample of communication professionals, in contrast to the full-time workers and college students utilized in Study 2. Additionally, this study aimed to examine the validity of the new scale by establishing connections between societal intelligence and significant corporate communication outcomes, including authentic leadership, trust, and employee advocacy. To accomplish this, an online survey was conducted with communication professionals to assess whether the measurement and proposed communication models hold support in practice.

Participants and Sampling Strategy

In this study, it was crucial to ensure that qualified participants were included in the online survey, specifically for those communication leaders who were capable of evaluating their own competencies or those of their leaders. Therefore, three criteria were established for participant recruitment: (1) participants must be currently employed on a full-time basis, (2) participants should be over 20 years old, and (3) participants should work in communication-related areas such as advertising, public relations, communication consulting, marketing, communication management, or similar fields.

Respondents were recruited from the crowdsourcing platform called Prolific. To ensure the recruitment of qualified candidates, the study utilized issue-specific sampling criteria integrated within the Prolific platform. Ineligible participants (i.e., those not working in the field of communication professionals) were subsequently screened out from the sample by implementing filtering questions within the survey form.

To begin, the survey invitation was sent via email to all 5,671 active panel members in Prolific who met the established criteria. Among them, 258 panel members completed the survey in exchange for monetary rewards. After screening out cases with ineligible job functions (e.g., self-employed, teachers, technical operations, etc.), failed attention checks, or exceptionally fast responses (less than 3 minutes), the final sample consisted of 196 participants.

The sample data exhibited balance in terms of participant profiles: 43.3% were female (n=73) and 55.7% were male (n=122), with the majority falling within the age range of 30s (29.1%) and 40s (26.0%). Among the respondents, 73.5% identified as Caucasian or White, followed by African Americans (10.2%), Hispanic or Latino individuals (9.2%), and Asian Americans (4.1%). In terms of educational attainment, 57.1% held a bachelor's degree, 32.7% possessed a master's or professional degree, and 7.1% had obtained a doctoral degree. Regarding job positions that define managerial levels, 34.2% (n=67) of the sample comprised individuals at the managerial level, while 65.8% (n=129) were at the associate level, representing the leader and follower groups, respectively. Table 6 provides a summary of the participants' demographic information.

Table 6

Study 3: Participant Sample Profile for Scale Development and Modeling Testing (N =196)

Demographic Characteristics	<i>n</i>	%
Age		
21-30 years old	32	16.3
31-40 years old	57	29.1
41-50 years old	51	26.0
51-60 years old	41	20.9
61+ years old	15	7.7
Gender		
Female	73	43.3
Male	122	55.7
Other	1	1.0

Race		
Asian or Asian American	8	4.1
Black or African American	20	10.2
Caucasian or White	144	73.5
Hispanic or Latino	18	9.2
Native American or Alaskan Native	1	0.5
Multi-racial	5	2.6
Education		
Senior High Diploma or Below Associate Bachelor	4	2.0
Bachelor's degree (e.g., formal education in 4-year College)	112	57.1
Master's degree (e.g., M.A., M.S., MBA, etc.)	64	32.7
Doctoral Degree (e.g., Ph.D., DBA, etc.)	14	7.1
Other	2	1.0
Tenure years		
Less than a year	2	1.0
1-5years	15	7.7
6-10 years	34	17.3
11-20 years	57	29.1
More than 21 years	88	44.9
Job position		
Zero (<i>I'm the top leader in the department.</i>)	9	4.6
One reporting level	58	29.6
Two reporting levels	59	30.1
More than two reporting levels	70	35.7

Procedures

Respondents were initially asked to answer filtering questions to ensure that only qualified participants would proceed with the survey. Following this, participants were asked about their familiarity with corporate social advocacy (or CEO/Brand activism) and the involvement of communication professionals in the topic. They were then asked to evaluate the societal intelligence level of their leaders by indicating their agreement with each item on a 7-point Likert scale (1 = Strongly disagree, 7 = Strongly agree) using the developed scale from Study 2. If participants held top leadership positions in their department, they evaluated themselves on the variable.

Next, respondents answered questions related to communication leadership and variables relevant to the proposed communication model. They provided their opinions on leaders' competencies (or self-evaluation if they were top leaders) such as authentic leadership, organizational trust, and intention to advocate for their organization. Participants indicated their agreement with each item on a 7-point Likert scale (1 = Strongly disagree, 7 = Strongly agree). Example questionnaire items included "My leader regularly seeks opinions on current social, environmental, political, and/or cultural issues from internal stakeholders (e.g., seniors, associates, etc.)" in the dimension of Identification of Societal Issues and "My leader develops a contingency communication plan to prepare for potential backlash" in the dimension of Establishment of a Strategic Advocacy & Responsive Plan.

Measurement Items

In Study 3, important communication outcome variables proposed in authentic leadership model were tested. Respondents were asked to answer measures of authentic leadership, trust, employee advocacy, as well as societal intelligence using items on a 7-point Likert scale (1 = Strongly disagree, 7 = Strongly agree).

Societal intelligence was measured using 19 items ($M = 4.43$, $SD = 1.43$, $\alpha = .97$) extracted from the EFA analysis conducted in Study 2. Each dimension was measured separately: Dimension 1 measured the preparation of advocacy communication ($M = 4.45$, $SD = 1.40$, $\alpha = .93$), including two sub-dimensions, Identification of Societal Issues (ISI) and Assessment of Advocate Actions (AAA), while Dimension 2 measured the execution of advocacy communication ($M = 4.42$, $SD = 1.52$, $\alpha = .96$), including Establishment of a Strategic Advocacy & Responsive Plan (EAP) and Implementation of Advocacy Strategies (IAS).

Authentic leadership was measured using a scale developed by Walumbwa and his colleagues (Walumbwa et al., 2008). The scale consisted of 16 items ($M = 4.69$, $SD = 1.27$, $\alpha = .97$) encompassing four dimensions: self-awareness, relational transparency, internalized moral perspective, and balanced processing by using a 7-point Likert scale (1 = Strongly disagree, 7 = Strongly agree). Participants evaluated their own communication leader, but if a participant held the highest-ranking communication leadership position in their group/unit/department, they self-evaluated for those questions.

To measure trust, six items ($M = 5.35$, $SD = 1.18$, $\alpha = .85$) were adopted from the organization-public relationships (OPR) scale developed by Hon and Grunig (1999). The OPR scale has been widely used in public relations studies to measure various outcomes, including employee-organization relations quality (Kang & Sung, 2017; Men, 2014; Yang et al., 2022). While the OPR scale has four dimensions (i.e., trust, control mutuality, commitment, and satisfaction), only the trust factor from the OPR scale was used in this study to test the proposed model.

Employee advocacy for organizations was measured using four items ($M = 5.54$, $SD = 1.43$, $\alpha = .95$) adopted from previous research (Fullerton, 2011; Kim & Rhee, 2011; Walden & Kingsley Westerman, 2018).

Data Analysis

For the overall analysis of structural equation modeling (SEM), a two-step process was employed (Byrne, 2001; Kline, 1998). First, the researchers used multiple-item indices to test the measurement validity and reliability of the proposed measurement model in second-order latent constructs. Once a sound measurement model was obtained as the final measurement model, the

study analyzed the relationships between the proposed latent constructs, including authentic leadership, trust, and employee advocacy in the structural model.

The author first tested the measurement validity of the main variable, societal intelligence. Confirmatory factor analysis (CFA) was conducted using the maximum likelihood estimation method with AMOS 29 to validate the 19 items derived from the EFA. CFA helped determine the retainability of the measurement model as well as its statistical goodness of fit (Byrne, 2001).

To assess the goodness of fit in the proposed model, multiple data-model fit indices were examined based on previous research and their cutoff criteria (Hu, Li-tze & Bentler, 1999; Hair Jr et al., 2010). These indices included the chi-square value, χ^2 / df , CFI, TLI, RMSEA, SRMR, and AIC. For example, satisfactory thresholds for model fit are typically indicated by $\chi^2 / df \leq 3.00$, $CFI \geq .95$, $RMSEA \leq .08$ (with 90% confidence interval below .10), $SRMR \leq .08$, and $TLI \geq .90$. However, it should be noted that TLI and RMSEA are less likely to be obtained in the model fit when the sample size is small (i.e., $N < 500$) (Hu & Bentler, 1998). The threshold indices for a satisfactory measurement model are listed in Table 7.

To summarize, this dissertation comprised three studies with the aim of defining the concept of societal intelligence in communication management and evaluating its application in authentic leadership communication. Study 1 involved conducting in-depth interviews with communication industry leaders to investigate the background and context of corporate social advocacy, identify practical evidence of the required competencies (i.e., societal intelligence), and understand relevant needs. In Study 2, online surveys were used to identify the underlying factors of societal intelligence, reduce the number of items, and establish validated dimensions of the construct. Finally, Study 3 employed an online survey to establish the measurement validity

and reliability of societal intelligence and examine the proposed communication model, which connects societal intelligence to authentic leadership, trust, and employee advocacy.

Table 7

Confirmatory Factor Analysis Measurement Model Fit Criteria

Fit Indices	Name	Recommended Value	Sources
χ^2	Chi-squared	$P > .05$	(Bagozzi & Yi, 1988)
CMIN/df	Ratio of chi-square minimum	≤ 3	(Kline, 1998)
CFI	Comparative Fit Index	$\geq .95$	(Hair et al., 2010)
TLI	Tucker Lewis index	$\geq .90$	(Hair et al., 2010)
SRMR	Standardized Root Mean Square Residual	$< .08$	(Hu & Bentler, 1998)
RMSEA	Root Mean Square Error of Approximation	$< .08$	(Hu & Bentler, 1998)
AIC	Akaike information criterion	<i>Less value is preferable when compared with other models</i>	(Hu & Bentler, 1999)

Overall, Chapter 3 provides an overview of the research methodology and presents the measurement instruments used in the validation of the societal intelligence measurement model and the testing of the conceptual communication model of authentic leadership. Chapter 4 presents the detailed results of the study analysis and provides a discussion of the findings from the three studies.

CHAPTER 4

RESULTS

Study 1: In-depth Interview with Communication Leaders

To validate and establish the concept of societal intelligence, a series of in-depth interviews was conducted with 11 influential leaders in the communication industry. The findings from this study revealed a unanimous agreement among the interviewees regarding the significant impact of corporate social advocacy, not only on day-to-day operations within communication management but also on the overall business landscape.

Given the profound influence of corporate social advocacy on organizations and businesses, the demand for relevant competencies has experienced exponential growth. During the interviews, participants emphasized the importance of specific competencies such as empathy, emotional intelligence, and a mindset that embraces diversity, equity, and inclusion (DEI). Additionally, while acknowledging the significance of providing comprehensive items and dimensions of societal intelligence, the participants demonstrated a shared understanding of the relevance and significance of these competencies.

Challenges of Corporate Social Advocacy in Communication Management

During the interviews, participants were asked about the influences of corporate social advocacy on various aspects of their organizations. The questions focused on communication management, organizational operations, and the overall impact on their business. Specifically, the participants were also asked about their opinions on related concepts such as CEO activism and brand activism, and how these trends affected different levels of their departments and

organization. They were inquired about any changes they observed in specific roles and responsibilities due to corporate social advocacy. Furthermore, the participants were asked to share their views on whether they perceived this trend as an opportunity or a threat. Finally, they were asked about the competencies and skills required to effectively engage in corporate social advocacy.

The interviews aimed to gather insights and perspectives from senior communication executives who have likely heard about and witnessed the impacts associated with corporate social advocacy firsthand. By focusing on individuals in managerial or upper-level positions, the interviews sought to capture the viewpoints of those who are responsible for decision-making and shaping the direction of their organizations.

The participants unanimously expressed a strong consensus regarding the effects of corporate social advocacy. They acknowledged that this trend significantly influences both their organizations and businesses. In this regard, they all agreed that adopting a position on societal issues is an essential communication practice to communicate with stakeholders effectively.

“I think it has a major impact on the organization, because often when I think about the chief executive officer that is the senior most person within the entire organization serves as really the most brand ambassador for the organization.” (Int04_AF)

“No one is just selling something anymore. It has to be branded. Mission and purpose really do matter. ... It's not enough to just say that ‘Oh, we donated money.’ You also must put action behind it. Yeah, I wouldn't even say it's a trend anymore. It's the cost of doing business.” (Int01_AF)

“And they're their corporate advocacy of really lifting women up in so many different working from a diversity place and a huge difference in impact. I think not only in many women's lives, but also for the brand itself.” (Int03_AF)

In response to the impacts and challenges of corporate social advocacy, some participants addressed drastic changes in communication management, including the need for prudence in decision-making, increased efforts in communication activities, and the requirement for specific competencies.

“You have to be much more careful about what you say how you say it. If you were to say anything at all and sometimes it's even with a certain amount of time. ... It's too risky to open the company to the exposure to become a target of the of a different mindset. You have to ask yourself the question. Do we want to talk about this and promote what we are doing now? Or is it better to pause and wait and come back to it?” (Int09_CM)

“I think the most obvious thing that has changed is the advent of social media. It has allowed social ad capacity to have a way to draw a light and attention on to issues that they not been able to do. Probably, to the scale that they're able to do because of the ability to amplify their cause through social media.” (Int10_CM)

“I look through a marketing lens, it is really about ensuring that the brands are more holistically balanced and doing. Doing not only just do it, but much more holistic responsibility and care in how brands are showing up.” (Int07_CM)

“It doesn't have a negative impact on the business. It doesn't change our support for our employees. It doesn't change our support for the communities where we live. It

doesn't change any of those things. We're still doing it. We're still supported. ... What changes is the ability to talk about things that need to be talked about.” (Int09_CM)

While there was a general agreement among the participants regarding the significance and inevitability of addressing societal issues, they primarily perceived the efforts and initiatives of corporate social advocacy as being more externally focused rather than internally focused.

In response to the question about the necessity of competencies specific to corporate social advocacy, the majority of participants concurred that communication leaders do indeed require specialized skills in this area, with one interviewee expressing a differing viewpoint. Specifically, the participants shared their individual insights on the competencies that communication leaders should possess within the context of corporate social advocacy. These competencies included empathy, a comprehensive understanding of societal issues and their context, alignment with leadership values, and a mindset that embraces diversity.

“Maybe, empathy? At least you know how to react properly, or not to stand up, I mean, as a communicator or a marketer for brands. ... I think you have to be, first, sensitive enough for good.” (Int06_CF)

“Understanding (related) topics! Societal issues and understanding audiences are important. Also, careful analysis skills under the context.” (Int09_CM)

"It's probably... the most important thing, at least in my role as a CMO, is to drive alignment across the leadership team around the activism that we want to do. ... It is more about an understanding of the landscape, and where the pitfalls are, where the risks are like just a keen on awareness of what other brands have done." (Int11_CF)

Conversely, the participant who disagreed argued that there is no need for additional competencies specifically related to corporate social advocacy, emphasizing that the fundamental

communication skills remain unchanged in terms of their importance for communication professionals.

“I don't think that there is anything different...You know all of those things are not unique to this. But being influential and persuasive in your communication in a way that you feel strongly about a social issue, and that it's really going to impact the brand or the company.” (Int02_AF)

Societal Intelligence: Unveiling the Dimensions and Items

Given the nascent nature of the concept of societal intelligence, interviewees were provided with a comprehensive definition. Subsequently, they were asked to share their opinions on the dimensions and items identified through an extensive literature review. The participants engaged in a two-fold assessment: first, they were prompted to discuss the alignment of each item with its respective dimension, freely exchanging their thoughts on each item. Secondly, they were requested to rate the importance of each item on a scale of 1 to 5.

Within the first dimension, which encompasses the discernment of societal issues, participants provided their opinions on each sub-dimension: knowledge acquisition and knowledge interpretation. These sub-dimensions were addressed separately during the interviews. Remarkably, all participants unanimously agreed on the exceptional importance of both sub-dimensions.

In particular, some participants offered alternative phrasings for the definition of knowledge interpretation, the second sub-dimension under the discernment of societal issues. They suggested replacing the phrase "to seek meaning of information through various transformations and representations" with the term "analytic skill for data," emphasizing the analytical abilities required to derive insights from information.

“Extremely important. ... There is no single interpretation of anything by society at large.

You've got to be able to find meaning and collective thought.” (Int07_CM)

“Communicators have not been order takers but been analytical and consultative. Thus,

being able to interpret data is required.” (Int02_AF)

“This is another word to describe the analysis.” (Int08_CM)

When asked about dimension 2, which focuses on the application of knowledge, the majority of participants expressed a unanimous agreement on its importance for communication leaders engaged in corporate social advocacy. Notably, some participants specifically emphasized certain aspects within this dimension. Conversely, while the remaining participants agreed on its significance, one individual highlighted the complexity of the dimension due to its multitude of indicators, which posed challenges in explaining its entirety.

“Yeah... it's important because often taking a public stance piece is here. Especially, the decision-making dimensionality is very important.” (Int07_CM)

“...all of these dimensions and it's just too complicated. They are all important but It's more like on a razor's edge all the time.” (Int03_AF)

In addition, participants were asked if each item fits into a corresponding dimension and rate each item on a scale of 1 to 5 based on its importance. The overall average score was 4.00 with knowledge acquisition dimension (KAc) scored 4.10, knowledge interpretation (KIn) had 4.06, and knowledge application (KAp) received 4.42 on average. While KAp dimension had a high score of importance, the first dimension with the two sub-dimensions (KAc and KIn) received a low score on one item respectively. Those are, the item 4 from KAc dimension, (i.e., “An ability to access enough information resources for the work in an organization's records and

databases”) and the item 2 from KIn dimension (i.e., “The understanding of employees’ knowledge of the societal issues related to the unit”).

On a question about item 4 from KAc:

“I don't think it is quite as important. I think there are a variety of ways to get to that.”

(Int01_AF)

“Yeah, but less. I don't know if it's as important as the others.” (Int11_CF)

Based on the findings presented in Table 8, four specific items were unanimously recognized as vital components of societal intelligence, receiving a 100% agreement on their importance. These items are: (1) Issue research around the one’s business context, (2) An ability to facilitate formal information sharing within a firm without obstacles, (3) A sensitivity to the stakeholders’ needs of the moment, and (4) A skill to expresses his or her ideas clearly and effectively.

Conversely, two items were eliminated from the initial pool of societal intelligence items due to their lower levels of perceived importance. These items are as follows:

1. The ability to access sufficient information resources from the organization's records and databases (36% agreement).
2. Understanding employees' knowledge of societal issues relevant to their unit (46% agreement).

Table 8*Result from In-depth Interviews: A Level of Importance on Items*

Item	1	2	3	4	5	Total agreement
Dimension 1-a. Knowledge Acquisition						
Information collection from employees	9%	9%	0%	27%	55%	82%
Information collection from customers on a regular basis	0%	0%	9%	27%	64%	91%
Issue research around the one's business context	0%	0%	0%	55%	45%	100%
An ability to access enough information resources for the work in an organization's records and databases	0%	27%	27%	9%	27%	36%
Dimension 1-b. Knowledge Interpretation						
The agreement of the potential impact the new societal issues may generate	0%	0%	9%	27%	64%	91%
The understanding of employees' knowledge of the societal issues related to the unit	9%	9%	36%	27%	18%	46%
The understanding of organizational protocols to act on societal issues	0%	9%	0%	45%	45%	91%
Dimension 2. Knowledge Application						
An ability to create message strategy relevance to consumers of a firm	0%	0%	0%	9%	82%	91%
The plausibility of advocates of the societal issues	0%	9%	9%	27%	55%	82%
A sensemaking skill to choose a spokesperson to advocate issues	0%	9%	9%	45%	27%	73%
A capability to reinforce a consistent communication plan	0%	0%	9%	36%	55%	91%
An ability to make decision quickly	0%	0%	9%	27%	55%	82%
An ability to set up a continent plan prepare for a backlash which may have	0%	0%	18%	27%	55%	91%
An ability to facilitate formal information sharing within a firm without obstacles	0%	0%	0%	55%	45%	100%
An ability to facilitate informal information sharing within a firm without obstacles	0%	0%	45%	27%	27%	55%
A capability to use a way of internal communication, such as information systems or intranet	0%	0%	18%	18%	64%	82%

A sensitivity to the stakeholders' needs of the moment	0%	0%	0%	18%	82%	100%
A skill to expresses his or her ideas clearly and effectively	0%	0%	0%	9%	91%	100%
An ability to responds to messages (memos, phone calls, reports, etc.) quickly	0%	0%	18%	27%	45%	73%
An ability to create message strategy relevance to consumers of a firm	0%	0%	0%	9%	82%	91%

Note. N=11. Participants were asked to answer on a scale from 1 (least important) to 5 (very important).

To complete the exploration of the societal intelligence concept, participants were given an opportunity to contribute any additional knowledge, skills, or abilities that were not covered during the initial interview. Notably, six participants, who were addressed early on in the interview process, highlighted the significance of empathy and emotional intelligence. Additionally, they emphasized the importance of possessing the ability to comprehend diverse cultures and fostering a mindset that values and embraces diversity. These aspects stood out as noteworthy additions to the discussion on societal intelligence. Furthermore, some participants highlighted decision-making skills to solve the complex problem related to their organization associated with societal issues.

“The two things that pop in my head are listening like, you know, a real-world class listening ability. And then I think you need empathy. ...Because of the importance of listening, advocacy and trying to understand, like what is actually being said, or what is that issue. Those skill sets probably high degrees of collaboration practically well.”
(Int07_CM)

“Empathy? I think empathy is absolutely critical. It is also a part of understanding different perspectives. You have to be able to empathize.” (Int01_AF)

“So, understanding the sensitivities in those cultures and those communities, and knowing what you do. ... Being hyper aware of that is important, there's no cookie cutter approach.” (int02_AF)

“People in our industry are really wrestling with this. It's just not “there's a skill to it.” One of the things I've seen a lot of organizations do, including ours, is a sort of complex decision trees on these issues.” (Int10_AM)

Considering the multitude of terms discussed during the interviews and their respective levels of importance, it is evident that emotional intelligence, empathy, and diversity are crucial elements to be incorporated into the concept of societal intelligence.

Previous studies on empathy and emotional intelligence have frequently intertwined these concepts, using them interchangeably (Davies et al., 2010; Humphrey, 2013). While there may be differing opinions on this matter, scholars within the relevant academic field generally agree that emotional intelligence is a broader term than empathy (Ioannidou & Konstantikaki, 2008). In light of this understanding, the author of this study has included components of emotional intelligence, appropriately tailored to the scale and context of societal intelligence.

Emotional Intelligence (EI), often measured as an Emotional Intelligence Quotient (EQ), which describes a concept that involves “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (Salovey & Mayer, 1990). It consists of four dimensions: self-emotion appraisal, others’ emotion appraisal, use of emotion, and regulation of emotion (Goleman, 1995).

Considering the comments from the in-depth interviews with the industry leaders, it is plausible to take the dimension of others’ emotion appraisal. Finally, the two items from EQ were adopted after the deleting a conflict with the existing items of societal intelligence: (1) “I am sensitive to

the feelings and emotions of others”; and (2) “I have good understanding of the emotions of people around me.”

Regarding the diversity component, the author opted not to include it as a separate dimension within societal intelligence due to its similarity to the EQ dimension. The mindset for diversity that was highlighted by the interviewees aligns closely with the ability to perceive and evaluate others' emotions, which is encompassed within the EQ dimension. Consequently, adding items or an entire dimension specifically focused on diversity would be redundant, as it overlaps with existing components of societal intelligence.

Summary of Study 1

Study 1 represents the initial stage of the current dissertation research, aiming to establish the measurement model for societal intelligence. The research involved conducting in-depth interviews with leaders in the communication industry, and subsequently analyzing the interview transcripts. By employing comprehensive questions related to corporate social advocacy, the study sought to address **RQ 1**, which explores the impact of corporate social advocacy on communication leadership and the necessary competencies.

The interviewees unanimously acknowledged the significance of corporate social advocacy in terms of performance, reputation, and even day-to-day communication activities. However, they expressed differing views regarding how they perceived this phenomenon. While some communication leaders regarded it as an opportunity, others considered it a threat.

Furthermore, the interviewees strongly agreed on the importance of certain competencies associated with corporate social advocacy. Emotional intelligence emerged as a primary component mentioned by most communication leaders, which could potentially be an additional aspect of the societal intelligence construct. Additionally, diversity, equity, and inclusion (DEI)

were recognized as valuable assets within the construct. Given that DEI relates to understanding others and cultural issues, it can be considered as part of the empathy trait which is included in emotional intelligence. Consequently, these components were integrated into the items measuring societal intelligence, which were utilized in Study 2.

The subsequent section will discuss the results of Study 2, which aimed to validate the measurement model of societal intelligence.

Study 2: Item Reduction for Exploratory Scale Assessment

Study 2 aimed to establish the validity of the measure of societal intelligence by reducing the number of items. Before assessing the main items and dimensions of the construct, respondents were asked to provide their opinions on the familiarity and importance of corporate social advocacy, as well as the need for relevant competencies, using a 7-point Likert scale.

When asked about their familiarity with the topic of corporate social advocacy (or CEO/Brand activism), the respondents ($N = 289$) indicated an overall familiarity with the topic ($M = 4.80$, $SD = 1.51$). Although the results showed that the respondents perceived the level of business impact associated with corporate social advocacy to be around the midpoint ($M = 3.72$, $SD = 1.80$), they agreed that there was a need for competencies relevant to corporate social advocacy ($M=4.98$, $SD=1.66$). Furthermore, when provided with the definition of societal intelligence, they agreed that it is important for communication professionals ($M = 5.71$, $SD = 1.36$).

Next, the author conducted a scale assessment for the measures of societal intelligence. First, the interitem reliability of the measures was statistically tested, revealing a high internal consistency among the measurement items (Cronbach's $\alpha = .973$). This demonstrated a high level of reliability assessment of the measures with full-time employees in the US.

Second, an exploratory factor analysis (EFA) was performed to establish the validity of the measures. The EFA was conducted for the two dimensions (i.e., Preparation of Advocacy Communication and Execution of Advocacy Communication) and extracted four factors. A promax rotation using maximum likelihood extraction was employed to uncover the factor structure of the variables.

Items that exhibited poor item-to-total correlation scores (less than .50) and Cronbach's alpha values below .70 were removed before running the EFA. Following the research by Hair and colleagues (2014), items with factor loading coefficients below .50 and significant cross-loadings onto two factors were systematically removed.

The factors explained 71.17% of the total variance for the dimension of Preparation of Advocacy Communication (PAC) and 70.78% for the dimension of Execution of Advocacy Communication (EAC) as displayed in Tables 9 and 10. The PAC dimension consisted of two factors: identification of societal issues (ISI) and assessment of advocate actions (AAA), which emphasized the stage of communication planning preparation. Two items were removed from AAA: "an ability to select relevant stakeholders" and "an ability to prioritize societal issues." The EAC dimension also consisted of two factors: Establishment of a Strategic Advocacy Plan (EAP) and Implementation of Advocacy Strategies (IAS). Two items from EAP and one item from IAS were removed from each dimension as indicated by the statistical results.

Consequently, the revised scale of societal intelligence was completed with a total of 20 items. The measure comprised two dimensions, each with two factors: preparation of advocacy communication (8 items) and execution of advocacy communication (12 items). Dimension 1 (PAC) consisted of two factors (ISI and AAA), with each factor comprising 4 items. Dimension 2 (EAC) consisted of two factors (EAP and IAS), with EAP having 7 items and IAS having 5

items. To assess the reliability of the construct, the author conducted a reliability test for each dimension, and all dimensions yielded statistically significant results: Cronbach's alpha was .934 for PAC and .937 for EAC.

Table 9

Exploratory Factor Analysis Result: Dimension 1. Preparation of Advocacy Communication

Items	Factor 1 (Identification of Societal Issues)	Factor 2 (Assessment of Advocate Actions)
An ability to be sensitive to current societal (social, political, and/or cultural) issues that could be relevant to internal stakeholders	.865	-.058
An ability to be sensitive to current societal (social, political, and/or cultural) issues that could be relevant to external stakeholders	.618	.187
An ability to do research on current societal (social, political, and/or cultural) issues around one's business environment	.834	.055
An ability to identify potential societal (social, political, and/or cultural) issues related to the organization's business focus area	.723	.145
An ability to define relevant stakeholders on the selected societal (social, political, and/or cultural) issues	.341	.462
An ability to prioritize the selected societal (social, political, and/or cultural) issues	.399	.469
Willingness to confidently take (or not to take) a stance on the selected societal (social, political, and/or cultural) issues	-.064	.885
An ability to build a coalition by the senior leadership team within the organization on the selected societal (social, political, and/or cultural) issues	.023	.812
An ability to understand organizational protocols to act on the selected societal (social, political, and/or cultural) issues	.227	.670
An ability to make a decision in a timely manner on the selected societal (social, political, and/or cultural) issues (i.e., step up to the plate or not to do)	.136	.716
Variance (%)	63.475	7.692
Cronbach's alpha	.879	.923
Total Variance = 71.17 %		

Table 10*Exploratory Factor Analysis Result: Dimension 2. Execution of Advocacy Communication*

Items	Factor 1 (Establishment of a Strategic Advocacy & Responsive Plan)	Factor 2 (Implementation of Advocacy Strategies)
An ability to set communication goals that meet the organization's needs when taking action on selected societal issues	.742	.140
An ability to select effective communication channels to communicate the organization's messages on the selected societal issues	.730	.131
An ability to develop message strategies related to the selected societal issues	.551	.310
A skill to choose a spokesperson to advocate for the selected issues	.376	.354
An ability to set up a consistent communication plan	.480	.368
An ability to set up a contingent communication plan	.526	.297
An ability to take a stance on the selected societal (social, political, and/or cultural) issues using communication channels externally	.016	.847
An ability to take a stance on the selected societal (social, political, and/or cultural) issues using communication channels internally	-.074	.930
An ability to provide information to generate awareness for the selected societal (social, political, and/or cultural) issue	-.044	.898
An ability to use emotional cues strategically in the advocacy message (e.g., empathy, warnings, promises of satisfaction, etc.)	.179	.640
A skill to articulate his or her stance on the selected issues clearly and effectively	.502	.350
An ability to deal with backlash that may be generated by one's actions	.751	-.152
An ability to respond to questions and messages effectively related to the selected societal issues	.883	-.028
An ability to evaluate the effectiveness of the advocacy efforts and adjust in strategy and tactics	.772	.080
Variance (%)	64.140	6.637
Cronbach's alpha	.921	.925
Total Variance = 70.78 %		

After conducting the item reduction and restructuring of items, the author assessed the reliability of each dimension of societal intelligence. The superordinate factors demonstrated satisfactory reliability, ranging from $\alpha = .93$ (95% CI = [.91, .93]) for Preparation of Advocacy Communication (PAC) dimension to $\alpha = .97$ (95% CI = [.96, .97]) for Execution of Advocacy Communication (EAC) dimension. Tables 11 and 12 present the reliability estimates in the inter-item correlation matrix of each dimension. All items fell within the acceptable range of .30 to .90 (Hair et al., 2006), indicating their acceptance.

Table 11

Descriptive Statistics and Inter-Item Correlations of Preparation of Advocacy Communication

Items	Mean	SD	ISI1	ISI2	ISI3	ISI4	AAA1	AAA2	AAA3	AAA4
ISI1	3.90	1.86	—							
ISI2	3.72	1.91	.82***	—						
ISI3	4.11	1.85	.80***	.79***	—					
ISI4	4.39	1.80	.77***	.75***	.81***	—				
AAA1	5.01	1.55	.49***	.42***	.49***	.60***	—			
AAA2	4.61	1.56	.58***	.60***	.62***	.71***	.69***	—		
AAA3	4.97	1.49	.50***	.47***	.53***	.66***	.64***	.72***	—	
AAA4	4.87	1.57	.50***	.47***	.54***	.66***	.68***	.69***	.64***	—

Note. N=196. The 95% confidence intervals are shown in the brackets below the correlation estimates. Abbreviations: ISI, identification of societal issues; AAA, assessment of advocate actions.

* $p < .05$. ** $p < .01$. *** $p < .001$.

Table 12*Descriptive Statistics and Inter-Item Correlations of Execution of Advocacy Communication*

Items	Mean	SD	EAP1	EAP2	EAP3	EAP4	EAP5	EAP6	EAP7	IAS1	IAS2	IAS3
EAP1	4.35	1.75	—									
EAP2	4.47	1.77	0.77***	—								
EAP3	4.46	1.82	0.77***	0.80***	—							
EAP4	4.15	1.86	0.77***	0.72***	0.72***	—						
EAP5	4.69	1.65	0.64***	0.64***	0.72***	0.70***	—					
EAP6	4.67	1.72	0.76***	0.75***	0.85***	0.71***	0.77***	—				
EAP7	4.61	1.71	0.77***	0.71***	0.79***	0.69***	0.73***	0.85***	—			
IAS1	4.31	1.82	0.67***	0.54***	0.63***	0.60***	0.50***	0.64***	0.66***	—		
IAS2	4.41	1.89	0.72	0.66***	0.76***	0.65***	0.59***	0.73***	0.67***	0.76***	—	
IAS3	4.38	1.83	0.79	0.73***	0.72***	0.69***	0.60***	0.71***	0.71***	0.72***	0.76***	—
IAS4	4.12	1.76	0.74	0.68***	0.65***	0.66***	0.58***	0.66***	0.65***	0.60***	0.63***	0.74***

Note. N=196. The 95% confidence intervals are shown in the brackets below the correlation estimates. Abbreviations: EAP, establishment of a strategic advocacy & responsive plan; IAS, implementation of advocacy strategies.

*p < .05. **p < .01. ***p < .001.

Summary of Study 2

In conclusion, Study 2 utilized online surveys to assess item reduction and scale validity of societal intelligence. Exploratory factor analysis was conducted to analyze the validity and reliability of the scale. Following item reduction and revision of factor naming, a scale for societal intelligence consisting of 19 items was developed. The study successfully established discriminant validity, as evidenced by distinct factor loadings and dimensions. The results of Study 2 provided support for **RQ 2**, which aimed to identify the components of societal intelligence.

The subsequent study (Study 3) focused on validating the measurement through a confirmatory factor analysis and testing the measure of societal intelligence as a moderator in a communication model of authentic leadership, trust, and employee advocacy.

Study 3: Measurement Validation with Confirmatory Factor Analysis and Model Testing

In Study 3, an online survey was conducted to validate the construct of societal intelligence and test the proposed communication model involving authentic leadership and valuable communication outcomes. The study comprised two sub-studies: the first sub-study focused on validating the measurement of societal intelligence through a confirmatory factor analysis (CFA) within a structural equation model, and the second sub-study involved testing the proposed communication model through a path analysis within the same structural equation model.

Sub-study 1. Validating the Proposed Scale for Societal Intelligence

To assess the overall measurement validity of the construct, the study employed confirmatory factor analysis (CFA) with multiple model fit indices. The measurement model obtained satisfactory fit indices based on the criteria outlined in Chapter 3. The fit indices for the CFA measurement model were as follows: $\chi^2 (141) = 317.957$, $p < .001$, CFI = .954, TLI = .945, SRMR = .041, RMSEA = .080 [LO 90% = .069, HI 90% = .092] with bootstrapping (N = 5,000), and AIC = 415.957. It is important to note that the chi-squared value is sensitive to sample size and may lead to the rejection of the measurement mode (Hair et al., 2006). However, dividing the chi-square value by the degree of freedom (CMIN/df) can reduce this sensitivity. In this case, the CMIN/df value was 2.225, which is within the acceptable range (Bentler & Bonett, 1980). Moreover, all other fit indices met the recommended threshold criteria, indicating a good fit of the measurement model for societal intelligence.

Measurement Reliability and Construct Validity.

The study assessed measurement reliability and construct validity. Convergent validity was evaluated using standardized factor loadings from the latent variables to the items. All

standardized factor loadings for the latent variables ranged from .78 to .98, and they were statistically significant ($p < .001$), supporting the construct validity.

Composite reliability (CR) and average variance extracted (AVE) were calculated to confirm convergent and discriminant validities. CR measures the extent to which a set of items of a latent construct share in their measurement, while AVE represents the amount of common variance shared among construct items (Hair et al., 2010). The recommended threshold for CR is no less than 0.70, and for AVE, it is greater than 0.50 (Hair Jr et al., 2010).

Based on the CR and AVE thresholds, all factors demonstrated valid convergent validity. The CR values ranged from .79 (for Assessment of Advocate Actions (AAA)) as the lowest to .97 (for Establishment of the Strategic Advocacy & Responsive Plan (EAP)) as the highest. Regarding AVE, the range was from .58 (for Implementation of Advocacy Strategies (IAS)) as the lowest to .92 (for EAP) as the highest. These results indicate that the construct achieved convergent validity. Detailed evidence of the standardized estimates (i.e., factor loadings), CR, and AVE can be found in Table 13.

Table 13*Results of Convergent Validity for Societal Intelligence*

<i>Latent dimension</i>	<i>Measurement item</i>	<i>Std. estimate</i>	<i>AVE</i>	<i>CR</i>
Preparation of Advocacy Communication	Identification of Societal Issues	.859***	.797	.887
	Assessment of Advocate Actions	.925***		
<u>Sub-dimensions</u>				
Identification of Societal Issues	(ISI1)	.863***	.771	.931
	(ISI2)	.836***		
	(ISI3)	.898***		
	(ISI4)	.913***		
Assessment of Advocate Actions	(AAA1)	.781***	.675	.788
	(AAA2)	.878***		
	(AAA3)	.812***		
	(AAA4)	.813***		
Execution of Advocacy Communication	Establishment of a Strategic Advocacy & Responsive Plan	.976***	.922	.959
	Implementation of Advocacy Strategies	.944***		
<u>Sub-dimensions</u>				
Establishment of a Strategic Advocacy & Responsive Plan	(EAP1)	.872***	.724	.966
	(EAP2)	.859***		
	(EAP3)	.906***		
	(EAP4)	.821***		
	(EAP5)	.787***		
	(EAP6)	.902***		
	(EAP7)	.876***		
Implementation of Advocacy Strategies	(IAS1)	.790***	.579	.916
	(IAS2)	.834***		
	(IAS3)	.901***		
	(IAS4)	.801***		

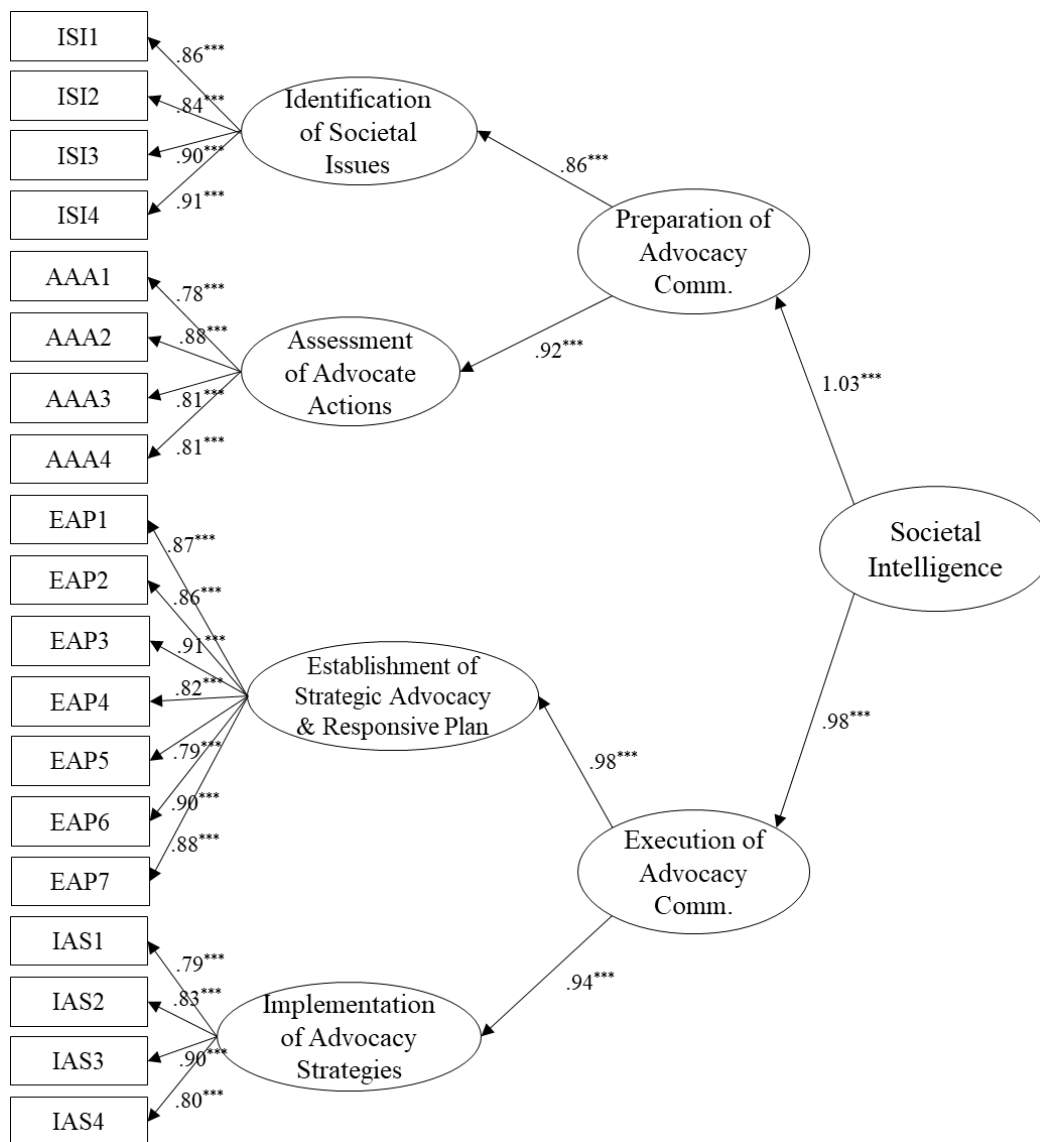
Note. Abbreviations: AVE = average variance extracted; CR = composite reliability; ISI = Identification of Societal Issues; AAA = Assessment of Advocate Actions; EAP = Establishment of a Strategic Advocacy & Responsive Plan; IAS = Implementation of Advocacy Strategies.

*** $p < .001$.

In summary, the findings support the validity and reliability of the proposed two-factor, 19-item scale for measuring societal intelligence. The results indicate that the scale effectively captures the dimensions of societal intelligence and provides a robust measurement tool. Figure 3 visually represents the structure of the scale and its two factors.

Figure 3

The Third-Order Confirmatory Factor Analysis of the Final Measurement Model



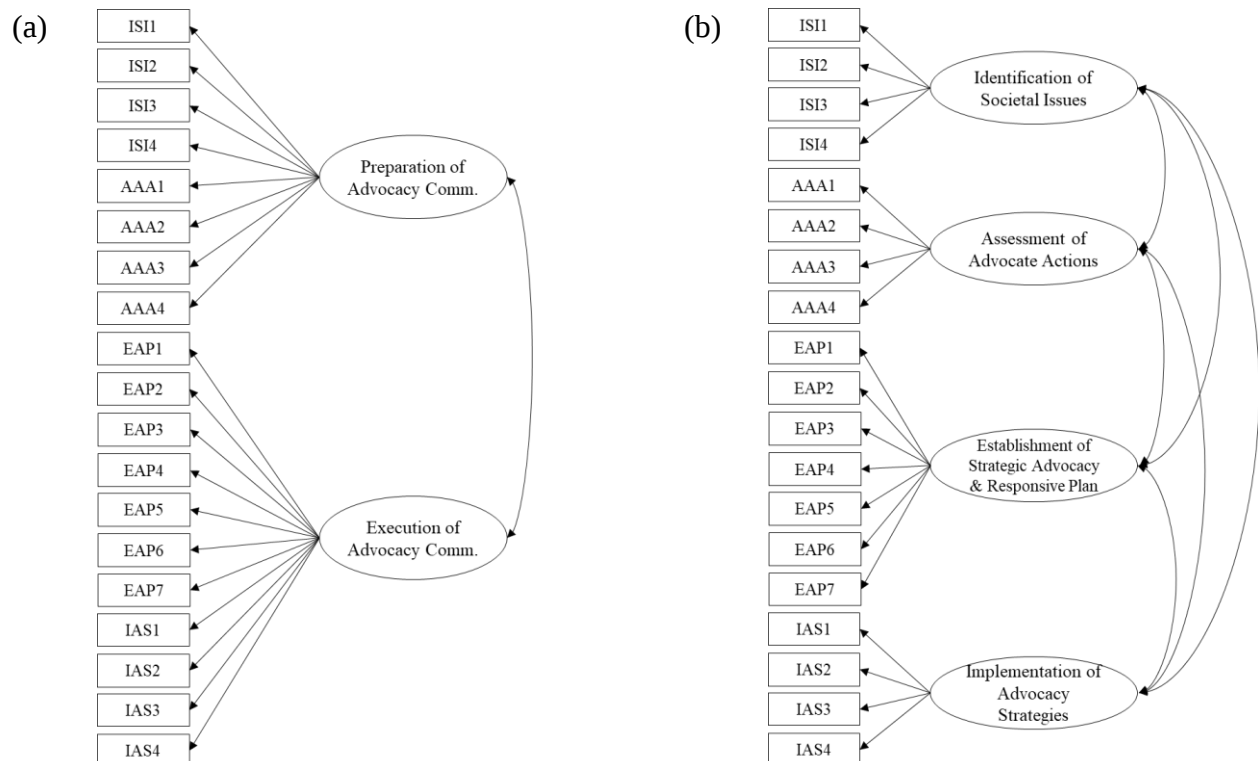
Note. *A Scale for Measuring Societal Intelligence*. $\chi^2 (141, N = 196) = 317.957, p < .001, CFI = .954, TLI = .945, SRMR = .041, RMSEA = .080$. All loadings are standardized.

Factor Structure.

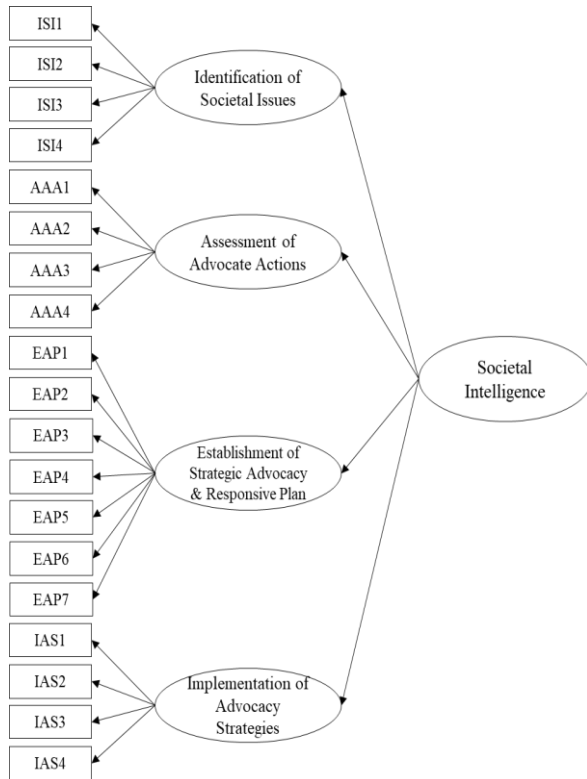
Given the multidimensional nature of societal intelligence, it is crucial to compare different measurement models to select the most appropriate one. The author conducted a comparison of fit indices for various second-order and third-order measurement models, considering the following alternatives: (a) a first-order bifactor model that accounted for 19 items with two factors, (b) a first-order correlated four-factor model in which the four factors are reciprocally correlated with one another, (c) a second-order factor model, (d) a second-order correlated factor model in which superordinate factors are correlated each other, (e) a third-order factor model. The figure illustrating the alternative factor structures for societal intelligence can be seen in Figure 4. This analysis aimed to identify the optimal measurement model that best captures the complexity and interrelationships within the construct of societal intelligence.

Figure 4

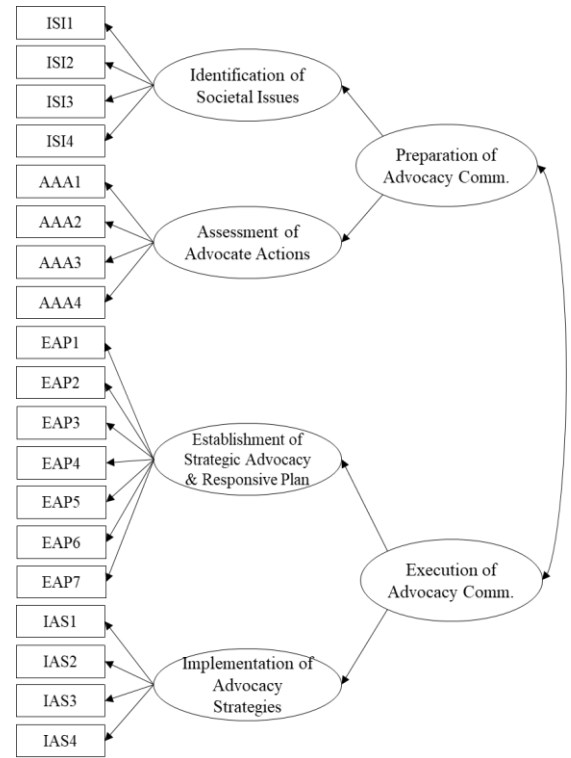
Possible Factor Structure Models of Societal Intelligence



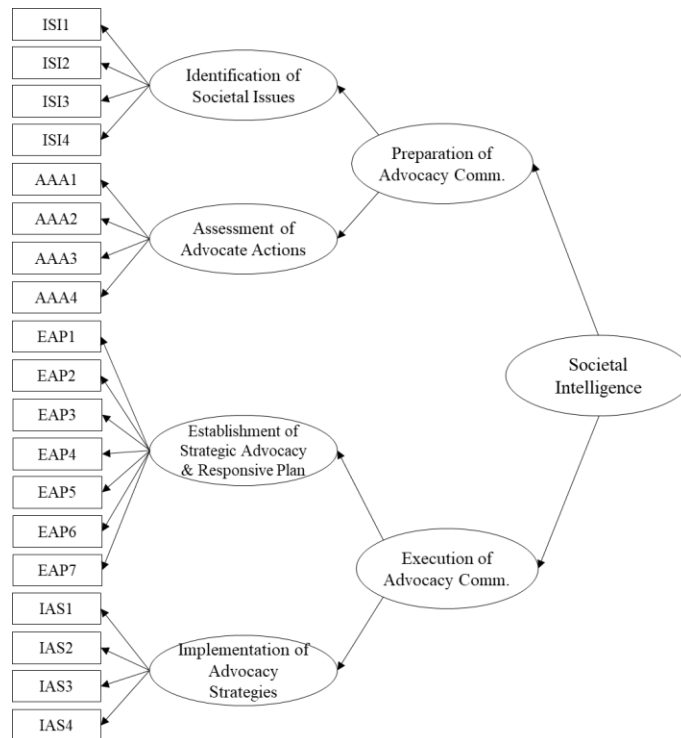
(c)



(d)



(e)



As a result, the third-order model as displayed in Figure 3e (χ^2 (141) = 317.957, CFI = .954, TLI = .945, SRMR = .041, RMSEA = .080 [LO 90% = .069, HI 90% = .092], AIC = 415.957) exhibited superior fit compared to other models. Other models include:

- The first-order bifactor model in Figure 3a (χ^2 (133) = 339.083, CFI = .947, TLI = .932, SRMR = .042, RMSEA = .089 [LO 90% = .077, HI 90% = .101], AIC = 453.083),
- The first-order four-factor model in Figure 3b (χ^2 (144) = 359.895, CFI = .944, TLI = .934, SRMR = .042, RMSEA = .088 [LO 90% = .076, HI 90% = .099], AIC = 451.895),
- The second-order factor model in Figure 3c (χ^2 (146) = 366.686, CFI = .943, TLI = .933, SRMR = .043, RMSEA = .088 [LO 90% = .080, HI 90% = .103], AIC = 454.686), and
- The second-order correlated factor model in Figure 3d (χ^2 (143) = 358.131, CFI = .944, TLI = .934, SRMR = .041, RMSEA = .083 [LO 90% = .077, HI 90% = .099], AIC = 452.131).

Furthermore, the third-order model as displayed in Figure 3e had the lowest AIC value, indicating a better fit compared to other models (Schermele-Engel et al., 2003).

Chi-square difference tests were also conducted to identify the best-fitting model. As all measurement models share the same items and cases while specifying additional factors, nested models were used for chi-square difference tests. The results indicated that the third-order factor model (i.e., model e) should be retained as the valid model when compared to the second-order correlated factor model (i.e., model d): $\Delta\chi^2$ (2) = 40.17, $p < .001$. Additionally, when comparing the two first-order models (model a and model b), the first-order four-factor model showed a

better fit, indicating a statistically significant difference between the two models: $\Delta\chi^2(11) = 20.893, p = .034$. However, overall fit indices of the model (b) did not meet the cutoff criteria for measures such as CFI, TLI, and RMSEA. Therefore, the final selected measurement model was the third-order factor model (i.e., model e). Further details on the measurement model fits and competing models can be found in Table 14.

Table 14

Measurement Model Fits from Confirmatory Factor Analyses for Societal Intelligence

Models	CMIN (χ^2)	CMIN /df	CFI	TLI	SRMR	RMSEA	AIC	$\Delta\chi^2/\Delta df$	Δp
First-order bifactor model (a)	339.083 ($p < .001$)	2.549	.947	.932	.042	.089 [.077/.101]	453.083		
First-order correlated four-factor model (b)	359.976 ($p < .001$)	2.499	.944	.934	.042	.088 [.076/.099]	451.895	20.893/11 (a vs b)	< .01
Second-order factor model (c)	366.686 ($p < .001$)	2.512	.943	.933	.043	.088 [.080/.103]	454.686	6.710/2 (b vs c)	< .01
Second-order correlated factor model (d)	358.131 ($p < .001$)	2.504	.944	.934	.041	.083 [.077/.099]	452.131	8.555/3 (c vs d)	< .01
Third-order factor model (e)	317.957 ($p < .001$)	2.225	.954	.945	.041	.080 [.069/.092]	415.957	40.174/2 (d vs e)	< .001

Note. CMIN/df is also measured since the chi-square value of all models is statistically significant ($p < .001$).

In summary, the results support the validity and reliability of the proposed third-order factor model with a 19-item scale for measuring societal intelligence in communication management. The model exhibited superior fit compared to alternative models, as indicated by various fit indices. This finding suggests that the scale effectively captures the multidimensional nature of societal intelligence and provides a robust measurement tool for assessing this construct in the context of communication management.

Sub-study 2. Testing a Communication Model for Societal Intelligence

In sub-study 2, a communication model for societal intelligence was tested, focusing on the relationships among authentic leadership, trust, and employee advocacy. Previous research has indicated the positive impact of corporate social advocacy and related leadership on various business and communication outcomes (Dodd & Supa, 2014; Yang et al., 2022). Given the focus of societal intelligence on competencies associated with social, environmental, political, and cultural advocacy, it is important to examine its role in the communication process involving authentic leadership, trust, and employee advocacy.

The author conducted a latent path analysis to test the relationships between the proposed constructs in the theoretical model, using the same sample as the measurement validation of societal intelligence. The conceptual model, describing and predicting the relationships among key concepts of societal intelligence, authentic leadership, trust, and employee advocacy, was presented in Figure 2 on page 39 in Chapter 2.

Before testing the proposed model, the baseline communication model for authentic leadership was examined. The baseline model, which establishes the connection between authentic leadership, trust, and employee advocacy, was presented in Chapter 2. Process Macro (version 4.2) was employed to analyze the mediation model and test the hypotheses to determine the relationships among the variables. The results are presented in Table 15.

Table 15

Results of the Baseline Mediation Model

	Path		<i>B</i>	<i>SE</i>	<i>t</i>		<i>p</i>	<i>LLCI</i>	<i>ULCI</i>
AL	→	TR	.629	.049	12.895	***	< .001	.533	.726
AL	→	EA	.222	.070	3.152	**	< .01	.083	.360
TR	→	EA	.757	.076	9.977	***	< .001	.608	.907
$R^2 = .594$									
$F(2, 193) = 141.328^{***}$									

Note. Abbreviations: AL = Authentic Leadership, TR = Trust, and EA = Employee Advocacy.
** $p < .01$. *** $p < .001$.

The result showed that authentic leadership positively affect trust in organization ($B = .629, t = 12.895, p < .001$) and employee advocacy ($B = .222, t = 3.152, p < .01$). Trust in organization also positively affect employee advocacy ($B = .757, t = 9.977, p < .001$).

To investigate the mediation effect of trust in the organization on the relationship between authentic leadership and employee advocacy, the author employed bootstrapping (Shrout & Bolger, 2002). The results indicate that the path from authentic leadership to employee advocacy, mediated by trust in the organization, is statistically significant. This is supported by the fact that the indirect effect does not encompass zero within the 95% confidence interval ($B = .477, CI [.334, .636]$).

Model Fits of the Proposed Structural Equation Model.

The results indicated a strong fit between the proposed model and the data, as reflected in the estimation and fit indices: $\chi^2 (2) = 1.251, p = .54$, CFI = 1.000, TLI = 1.013, SRMR = .003, RMSEA = .000 [LO 90% = .000, HI 90% = .124]. It is worth noting that the CFI and TLI values exceeded the typical range of 0 to 1 (i.e., CFI = 1) and TLI (i.e., TLI > 1). In general, CFI and TLI is normed from 0 to 1 with no greater than 1 (Byrne, 2001). However, such results are possible when the model complexity, degree of freedom, and sample size affect the fit indices. In this case, the model fit is considered acceptable and supports the soundness of the structural model (Marsh et al., 1996).

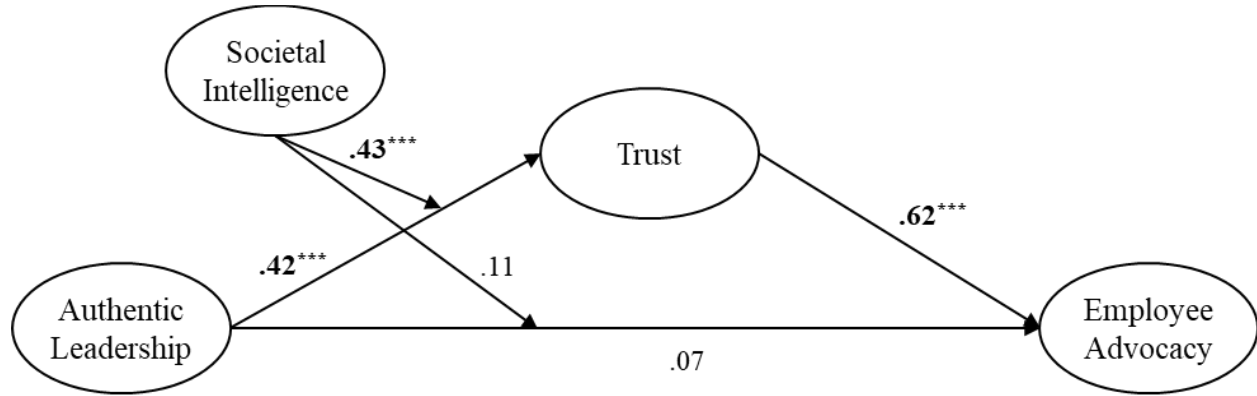
Hypotheses Testing.

To test the hypotheses, a path analysis was conducted using a structural equation model, including observed variables and societal intelligence as a moderator. The moderator term was created by combining the independent variable (authentic leadership) with the proposed

moderator variable (i.e., societal intelligence). The final statistical model (Figure 5) presents the results of the structural model analysis, including standardized regression weights and their statistical significance.

Figure 5

Results of a Path Analysis for the Proposed Conceptual Model



Note. N = 196. The final model fit indices: $\chi^2(2) = 1.251$, $p = .54$, CFI = 1.000, TLI = 1.013, SRMR = .003, RMSEA = .000 [LO 90% = .000, HI 90% = .124]. All loadings are standardized. Coefficients in bold represent statistically significant, and ones in normal fonts are not significant.

*** $p < .001$.

The first hypothesis predicted that authentic leadership would have a significant positive effect on trust ($\beta = .42$, $p < .001$), and the results supported this hypothesis (**H1**). Additionally, trust was found to have a significant influence on employee advocacy ($\beta = .62$, $p < .001$), indicating a strong direct effect and supporting **H2**. However, the third hypothesis, which predicted a direct positive effect of authentic leadership on employee advocacy, was not supported ($\beta = .07$, $p = .54$), which, in turn, authentic leadership does not have a direct impact on employee advocacy (**H3**). Instead, the results revealed an indirect effect of authentic leadership on employee advocacy through the mediating role of trust.

Regarding the fourth set of hypotheses (H4a and H4b), which proposed that societal intelligence moderates the relationships between authentic leadership and trust and between authentic leadership and employee advocacy, it was found that societal intelligence has a significant moderating effect on the relationship between authentic leadership and trust ($\beta = .43$, $p < .001$), supporting **H4a**. However, the moderating variable (societal intelligence) did not have a significant impact on the relationship between authentic leadership and employee advocacy ($\beta = .11$, $p = .34$), leading to the non-support of **H4b**.

It is important to note that the latent path analysis revealed a strong indirect effect of authentic leadership on employee advocacy when considering the role of societal intelligence. This highlights the importance of incorporating societal intelligence in the communication of authentic leaders regarding societal issues, as it can significantly influence critical communication outcomes such as employee advocacy. High societal intelligence enables leaders to gain trust from their colleagues, which in turn promotes positive organizational behavior, including employee advocacy. The results of the path analysis for the proposed structural equation model are presented in Table 16.

Table 16

Results of the path analysis of the proposed structural equation model

Structural path parameters	β	<i>S.E.</i>	<i>p</i>	<i>Total effect</i>	<i>Direct effect</i>	<i>Indirect effect</i>
H1: AL → TR	.419	.127	***	.419	.419	–
H2: TR → EA	.620	.064	***	.620	.620	–
H3: AL → EA	.071	.115	.539	.330	.027	.260
H4a: SI → AL-TR	.427	.032	***	.427	.427	–
H4b: SI → AL-EA	.109	.029	.342	.374	.109	.265
Control Variables						
Age	.138	.025	**	–	–	–

Race	-.115	.032	*	—	—	—
Leader level	-.103	.050	*	—	—	—

Note. N = 196. Abbreviations: AL = authentic leadership, TR = trust, EA = employee advocacy, SI = societal intelligence. H4a and H4b account for moderating effect.

* $p < .05$. ** $p < .01$. *** $p < .001$.

An additional model testing was conducted with two distinct groups: the leader group (n = 67, 34.2%) and the follower group (n = 129, 65.8%). The purpose of this analysis was to examine if there were differing opinions on the relationship between authentic leadership, societal intelligence, and other communication outcomes among these groups. The author divided the respondents into two groups based on their reporting levels. If a respondent indicated zero or one reporting level, their response was re-coded as "leader group." Conversely, if a respondent reported two or more reporting levels, it was re-coded as "follower group."

The results of the additional path analysis, which aimed to demonstrate the significance of the regression relationships, aligned with the proposed model. It was found that the follower group had a significant moderating effect on the relationship between authentic leadership and trust ($\beta = .58, p < .001$). In contrast, the leader group did not exhibit a moderating effect on this relationship ($\beta = .04, p = .893$). This indicates a notable discrepancy between leaders and followers in their opinions regarding the role of societal intelligence.

Although the sample size is relatively small, these findings hold significant implications for leadership communication. While the follower group recognized the significance of societal intelligence in authentic leadership communication, the leader group did not consider it as relevant. Without societal intelligence as a moderator, authentic leadership was positively associated with trust, leading to a high level of positive employee advocacy.

Summary of Study 3

The goal of Study 3 is to validate the measurement of societal intelligence and test a communication model incorporating authentic leadership, trust, and employee advocacy in relation to societal intelligence. In the first sub-study, a confirmatory factor analysis was conducted to establish the measurement validity of societal intelligence. The results indicated a satisfactory fit between the proposed measurement model and the data, supporting the validity of the construct. Convergent and discriminant validity were also confirmed through factor loadings, composite reliability, and average variance extracted.

The second sub-study involved testing the communication model, utilizing a structural equation model and a latent path analysis. The proposed model demonstrated a strong fit with the data, indicating the relationships among authentic leadership, trust, and employee advocacy. Authentic leadership was found to have a significant positive impact on trust, supporting the first hypothesis. Trust, in turn, positively influenced employee advocacy, confirming the second hypothesis. However, the direct effect of authentic leadership on employee advocacy was not significant, suggesting an indirect effect mediated by trust.

Furthermore, the study explored the moderating role of societal intelligence in the model. It was found that societal intelligence had a significant moderating effect on the relationship between authentic leadership and trust, supporting the corresponding hypothesis. However, no significant moderating effect was observed between authentic leadership and employee advocacy. This implies that while societal intelligence influences the trust-building process, it may not directly impact employee advocacy in the same manner.

Finally, an additional analysis was conducted with two groups: the leader group and the follower group. The findings revealed that the follower group exhibited a significant moderating

effect between authentic leadership and trust, while the leader group did not. This disparity underscored the differing perspectives on the role of societal intelligence between leaders and followers, highlighting the need for integrating societal intelligence in authentic leadership communication for positive organizational outcomes.

In conclusion, Study 3 provided support for the validity of the measurement of societal intelligence and shed light on the communication dynamics involving authentic leadership, trust, and employee advocacy. The results emphasized the importance of societal intelligence as a moderator in the relationship between authentic leadership and trust, highlighting its role in fostering positive communication outcomes within organizations.

In Chapter 4, the results of the three studies were presented, highlighting the importance of societal intelligence in the complex business environment and its significance for communication professionals. The development and validation of the measurement model for societal intelligence in communication leaders provided insights into the dimensions and items of the construct, resulting in a comprehensive measurement scale. The examination of the conceptual communication model connecting authentic leadership and societal intelligence underscored the intricate nature of the relationships involving authentic leadership, societal intelligence, trust, and employee advocacy. These findings emphasize the necessity for further research to better understand the underlying mechanisms driving these dynamics.

The next chapter will provide a summary of the research findings, discuss the theoretical and practical implications of the study, and present the limitations and future research directions.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

This chapter focuses on the findings and discussion of the dissertation research, which consists of three interconnected and sequential studies. Firstly, the chapter presents a comprehensive overview of the outcomes and insights derived from the three studies, establishing links to the research questions that were addressed. It synthesizes the key findings and their implications. Secondly, it presents the theoretical and practical implications that arise from this research, providing a deeper understanding of their significance. It discusses how these findings contribute to existing theories and practices in the field and their potential applications in real-world contexts. Lastly, the chapter acknowledges the inherent limitations of the current research and suggests future directions and areas for further exploration. It recognizes the constraints and potential biases of the study and offers recommendations for future research endeavors. Overall, this chapter serves to delve into the research findings, establish connections to theoretical and practical implications, and provide guidance for future research endeavors.

Summary of Research Findings

The dissertation research originated from the necessity to identify leadership competencies in light of the growing significance of organizations' involvement in social, political, environmental, and cultural issues, commonly known as corporate social advocacy. As the interest and demand for corporate social advocacy have intensified within the business realm, numerous scholars and consulting firms have conducted studies focusing on the organizational

level. However, there remains a gap in implementing and discussing these competencies at the individual level for leaders and communication professionals.

Consequently, the present research asserts the importance of exploring a new concept that encapsulates individual competencies associated with corporate social advocacy. This exploration is rooted in theoretical frameworks from the fields of organizational communication, leadership competencies, and public relations. The central research question revolves around identifying the key leadership competencies required by communication professionals to effectively engage in communication related to corporate social advocacy.

Furthermore, the dissertation research posits that the newly developed concept of societal intelligence can be explained within the communication model of authentic leadership, as well as other critical communication outcomes such as trust and employee advocacy. Drawing upon the literature review of authentic leadership, it is argued that societal intelligence must be assessed within the framework of authentic leadership communication due to the inherent alignment between the nature of societal intelligence and authentic leadership.

Drawing upon research literature on leadership competencies, organizational communication, and corporate social advocacy in public relations, this dissertation research embarks on three main objectives: (1) providing a conceptual definition of societal intelligence within the framework of communication management; (2) investigating and establishing the key dimensions and items that constitute societal intelligence; and (3) validating the conceptual model of authentic leadership by incorporating societal intelligence into its framework.

These research procedures are guided by a set of research questions that drive the investigation and analysis conducted throughout the study. The subsequent section will summarize and delve into a discussion of these research questions.

RQ 1: How does corporate social advocacy impact communication leadership and the required competencies?

Societal intelligence arises from the demand for leadership competencies in the context of corporate social advocacy. While existing studies primarily focus on organizational messages and related variables, this dissertation research places emphasis on individual competencies associated with corporate social advocacy.

Through in-depth interviews conducted in Study 1, communication industry leaders acknowledged corporate social advocacy as a prevailing trend that organizations are currently grappling with, highlighting its critical impact on communication activities. They emphasized the significant impact of this trend on their organizations and businesses, particularly in the realm of communication leadership. This is due to the unprecedented importance of effectively responding to current societal issues in collaboration with stakeholders. In this regard, a unanimous agreement was reached that adopting a stance on societal issues is a crucial communication practice for effectively engaging with stakeholders.

Subsequently, it becomes crucial to identify relevant competencies that align with corporate social advocacy, as perceived by industry leaders. There was unanimous consensus among the interview participants regarding the importance of these competencies. Thus, corporate social advocacy highlights the need for related competencies in the field of communication. Despite the need for caution in communication, the majority of interviewees viewed the corporate social advocacy phenomenon as an opportunity for the organization as a whole.

RQ 2: What are the specific knowledge, skills, and abilities (KSAs) which fall under the domain of societal intelligence?

In order to establish a conceptual definition of societal intelligence within the realm of communication management, as well as identify its key dimensions and indicators, a comprehensive review of three research streams was conducted: corporate social advocacy in public relations and communication management, authentic leadership in organizational communications, and leadership competencies. This extensive literature review culminated in the development of the concept of societal intelligence, which encompassed two dimensions and initially consisted of 26 items.

During the in-depth interviews conducted in Study 1, communication industry leaders unanimously agreed on the existence of two dimensions within the concept of societal intelligence: discernment of societal issue knowledge and application of societal issue knowledge. Furthermore, the interviews revealed that two items were deemed relatively unnecessary and were subsequently excluded from the initial pool of items. However, industry leaders emphasized the importance of emotional intelligence (or empathy) and a diversity mindset in leadership roles related to societal intelligence. As a result, two items from the emotional intelligence quotient were incorporated into the item list of societal intelligence.

To validate the measurement of societal intelligence, online surveys were administered to full-time workers (Study 2) and full-time workers in the communication industry (Study 3). The results from both studies revealed that societal intelligence consists of two overarching dimensions, each comprised of two sub-dimensions.

The first dimension, known as “preparation of advocacy communication, encompasses two sub-dimensions: identification of societal issues and assessment of advocate actions. These

sub-dimensions highlight the importance of recognizing relevant societal issues and evaluating appropriate actions for effective advocacy.

The second dimension, termed “execution of advocacy communication,” also consists of two sub-dimensions: "establishment of a strategic advocacy and responsive plan" and "implementation of advocacy strategies." These sub-dimensions emphasize the significance of developing executing advocacy strategies in a purposeful and effective manner.

RQ 3: What are the potential advantages for professionals and organizations in acquiring societal intelligence?

To explore the potential advantages of societal intelligence in organizations, an extensive literature review was conducted, focusing on the fields of public relations, communication management, and leadership competencies. The relevant literature suggests that acquiring societal intelligence can benefit leaders by fostering trust and promoting employee advocacy within the organization. Building upon these findings, the present dissertation research investigated whether societal intelligence indeed influences these crucial communication outcomes in real-world settings.

In Study 3, the results provided evidence supporting RQ3. Specifically, the findings revealed a significant moderating effect of societal intelligence on the relationship between authentic leadership and trust within the organization. This indicates that possessing societal intelligence enhances the trust-building process facilitated by authentic leadership. However, the results did not support a direct relationship between authentic leadership and employee advocacy mediated by societal intelligence.

These findings contribute to our understanding of the advantages associated with societal intelligence in professional contexts. By cultivating societal intelligence, leaders and

organizations can establish trust among stakeholders, which is vital for fostering positive relationships and achieving organizational goals. Trust in an organization can yield various positive outcomes, such as employees' performance, positive employee and consumer advocacy, and improved reputation. Although the direct impact on employee advocacy was not supported in this study, the mediated effect through trust underscores the importance of societal intelligence in facilitating favorable communication outcomes.

Overall, the research findings highlight the potential benefits of acquiring societal intelligence for professionals and organizations, emphasizing its role in enhancing trust and providing valuable insights for effective leadership and communication management.

RQ 4: How does societal intelligence relate to the communication process of authentic leadership? Specifically, the following hypotheses were proposed to guide the research design:

H1: Authentic leadership positively affects employees' trust in the organization.

H2: Employees' trust in the organization positively affects employee advocacy.

H3. Authentic leadership positively affects employee advocacy.

H4a: Societal intelligence moderates the relationship between authentic leadership and employees' trust in the organization.

H4b: Societal intelligence moderates the relationship between authentic leadership and employee advocacy.

In order to answer RQ4, it is imperative to address the following hypotheses because it presents how the new construct, societal intelligence, interrelates to the variables in the proposed communication model. It is important to understand the role of societal intelligence in the communication model of authentic leadership, trust, and employee advocacy. Therefore, the author proposed a conceptual model of communication leadership and examined five hypotheses.

To assess the proposed conceptual model of communication leadership, which incorporates authentic leadership, societal intelligence, trust, and employee advocacy, an online survey was conducted.

The results found that authentic leadership predicted trust in organization, positively affecting employee advocacy. Thus, trust mediates the relationship between authentic leadership and employee advocacy. It resulted in H1 and H2 are supported. Additionally, the author hypothesized that authentic leadership predicted employee advocacy. The analysis of the hypothesis revealed that authentic leadership did not positively affect employee advocacy, supporting H3.

One of the significant outcomes of societal intelligence is its impact on trust within an organization. The relationship between authentic leadership, trust in the organization, and employee advocacy was examined, with societal intelligence serving as a moderating factor in the communication model, demonstrating that H4a was supported. The findings from the online survey revealed that societal intelligence only influences the relationship between authentic leadership and trust in the organization. However, there was no moderating effect of societal intelligence on the relationship between authentic leadership and employee advocacy. As a result, the hypothesis H4b was not supported in Study 3.

Implications for Theory and Practice

This research makes significant contributions to both academia and practical fields. First, it contributes to the theoretical foundation of public relations and leadership communication management by proposing a key construct and its related dimensions for individuals, specifically communication leaders. Through empirical testing and validation, the measurement model consisting of two dimensions and 19 items is established. Prior to this study, there was a lack of

research in public relations that conceptualized and operationalized the construct of individual competencies in the context of corporate social advocacy. Therefore, this research fills that gap and enhances theory-building in public relations and leadership studies.

Moreover, the structural model examines the relationship between societal intelligence, authentic leadership, and other important communication outcomes. This contributes to theory-building in public relations and leadership research by confirming the moderating effect of societal intelligence in the communication process of authentic leadership. Understanding how stakeholders evaluate communication leadership in the context of corporate social advocacy is crucial for organizations, particularly for public relations professionals. By uncovering the relationships between variables related to authentic leadership and societal intelligence, this research suggests that societal intelligence plays a role in authentic leadership within organizational communications.

Additionally, this research holds practical implications. The findings can guide communication leaders in measuring their competencies for corporate social advocacy and help them enhance their skills in this area. The specific dimensions and items identified can assist leaders in evaluating their strengths and weaknesses, enabling them to focus on specific areas of competency development. With the validated measurement, communication leaders can assess their level of societal intelligence and strive to become more competent leaders. This measurement can also be utilized by followers who aspire to adopt an ideal leadership style for the current era, where corporate social advocacy is highly emphasized.

Furthermore, the practical implications of this research extend to strategic communication practices. Communication professionals can leverage societal intelligence to develop targeted and impactful communication strategies. By understanding societal dynamics

and concerns, professionals can tailor their messages to resonate with diverse audiences and address societal expectations. This can enhance organizational reputation, stakeholder engagement, and overall communication effectiveness.

The recent boycott case stemming from Bud Light's influencer marketing event provides valuable insights. In May 2023, Bud Light faced a boycott after collaborating with influencer Dylan Mulvaney, who featured a promotional package in a video. The controversy arose due to Mulvaney being transgender, amid an ongoing culture war surrounding trans issues. Despite the controversy and temporary decline in sales, Bud Light's overall direction and goals are expected to remain unchanged. This incident highlights the challenges brands face when navigating sensitive issues in influencer collaborations.

If Bud Light had considered societal intelligence as a crucial competency for its communication professionals, the marketing communication outcome might have been different. The first aspect of societal intelligence, preparation of advocacy communication, requires sensitivity to current societal issues that could impact internal and external stakeholders. Communication professionals such as PR professionals, advertisers, or marketing managers, if equipped with this sensitivity and understanding of stakeholders, would have approached the selection of influencers for the social media marketing event differently. Even in the prevailing climate of diversity and inclusion, it is important to understand how customers respond to societal issues.

In this regard, the results of this research provide the basis of training sessions for communication professionals that focus on societal issues. By providing targeted training on societal intelligence, organizations can enhance the competencies of their communication professionals in understanding and effectively addressing social, environmental, political, and

cultural concerns. Training sessions can educate communication professionals about the importance of societal intelligence and its impact on organizational communication outcomes. Professionals can learn how to analyze and interpret societal trends, identify stakeholder expectations, and incorporate social considerations into their communication strategies. This training can equip them with the knowledge and skills needed to navigate complex societal landscapes, engage diverse stakeholders, and communicate in an ethical and responsible manner.

Offering training sessions with a focus on societal issues can also enhance professionals' ability to craft messages that resonate with diverse audiences. By understanding the social and cultural dynamics that shape stakeholder perceptions, professionals can tailor their communication approaches to be more inclusive, sensitive, and impactful. This can lead to improved stakeholder engagement, enhanced reputation management, and stronger relationships with key stakeholders.

Lastly, ethical and responsible communication practices are also highlighted as a practical implication of this research. By incorporating societal intelligence, communication professionals and leaders can make informed decisions, engage in transparent communication, and align organizational values with societal expectations. This promotes ethical behavior, social responsibility, and the establishment of long-term positive relationships with stakeholders.

Limitations and Future Research Directions

It is important to acknowledge the limitations of this research. The statistical results of the measurement model for societal intelligence supported the reliability and validity of the measurement scale. In addition, the conceptual model of authentic leadership communication incorporating societal intelligence empirically proved the relationship among important

variables: authentic leadership, trust, and employee advocacy. Despite the results and implications, there are some limitations that should be taken into account for future research.

First, the results of the measurement model for societal intelligence did not fully support the statistical findings. During the CFA analysis of the higher-order measurement model, it was observed that the factor loading for the first dimension exceeded 1, which is theoretically implausible. Factor loadings greater than 1 indicate that the dimension can explain more than 100% of the variance, which is not feasible (Hair, J. F., et al., 2010). This issue may arise when two or more dimensions are highly correlated. To address this concern, the author conducted tests for multicollinearity within the measurement model, and the results for each dimension were within acceptable limits.

Secondly, despite being identified as an important finding in Study 1 through in-depth interviews, the integration of emotional intelligence or empathy as a core competency of societal intelligence was not fully accomplished in the measurement model. The attempt to include emotional intelligence items in the measurement model (Study 2) proved unsuccessful, as emotional intelligence was deemed too distinct to be merged seamlessly with other concepts. Consequently, future research is needed to explore alternative approaches to incorporate emotional intelligence within the model. One possibility is to consider emotional intelligence as a separate variable in the communication model, potentially serving as a mediator or moderator in future research studies.

Thirdly, the adequacy of the proposed communication model's fit was not fully supported. The chi-square test did not meet the predetermined threshold, necessitating the use of the CMIN/*df* ratio to assess model fit in Study 3. As the chi-square test is known to be sensitive to sample size, it can occasionally lead to the rejection of a measurement model (Hair, J. F., et

al., 2006). Due to limitations in time and budget, the model testing was conducted with a relatively small sample size of $N = 196$. Previous research on structural equation modeling suggests that a sample size greater than 200 is generally considered adequate, depending on the complexity of the model (Byrne, 2001; Kline, 1998; Schermelleh-Engel et al., 2003). Also, other model fits, such as TLI and RMSEA are less likely to be obtained in the model fit when the sample size is small (i.e., $N < 500$) (Hu & Bentler, 1998). Therefore, it is crucial to evaluate the model fit in future research with a larger sample size to enhance the robustness of the findings.

In addition to the identified limitations, future research on societal intelligence should explore various social advocacy contexts to establish its validity as a robust measurement. Corporate social advocacy is a complex phenomenon that has gained increasing attention in relevant studies. Notably, it is sensitive to the specific issues surrounding businesses and the degree of their relevance to organizations. While societal intelligence conceptually encompasses a wide range of contexts, including social, political, environmental, and cultural issues related to businesses, it is crucial to examine the construct within specific issue themes (such as social, political, environmental, and cultural issues) or issue subjects (such as gender or race discrimination, abortion, gun control, net-zero initiatives, and more). Conducting such tests will help determine whether the scale of societal intelligence transcends specific issues and remains applicable across diverse contexts. This will contribute to further validating the construct of societal intelligence and enhancing its applicability in different settings.

In conclusion, this research contributes to the understanding of societal intelligence and its implications for leadership and communication management. The findings underscore the importance of acquiring societal intelligence for professionals and organizations, as it can lead to increased trust, employee advocacy, and strategic communication effectiveness. By

incorporating societal intelligence into leadership practices and communication strategies, organizations can navigate the complexities of the contemporary business environment and establish themselves as responsible and socially aware entities.

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APPENDICES

Appendix A. Interview Guide

Introduction

Good morning (or afternoon). My name is Janice (Jeonghyun) Lee, a PhD student at the University of Georgia. Thank you for taking the time to speak with me today. As briefly explained in the previous email, I am calling in regard to dissertation research being conducted at the University of Georgia. **This research aims at addressing what socio-political advocacy brings to our daily lives and workplaces, and how the communication leaders improve leadership using social sensitivity and skills of application in day-to-day working practices – that is societal intelligence.**

In this research, we define industry leaders in communication as those who are currently employed (or self-employed as President of an organization) who have worked more than 10 years. Also, you are confined to a position of a managerial level directly responsible for managing the day-to-day practices or who had significant influence in decision-making regarding hiring communication employees.

This interview is divided into two parts. The first part is to ask how corporate social advocacy (or CEO activism, brand activism) has affected communication (or public relations) professionals, and if there is any, as the second part, what competencies the communication leaders should have to cope with the challenges of the current trend. There are no right or wrong or desirable or undesirable answers. I would like you to feel comfortable with saying what you really think.

TAPE RECORDER INSTRUCTIONS

All your responses will be kept confidential, and none of your comments will be linked to you. The interview will take around 45 to 50 minutes of your time. It will be recorded and transcribed. I will be compiling a report which will contain all interviewees' answers without any reference to individuals. Your participation in this study will help us understand the competencies in communication management in the context of corporate social advocacy. No risks are involved, and your participation is completely voluntary. You may refuse to answer any question that makes you uncomfortable and may withdraw from the interview at any time. If you have questions about this study, please contact Jeonghyun (Janice) Lee at +1 706-248-8243 or Janice.lee@uga.edu.

Do you have any questions about this study or your involvement? Do you agree to participate? (If no), Okay, I understand. Thank you for your time.
(If yes), Great! Thank you! Let's get started with the interview...

Opening Questions (Warm-up section)

Q1. Please tell me what is your current job title and area(s) of job responsibilities?

(e.g., communications in general, PR, advertising (ATL, BTL), digital communications, social media, global communication, sales/marketing communications, internal communications, CSR, media relations, fundraising/community relations, government relations, investor relations)

- Q2. Which type of organization are you currently working for?
- Q3. In which industry is your business?
- Q4. How many people are currently employed at your company?
- Q5. How long have you worked in your current organization in years? How long have you worked so far?
- Q6. What is your final education level? And could you tell me what was your major?

Thank you for answering the background questions. Now, I will move on to ask major questions of this research project.

Section 1: Societal Intelligence in Communication Management

As you may know, corporate social advocacy (or CEO activism, brand activism, or any other form of a firm's engagement in social and political issues) is a hot topic. For example, (provide examples about... Nike, DICK's sporting goods, Ben & Jerry's, etc.)

Challenges of Corporate Social Advocacy in Communication Management

- Q1. Have you heard about corporate social advocacy (or CEO activism, or brand activism)?
- Q2. (If yes,) how much do you think the phenomenon impact your department, organization, and business?
- Q3. In your work environments including your roles, responsibilities, and way of communication, what changes has corporate social advocacy (or CEO activism, brand activism)?
- Q4. Would you think of the trend as an opportunity or a threat in your department, organization, and business? If so, why do you feel that or those as an opportunity (or a threat)?
- Q5. Considering the environment impacted by corporate social advocacy, do you think is it necessary for communication leaders (professionals) to be required to have competencies regarding corporate social advocacy (or CEO activism, brand activism)?
- Q6. Considering the environment impacted by corporate social advocacy, what competencies of communication leaders would you expect to be changed most?

Definition of Societal Intelligence

Q7. With the rise of corporate social advocacy (or CEO activism, brand activism), there is a need to measure leadership competencies, such as “**societal intelligence**.”

The definition of societal intelligence is... [Show Slide 2]

“The ability exercised by the communication leaders to discern societal issues rooted in social, political, and cultural controversies around an organization that may affect organizational performance (or reputation) and to act upon on its challenges and opportunities related to organizational performance (or reputation) in the broader societal context.”

Before today, had you heard about societal intelligence?

How much do you think it is important for communication professionals and leaders to have?

Now, I am going to ask you about societal intelligence in communication management. The concept, largely, consists of two dimensions: discernment of societal issues and application of societal issues.

Dimension 1: Discernment of Societal Issues

The dimension of discerning societal issues involves two sub-dimensions: a cognitive process of **knowledge acquisition** and **knowledge interpretation**.

Section 2: Dimension 1-a – Knowledge Acquisition

Q8. As you can see in the shared screen, the dimension of knowledge acquisition, is defined as *an ability (or sensitivity) to cognitively discern knowledge regarding social, political, and cultural issues using two types of resources, internal and external resources of one’s organization*. Would you consider it as a core competency of communication leaders for corporate social advocacy? If so, why? [Show Slide 3]

Q9. According to the research in the areas of leadership and communication management, the items as follows are considered in this dimension, knowledge acquisition. How do you think? [Show Slide 4-7]

- Information collection from employees (i.e., internal-resources)
- Information collection from customers on a regular basis (i.e., external-resources)
- Issue research around the one’s business context (i.e., external-resources)
- An ability to access to enough information resources for the work in an organization’s records and databases (i.e., internal-resources)

Q10. If possible, please rate the items (1-5) in order of importance. (Very important = 5, Least important = 1). How do you think? [Show Slide 8]

Q11. Are there other skills, abilities, and knowledge that can be included in this dimension?

Section 3: Dimension 1-b - Knowledge Interpretation

Q12. As you can see in the shared screen, the dimension of Knowledge Interpretation is defined as *an ability to seek meaning of information through various transformations and representations*. Would you consider it as a core competency of communication leaders for corporate social advocacy? If so, why? [Show Slide 9]

Q13. According to the research in the areas of leadership and communication management, the items as follows are considered in this dimension, knowledge interpretation. How do you think? [Show Slide 10-12]

- The agreement of the potential impact the new societal issues may generate
- The understanding of employees' knowledge of the societal issues related to the unit
- The understanding of organizational protocols to act on societal issues

Q14. If possible, please rate the items (1-5) in order of importance. (Very important = 5, Least important = 1). How do you think? [Show Slide 13]

- The ability to draw the agreement among management leadership on the way any new (potential) societal issues may affect the business or a firm
- The understanding of employees' knowledge of the societal issues related to the unit
- The understanding of organizational protocols to act on societal issues

Q15. Are there other skills, abilities, and knowledge that can be included in this dimension?

Section 4: The Application of Knowledge to Address Societal Issues

Q16. As you can see in the shared screen, the dimension of Application of Knowledge is defined as *the skills and abilities to make a decision in every process of taking a public stance and act on the results of discernment from internal and external resources and knowledge to solve problems around an organization and businesses*. Would you consider it as a core competency of communication leaders for corporate social advocacy? If so, why? [Show Slide 14]

Q17. According to the research in the areas of leadership and communication management, the items as follows are considered in this dimension, application of knowledge. How do you think? [Show Slide 15-26]

- An ability to create message strategy relevance to consumers of a firm
- The plausibility of advocates of the societal issues

- A sensemaking skill to choose a spokesperson to advocate issues
- A capability to reinforce a consistent communication plan,
- An ability to make decision quickly
- An ability to set up a contingency plan prepare for a backlash which may have
- An ability to facilitate formal information sharing within a firm without obstacles,
- An ability to facilitate informal information sharing within a firm without obstacles,
- A capability to use a way of internal communication, such as information systems or intranet
- A sensitivity to the stakeholders' needs of the moment (including the public), and
- A skill to express his or her ideas clearly and effectively,
- An ability to respond to messages (memos, phone calls, reports, etc.) quickly.

Q18. If possible, please rate the items (1-5) in order of importance. (Very important = 5, Least important = 1). How do you think? [Show Slide 27-28]

Q19. Are there other skills, abilities and knowledge that can be included in this dimension?

Section 7: Others

Q20. What other competencies (including knowledge, skills, and abilities) do you think communication leaders are required in societal intelligence?

Q21. What are the most important considerations in discussing social, political, and cultural issues?

Q22. What are the most important considerations in discussing stakeholders' conflict regarding social, political, and cultural issues?

Q23. When you think of Authentic Leadership, do you consider Societal Intelligence differently or similarly? If you think different,

Q24. How do you differentiate **This Societal Intelligence** from **Authentic Leadership**? You probably know what Authentic leadership is, and it is “**a style of leadership that focuses on transparent and ethical leader behavior and encourages open sharing of information needed to make decisions while accepting followers' inputs.**”

This is the end of our interview. Thank you for your time. Do you have any further comments regarding the topic we discussed?

Debriefing Statement

Thank you for participating in this interview and sharing your insights and experiences. We hope this research to better understand the competencies of communication professionals. You have been most helpful. Again, your name and information will not be linked to any of your answers. Do you have any questions before we conclude?

Thank you.

Appendix B: Study 2 Survey Questionnaires

Online Survey Questionnaires – Item Reduction

University of Georgia Consent Form

Societal Intelligence Study

You are invited to participate in this online survey, which will ask questions related to communication leadership and competencies in workplaces. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. This form is designed to give you the information about the study so you can decide whether to be in the study or not. Please take the time to read the following information carefully and ask the researcher(s) below if there is anything that is not clear or if you need more information.

This research study is to define possible attributes of societal intelligence that may be applied to communication practice. The survey will ask you questions about the evaluations of dimensions and items of societal intelligence. This study will involve minimal risks. Your responses may help us understand communication practices. There are no other direct benefits to participating in this study.

Incentives for Participation You will receive the reward amount specified on the Prolific for this assignment as of the current date and time for your qualified participation. You will need to provide your Prolific ID at the end of the study to be used for your payment when qualified. Even if you complete the survey, payment of the incentive may be withheld, and your responses discarded if researchers believe that you did not answer the questions to the best of your ability.

Privacy/Confidentiality We will take steps to protect your privacy and only information regarding your Prolific ID number will be collected for incentive purposes. The data will be collected prior to completion of the study and kept separately from all collected data. All data collected during the study will be collected anonymously so that names and responses cannot be connected. This research involves the transmission of data over the Internet. Every reasonable effort has been taken to ensure the effective use of available technology; however, confidentiality during online communication cannot be guaranteed. Organizations that may inspect and/or copy your research records for quality assurance and data analysis includes groups such as the study investigator and her research associates, the University of Georgia Institutional Review Board or its designees, and (as allowed by law) state or federal agencies, specifically the Office for Human Research Protections (OHRP), etc., who may need to access your research records. Your de-identified data will not be used for future research projects.

Your involvement in the study is voluntary, and you may choose not to participate or to stop at any time without penalty or loss of benefits to which you are otherwise entitled. If you decide to withdraw from the study, the information that can be identified as yours will be kept as part of the study and may continue to be analyzed, unless you make a written request to remove, return, or destroy the information.

The survey takes about 5 to 10 minutes to complete, and all responses are confidential. If you have any questions about this research, please contact Jeonghyun Lee, a PhD candidate at the University of Georgia, 706-248-8243 or by email (janice.lee@uga.edu), or Dr. Juan Meng at the University of Georgia at 706-542-2173 or by email (jmeng@uga.edu). For questions or concerns regarding your rights as a research participant, contact the University of Georgia Institutional Review Board at 706-542-3199 or irb@uga.edu.

Thank you for your participation. If you agree to participate in this study, please select the correct button below to begin the survey.

- ☐ Yes, I wish to participate in this survey and continue to go to the next page.
- ☐ No, I do not wish to participate in this survey.

Filter Q1) What age category best describes you? (*Forced answer only one*)

1. Younger than 20
2. 21-25
3. 26-30
4. 31-35
5. 35-40
6. 41-45
7. 46-50
8. 51-60
9. Older than 60

Qualified: If the candidate selected categories of 2 through 9, the candidate is qualified for our study. Then the candidate will be directed to our main survey page.

Disqualified: If the candidate selected categories of 1, please direct them to the ending page: “You are not qualified for this study. Thank you for your interest.”

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Filter Q2) What is your employment status? (*Forced answer only one*)

1. Full-time
2. Part-time
3. Self-employed
4. Retired
5. Seeking opportunities currently

Qualified: If the candidate selected categories of 1, candidate is qualified for our study. Then the candidate will be directed to our main survey page.

Disqualified: If candidate selected categories of 2, 3, 4, or 5, please direct them to the ending page: “You are not qualified for this study. Thank you for your interest.”

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Part 1: Main Questionnaires

Section 1: Needs of Competences Associated with Corporate Social Advocacy

This research is to define attributes of societal intelligence for communication professionals in the context of corporate social advocacy. In the following sections, you will be asked to answer

questions about corporate social advocacy in your workplaces and the competencies under the context of corporate social advocacy, mainly societal intelligence. Please read the following questions carefully and select the appropriate option to indicate your response.

To start, here is a common definition of corporate social advocacy: **Corporate social advocacy is defined as “an organization making a public statement or taking a public stance on social-political issues” (Dodd and Supa, 2014, p.5).** In other words, people call it brand activism or CEO activism. Some examples include Starbucks supporting gay marriage, Dove promoting body positivity, and Chick-fil-A, a popular fast-food chain in the US opposing gay marriage.

Q1. How familiar would you say you are with corporate social advocacy (CEO activism, or brand activism)?

Not familiar at all 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 Very familiar

Q2. How much do you think the phenomenon impact your department, organization, and business?

1	2	3	4	5	6	7
Very insignificant	Somewhat insignificant	Slightly insignificant	Neither significant nor insignificant	Slightly significant	Somewhat significant	Very significant

Q3. Considering the circumstances impacted by corporate social advocacy (CEO activism, or brand activism), how much do you think is it important for communication professionals to be required to have competencies regarding corporate social advocacy?

Not important at all 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 Very important

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Section 2: Definition of Societal Intelligence

With the rise of corporate social advocacy (CEO activism, or brand activism), there is a need to measure communication leadership competencies, such as “**societal intelligent.**” In this section, we will ask you specific competencies and skills regarding Societal Intelligence.

Societal intelligence for communication professionals is defined as...

“The ability for communication professionals to define social, political, and cultural controversies around an organization that may affect its reputation and stakeholders and to act upon based on the research in the broader societal context.”

Q4. How much do you think it is important for communication professionals and leaders to have?

Not important at all Very important
1-----2-----3-----4-----5-----6-----7

Dimensions and Attributes of Societal Intelligence

Section 3: Identification of Societal Issues

As the first dimension of societal intelligence, **Identification of Societal Issues** refers to an ability to collect relevant information and define the problem(s).

Q10_D1.1. How important do you think the following statements are in developing the Identification of Societal Issues for communication professionals? All statements are evaluated by 7-point Likert scale with “1 = Not at all important” to “7 = Extremely important.”

1-----2-----3-----4-----5-----6-----7

- An ability to be sensitive to the concerns about current societal (social, political, and/or cultural) issues of internal stakeholders.
- An ability to be sensitive to the concerns about current societal (social, political, and/or cultural) issues of external stakeholders.
- An ability to do research on current societal (social, political, and/or cultural) issues around one’s business environment.
- An ability to understand the feelings and emotions of others.
- An ability to show the feelings and emotions of others.
- An ability to identify potential societal (social, political, and/or cultural) issues related to the organization's business focus area.

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Section 4: Preparation of Advocacy Communication - Assessment of Advocate Actions

As the second dimension of societal intelligence, **Assessment of Advocate Actions** is defined as an ability to map the territory of corporate advocacy and diagnose situational conditions to make a decision whether he or she speak out or not to speak out.

Q11_D1.2. How important do you think the following statements are in developing Assessment of Advocate Actions for communication professionals? All statements are evaluated by 7-point Likert scale with “1 = Not at all important” to “7 = Extremely important.”

1-----2-----3-----4-----5-----6-----7

- An ability to define relevant stakeholders on the selected societal (social, political, and/or cultural) issues.
- An ability to prioritize the selected societal (social, political, and/or cultural) issues.
- Willingness to confidently take (or not to take) a stance on the selected societal (social, political, and/or cultural) issues.
- An ability to build a coalition by the senior leadership team within the organization on the selected societal (social, political, and/or cultural) issues.
- An ability to understand organizational protocols to act on the selected societal (social, political, and/or cultural) issues.
- An ability to make a decision in a timely manner on the selected societal (social, political, and/or cultural) issues (i.e., step up to the plate or not to do)

-----Page Break-----

Section 5: Execution of Advocacy Communication – Establishment of a Strategic Advocacy Plan

The next dimension of societal intelligence is **Establishment of a Strategic Advocacy Plan**. This dimension refers to the ability to set goals for corporate social advocacy, to plan advocate strategies based on research and knowledge of one’s own decision-making.

Q12_D2.1. How important do you think the following statements are in developing this dimension for communication professionals? All statements are evaluated by 7-point Likert scale with “1 = Not at all important” to “7 = Extremely important.”

1-----2-----3-----4-----5-----6-----7

- An ability to set communication goals that meet the organization’s needs when taking action on selected societal issues.
- An ability to select effective communication channels to communicate the organization’s messages on the selected societal issues.
- An ability to develop message strategies related to the selected societal issues.
- A skill to choose a spokesperson to advocate for the selected issues.

- An ability to set up a consistent communication plan.
- An ability to set up a contingent communication plan.

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Section 6: Execution of Advocacy Communication – Implementation of Advocacy Strategies and Evaluation

As the last dimension of societal intelligence, **Implementation of Advocacy Strategies and Evaluation** refers to the ability to execute advocate strategies appropriately and evaluate the advocate actions in order to improve next advocacy.

Q13_D2.2. How important do you think the following statements are in developing **implementation of advocacy strategies and evaluation** for communication professionals? All statements are evaluated by 7-point Likert scale with “1 = Not at all important” to “7 = Extremely important.”

1-----2-----3-----4-----5-----6-----7

- An ability to take a stance on the selected societal (social, political, and/or cultural) issues using communication channels externally.
- An ability to take a stance on the selected societal (social, political, and/or cultural) issues using communication channels internally.
- An ability to provide information to generate awareness for the selected societal (social, political, and/or cultural) issues.
- An ability to use emotional cues strategically in the advocacy message (e.g., empathy, warnings, promises of satisfaction, etc.)
- A skill to articulate his or her stance on the selected issues clearly and effectively.
- Please choose option “2” to continue your participation. (*Attention check*)
- An ability to deal with backlash that may be generated by one’s actions.
- An ability to respond to questions and messages effectively related to the selected societal issues.
- An ability to evaluate the effectiveness of the advocacy efforts and adjust in strategy and tactics.

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Q14. We hope you will share your experience and opinions with us. What will be the biggest change in your work or in the communication field within the next five years? (Optional)

(_____)

-----Page Break-----

Part 2: Demographics

Q. What is your gender?

1. Female
2. Male
3. Other (please specify: _____)

Q. Which type of organization are you currently working for?

1. Publicly held corporation (stock ownership)
2. Private or state-owned company
3. Communication agency (including PR agency)
4. Non-profit, government, educational, or political organization
5. Self-employed
6. Other (please specify: _____)

Q. Which of the following departments most closely matches the one in which you are employed within your current organization? Please select only one:

- | | |
|-------------------------------------|-----------------------------------|
| 1. Accounting | 7. Management |
| 2. Advertising | 8. Sales |
| 3. Public Relations/Communication | 9. Technical operation |
| 4. Marketing | 10. Other (please specify: _____) |
| 5. Business and financial operation | |
| 6. Human resources | |

Q. How many years have you worked in your industry?

1. Less than one year
2. More than 1 year but less than 5 years
3. More than 6 years but less than 10 years
4. More than 11 years but less than 20 years
5. More than 21 years

Q. Levels between your position and the highest ranked leader in the unit of your organization:

1. Zero (I'm the top leader in the department.)
2. One reporting level
3. Two reporting levels
4. More than two reporting levels

Q. at is the highest level of education you have received?

1. Senior High Diploma or Below Associate Bachelor
2. Bachelor's degree (e.g., formal education in 4-year College)
3. Master's degree (e.g., M.A., M.S., MBA, etc.)
4. Doctoral Degree (e.g., Ph.D., DBA, etc.)
5. Other (please specify: _____)

Q. Please choose one or more races that you consider yourself to be.

1. White
2. Asian or Asian American
3. Black or African American
4. Hispanic or Latino
5. Native Hawaiian or Pacific Islander
6. American Indian or Alaskan Native
7. Multi-racial
8. Other

Q. Generally speaking, do you usually think of yourself as a Republican, a Democrat, an Independent, or something else?

1. Liberal Republican
2. Moderate Republican
3. Conservative Republican
4. Liberal Democrat
5. Moderate Democrat
6. Conservative Democrat
7. Independent
8. Something else (please specify:_____)

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Q. Thank you for your cooperation. What is your **Prolific ID**?

Please note that this response should auto-fill with the correct ID.

`${e://Field/PROLIFIC_PID}`

Thank you for taking part in this study. Please click the button to be redirected back to Prolific and register your submission.

-----Question End-----

Appendix C: Study 3 Survey Questionnaires

Online Survey Questionnaires – Measurement Validation

University of Georgia Communication Leadership and Societal Intelligence Study

You are invited to participate in this online survey, which will ask questions related to communication leadership and competencies in workplaces. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. This form is designed to give you the information about the study so you can decide whether to be in the study or not. Please take the time to read the following information carefully and ask the researcher(s) below if there is anything that is not clear or if you need more information.

This research study is to define possible attributes of societal intelligence that may be applied to communication practice. The survey will ask you questions about the evaluations of dimensions and items of societal intelligence. This study will involve minimal risks. Your responses may help us understand communication practices. There are no other direct benefits to participating in this study.

Incentives for Participation You will receive the reward amount specified on the Prolific for this assignment as of the current date and time for your qualified participation. You will need to provide your Prolific ID at the end of the study to be used for your payment when qualified. Even if you complete the survey, payment of the incentive may be withheld, and your responses discarded if researchers believe that you did not answer the questions to the best of your ability.

Privacy/Confidentiality We will take steps to protect your privacy and only information regarding your Prolific ID number will be collected for incentive purposes. The data will be collected prior to completion of the study and kept separately from all collected data. All data collected during the study will be collected anonymously so that names and responses cannot be connected. This research involves the transmission of data over the Internet. Every reasonable effort has been taken to ensure the effective use of available technology; however, confidentiality during online communication cannot be guaranteed. Organizations that may inspect and/or copy your research records for quality assurance and data analysis includes groups such as the study investigator and her research associates, the University of Georgia Institutional Review Board or its designees, and (as allowed by law) state or federal agencies, specifically the Office for Human Research Protections (OHRP), etc., who may need to access your research records. Your de-identified data will not be used for future research projects.

Your involvement in the study is voluntary, and you may choose not to participate or to stop at

any time without penalty or loss of benefits to which you are otherwise entitled. If you decide to withdraw from the study, the information that can be identified as yours will be kept as part of the study and may continue to be analyzed, unless you make a written request to remove, return, or destroy the information.

The survey takes about 8 to 12 minutes to complete, and all responses are confidential. If you have any questions about this research, please contact Jeonghyun Lee, a PhD candidate at the University of Georgia, 706-248-8243 or by email (janice.lee@uga.edu), or Dr. Juan Meng at the University of Georgia at 706-542-2173 or by email (jmeng@uga.edu). For questions or concerns regarding your rights as a research participant, contact the University of Georgia Institutional Review Board at 706-542-3199 or irb@uga.edu.

Thank you for your participation. If you agree to participate in this study, please select the correct button below to begin the survey.

- ☐ Yes, I wish to participate in this survey and continue to go to the next page.
- ☐ No, I do not wish to participate in this survey.

Filter Q1) What age category best describes you? (*Forced answer only one*)

10. Younger than 20
11. 21-25
12. 26-30
13. 31-35
14. 35-40
15. 41-45
16. 46-50
17. 51-60
18. Older than 60

Qualified: If the candidate selected categories of 2 through 9, the candidate is qualified for our study. Then the candidate will be directed to our main survey page.

Disqualified: If the candidate selected categories of 1, please direct them to the ending page: “You are not qualified for this study. Thank you for your interest.”

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Filter Q2) What is your employment status? (*Forced answer only one*)

6. Full-time
7. Part-time
8. Self-employed
9. Retired
10. Seeking opportunities currently

Qualified: If the candidate selected categories of 1, candidate is qualified for our study. Then the candidate will be directed to our main survey page.

Disqualified: If candidate selected categories of 2, 3, 4, or 5, please direct them to the ending page: “You are not qualified for this study. Thank you for your interest.”

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Filter Q3) Your employed role(s) in your organization (Please select only one):

1. Advertising
2. Public Relations (PR)/Communication consulting
3. Corporate communication
4. Social media
5. Public affairs
6. Media

7. Marketing
8. Management
9. Accounting
10. Business and Financial operation
11. Human resources
12. Sales
13. Technical operation
14. Other, please specify: _____

Qualified: If the candidate selected categories of 1 to 8, the candidate is qualified for our study. Then the candidate will be directed to our main survey page.

Disqualified: If candidate selected categories of 9 to 14, please direct them to the ending page: “You are not qualified for this study. Thank you for your interest.”

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Part 1: Main Questionnaires

Section 1: Needs of Competences Associated with Corporate Social Advocacy

This research is to define attributes of societal intelligence for communication professionals in the context of corporate social advocacy. In the following sections, you will be asked to answer questions about corporate social advocacy in your workplaces and the competencies under the context of corporate social advocacy, mainly societal intelligence. Please read the following questions carefully and select the appropriate option to indicate your response.

To start, here is a common definition of corporate social advocacy: **Corporate social advocacy is defined as “an organization making a public statement or taking a public stance on social-political issues” (Dodd and Supa, 2014, p.5).** In other words, people call it brand activism or CEO activism. Some examples include Starbucks supporting gay marriage, Dove promoting body positivity, and Chick-fil-A, a popular fast-food chain in the US opposing gay marriage.

Q1. How familiar would you say you are with corporate social advocacy (CEO activism, or brand activism)?

Not familiar at all 1 ----- 2 ----- 3 ----- 4 ----- 5 ----- 6 ----- 7 Very familiar

Q2. How much do you think the phenomenon of corporate social advocacy (CEO activism, or brand activism) affects your organization?

1	2	3	4	5	6	7
Very insignificant	Somewhat insignificant	Slightly insignificant	Neither significant nor insignificant	Slightly significant	Somewhat significant	Very significant

Q3. In your opinion, how important is it for communication professionals to be involved in initiatives related to corporate social advocacy?

Not important at all 1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7 Very important

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Section 2: Definition of Societal Intelligence

With the rise of corporate social advocacy (CEO activism, or brand activism), there is a need to measure communication leadership competencies, such as “**societal intelligent.**” In this section, we will ask you specific competencies and skills regarding Societal Intelligence.

Societal intelligence for communication professionals is defined as...

“The ability for communication professionals to define social, political, and cultural controversies around an organization that may affect its reputation and stakeholders and to act upon based on the research in the broader societal context.”

Q4. How important do you think it is for communication professionals to build societal intelligence competencies and skills?

Not important at all Very important

1-----2-----3-----4-----5-----6-----7

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Dimensions and Attributes of Societal Intelligence

From this section, we use the term leader to refer to an individual(s) who is responsible for organizing and leading a communication group, unit, or entire function to help an organization achieve its objectives. When we refer to your communication leader, we mean the highest-ranking public relations, marketing or communication professional in your work group, unit, or function. **If you are that leader, please self-evaluate those questions.**

Section 3: Preparation of Advocacy Communication - Identification of Societal Issues

This part contains items about different dimensions of societal intelligence. If you are the highest-ranking communication leader in your group/unit/department, please self-evaluate those questions.

Q. Please assess the extent of **your leader's capabilities in identifying societal issues for communication management**. (All statements are evaluated by 7-point Likert scale with "1 =

Strongly disagree” to “7 = Strongly agree.”)

1-----2-----3-----4-----5-----6-----7

- 1) My leader regularly asks opinions about current social, environmental, political, and/or cultural issues to internal stakeholders (e.g., seniors, associates, etc.)
- 2) My leader regularly asks opinions about current social, environmental, political, and/or cultural issues to external stakeholders (e.g., customers, investors, partners, etc.)
- 3) My leader regularly does research about current social, environmental, political, and/or cultural issues associated with my organization's business.
- 4) My leader is good at defining the problems regarding social, environmental, political, and/or cultural issues around my organization.

-----Page Break-----

Section 4: Preparation of Advocacy Communication - Assessment of Advocate Actions

Q. Please assess the extent of **your leader’s capabilities in assessing advocate actions for communication management**. All statements are evaluated by 7-point Likert scale with “1 = Strongly disagree” to “7 = Strongly agree.”

1-----2-----3-----4-----5-----6-----7

- 1) My leader is capable of taking (or not to taking) a stance on the selected societal issues.
- 2) Please choose option “1” to continue your participation. (*Attention check*)
- 3) My leader is able to build a coalition by the senior leadership team within the organization on the selected societal issues.
- 4) My leader understands organizational protocols to act on the selected societal issues.
- 5) My leader makes a decision in a timely manner whether to speak out or not to speak on the selected societal issues.

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Section 5: Execution of Advocacy Communication – Establishment of a Strategic Advocacy Plan

Q. Please assess the extent of **your leader’s capabilities in establishing a strategic advocacy and responsive plan for communication management**. All statements are evaluated by 7-point Likert scale with “1 = Strongly disagree” to “7 = Strongly agree.”

1-----2-----3-----4-----5-----6-----7

- 1) My leader sets up advocate goals that meet the organization's needs when taking action on the selected social, environmental, political, and/or cultural issues.
- 2) My leader selects effective communication channels to communicate the organization's messages on the selected social, environmental, political, and/or cultural issues.
- 3) My leader is good at developing message strategies related to the selected social, environmental, political, and/or cultural issues.
- 4) My leader sets up a contingent communication plan to prepare for a backlash.
- 5) My leader is capable of dealing with backlash that may be generated by one's actions.
- 6) My leader responds to questions and messages effectively related to the selected social, environmental, political, and/or cultural issues.
- 7) My leader evaluates the effectiveness of the advocacy efforts and adjusts in strategy and tactics.

-----Page Break-----

Section 6: Execution of Advocacy Communication – Implementation of Advocacy Strategies and Evaluation

Q. Please assess the extent of **your leader's capabilities in implementing advocacy strategies for communication management**. All statements are evaluated by 7-point Likert scale with "1 = Strongly disagree" to "7 = Strongly agree."

1-----2-----3-----4-----5-----6-----7

- My leader effectively communicates with external stakeholders when taking a stance on the selected societal issues.
- My leader effectively communicates with internal stakeholders when taking a stance on the selected societal issues.
- My leader provides information to generate awareness for the selected social, environmental, political, and/or cultural issues.
- My leader strategically uses emotional cues in messages (e.g., warnings, promises of satisfaction, etc.).
- My leader articulates his or her stance on the selected issues clearly and effectively.

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Section 7: Authentic Leadership

In this section, we are interested in **authentic leadership** when dealing with corporate social advocacy. According to many studies, authentic leadership plays a critical role in communicating about societal issues. Please share your thoughts about your leader(s). If you are the highest-

ranking communication leader in your group/unit/department, please self-evaluate those questions.

Q. When thinking of your own communication leader, how strongly do you agree or disagree with each of the following? (All statements are evaluated by 7-point Likert scale with “1 = Strongly disagree” to “7 = Strongly agree.”)

1-----2-----3-----4-----5-----6-----7

My leader...

- seeks feedback to improve interactions with others.
- accurately describes how others view his or her capabilities.
- knows when it is time to reevaluate his or her positions on important issues.
- shows he or she understands how specific actions impact others.
- says exactly what he or she means.
- admits mistakes when they are made.
- encourages everyone to speak their mind.
- tells you the hard truth.
- displays emotions exactly in line with feelings.
- demonstrates beliefs that are consistent with actions.
- makes decisions based on his or her core values.
- asks you to take positions that support your core values.
- makes difficult decisions based on high standards of ethical conduct.
- solicits views that challenge his or her deeply held positions.
- analyzes relevant data before coming to a decision.
- listens carefully to different points of view before coming to conclusions.

*(*Self-Awareness #1~4; Relational Transparency #5~9; Internalized Moral/Ethical Perspective #10~12; and Balanced Processing #14~16)*

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Section 8: Trust

Q. Please share opinions about **trust** between you and your organization. (All statements are evaluated by 7-point Likert scale with “1 = Strongly disagree” to “7 = Strongly agree.”)

- My organization treats people like me fairly and justly. (Integrity)
- Whenever my organization makes an important decision, I know it will be concerned about people like me. (Integrity; original dimension: faith).
- My organization can be relied on to keep its promises. (Dependability)
- I believe that my organization takes the opinions of people like me into account when making decisions. (Dependability)
- I feel very confident about my organization’s skills. (Competence)
- My organization has the ability to accomplish what it says it will do. (Competence)

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Section 9: Employee Advocacy for Organization

Q. When it is about yourself, how strongly do you agree or disagree with the following? (All statements are evaluated by 7-point Likert scale with “1 = Strongly disagree” to “7 = Strongly agree.”)

- I will speak favorably about my organization in public.
- I will recommend the organization’s mission and services to others.
- I will say positive things about the organization to other people.
- I will recommend the organization to someone who seeks my advice.

Q14. We hope you will share your experience and opinions with us. What will be the biggest change in your work or in the communication field within the next five years? (Optional)

(_____)

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Part 2: Demographics

Q. Your gender:

- 4. Female
- 5. Male
- 6. Other (please specify: _____)

Q. Type of organization for which you work:

- 7. Publicly held corporation (stock ownership)
- 8. Private or state-owned company
- 9. Communication agency (including PR agency)
- 10. Non-profit, government, educational, or political organization
- 11. Self-employed
- 12. Other (please specify: _____)

Q. Your total years of professional experiences:

- 6. Less than one year
- 7. More than 1 year but less than 5 years
- 8. More than 6 years but less than 10 years
- 9. More than 11 years but less than 20 years
- 10. More than 21 years

Q. Levels between your position and the highest ranked leader in the unit of your organization:

- 1. Zero (I’m the top leader in the department.)
- 2. One reporting level
- 3. Two reporting levels
- 4. More than two reporting level

Q. Your highest education level:

1. Senior High Diploma or Below Associate Bachelor
2. Bachelor's degree (e.g., formal education in 4-year College)
3. Master's degree (e.g., M.A., M.S., MBA, etc.)
4. Doctoral Degree (e.g., Ph.D., DBA, etc.)
5. Other (please specify: _____)

Q. Please choose one or more races that you consider yourself to be.

1. Asian or Asian American
2. Black or African American
3. Caucasian or White
4. Hispanic or Latino
5. Native American
6. Native Hawaiian or Pacific Islander
7. Multi-racial
8. Other (please specify: _____)

Q. Generally speaking, do you usually think of yourself as a Republican, a Democrat, an Independent, or something else?

1. Liberal Republican
2. Moderate Republican
3. Conservative Republican
4. Liberal Democrat
5. Moderate Democrat
6. Conservative Democrat
7. Independent
8. Something else (please specify:_____)

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Q. Thank you for your cooperation.

What is your **Prolific ID**?

Please note that this response should auto-fill with the correct ID.

`${e://Field/PROLIFIC_PID}`

Thank you for taking part in this study. Please click the button to be redirected back to Prolific and register your submission.

-----Question End-----

Appendix D. Measurement Instruments for the Model Testing

Societal Intelligence

Preparation of Advocacy Communication

1. (ISI1) My leader regularly asks opinions about current social, environmental, political, and/or cultural issues to internal stakeholders (e.g., seniors, associates, etc.)
2. (ISI2) My leader regularly asks opinions about current social, environmental, political, and/or cultural issues to external stakeholders (e.g., customers, investors, partners, etc.)
3. (ISI3) My leader regularly does research about current social, environmental, political, and/or cultural issues associated with my organization's business.
4. (ISI4) My leader is good at defining the problems regarding social, environmental, political, and/or cultural issues around my organization.
5. (AAA1) My leader is capable of taking (or not taking) a stance on the selected societal issues.
6. (AAA2) My leader is able to build a coalition by the senior leadership team within the organization on the selected societal issues.
7. (AAA3) My leader understands organizational protocols to act on the selected societal issues.
8. (AAA4) My leader makes a decision in a timely manner whether to speak out or not to speak on the selected societal issues.

Execution of Advocacy Communication

1. (ESA1) My leader sets up advocate goals that meet the organization's needs when taking action on the selected social, environmental, political, and/or cultural issues.
2. (ESA2) My leader selects effective communication channels to communicate the organization's messages on the selected social, environmental, political, and/or cultural issues.
3. (ESA3) My leader is good at developing message strategies related to the selected social, environmental, political, and/or cultural issues.
4. (ESA4) My leader sets up a contingent communication plan to prepare for a backlash.
5. (ESA5) My leader is capable of dealing with backlash that may be generated by one's actions.
6. (ESA6) My leader responds to questions and messages effectively related to the selected social, environmental, political, and/or cultural issues.
7. (ESA7) My leader evaluates the effectiveness of the advocacy efforts and adjusts in strategy and tactics.
8. (IAS1) My leader effectively communicates with external stakeholders when taking a stance on the selected societal issues.
9. (IAS2) My leader effectively communicates with internal stakeholders when taking a stance on the selected societal issues.

10. (IAS3) My leader provides information to generate awareness for the selected social, environmental, political, and/or cultural issues.
11. (IAS4) My leader strategically uses emotional cues in messages (e.g., warnings, promises of satisfaction, etc.).

Note. Sub-dimensions were written in acronyms. (ISI = Identification of Societal Issues, AAA = Assessment of Advocate Actions, ESA = Establishment of a Strategic Advocacy & Responsive Plan, and IAS = Implementation of Advocacy Strategies)

Authentic Leadership

Self-Awareness

1. My leader seeks feedback to improve interactions with others.
2. My leader accurately describes how others view his or her capabilities.
3. My leader knows when it is time to reevaluate his or her positions on important issues.
4. My leader shows he or she understands how specific actions impact others.

Relational Transparency

5. My leader says exactly what he or she means.
6. My leader admits mistakes when they are made.
7. My leader encourages everyone to speak their mind.
8. My leader tells you the hard truth.
9. My leader displays emotions exactly in line with feelings.

Internalized Moral/Ethical Perspective

10. My leader demonstrates beliefs that are consistent with actions.
11. My leader makes decisions based on his or her core values.
12. My leader asks you to take positions that support your core values.
13. My leader makes difficult decisions based on high standards of ethical conduct.

Balanced Processing

14. My leader solicits views that challenge his or her deeply held positions.
15. My leader analyzes relevant data before coming to a decision.
16. My leader listens carefully to different points of view before coming to conclusions.

Trust

1. (Integrity) My organization treats people like me fairly and justly.
2. (Integrity) Whenever my organization makes an important decision, I know it will be concerned about people like me.
3. (Dependability) My organization can be relied on to keep its promises.
4. (Dependability) I believe that my organization takes the opinions of people like me into account when making decisions.
5. (Competence) I feel very confident about my organization's skills.
6. (Competence) My organization has the ability to accomplish what it says it will do.

Employee Advocacy

1. I will speak favorably about my organization in public.
2. I will recommend the organization's mission and services to others.
3. I will say positive things about the organization to other people.
4. I will recommend the organization to someone who seeks my advice.