

**The Danish School of Media and Journalism**  
**Corporate Communication**  
**Course description**  
**Fall semester 2020**

**Course: Crisis and Change Communication**

**ECTS: 15**

**Graded: 7-point Scale (A-F)**

**Outline**

The course focuses on different disciplines and challenges within Corporate Communication. Students will be introduced to selected communication theories, methods and models companies use to handle the challenges in a changing, critical and global world. In order to prevent, build and rebuild stakeholder confidence and trust in organizations and industries, the students will gain insight, skills and competences in cross cultural communication, issues management, corporate social responsibility, crisis as well as change communication. Also the students will develop understanding of different industries, skills in teamwork, give and receive feedback and skills in critical reflection on products and processes.

**Aims**

The primary aims are to

- Establish an understanding of selected disciplines of corporate communication such as issues management, change communication, crisis communication and corporate social responsibility
- Provide students with a basic knowledge of methods and theories of cultural analysis and an understanding of the challenges of cross-cultural communication

**Learning outcome**

Students are expected to have achieved knowledge and understanding of:

- Theories of change, crisis and issues management and corporate social responsibility
- Theories and methods of cultural analysis
- Challenges of cross-cultural communication

**Skills**

Students completing the course are expected to:

- Know how to conduct cultural analysis and identify the challenges of cross-cultural communication
- Develop analytical, reflective, strategic and critical skills in relation to issues management and change communication
- Identify and apply different CSR strategies
- Understanding the complexity of handling crisis communication
- Plan and understand organizational change
- Navigate and operate within a various number of disciplines of corporate communication

**Graded**

To pass, students are expected to be active and fulfil DMJX's requirements of attendance and participation both in class, at group work and at completion of projects and assignments. The students are tested through a number of assignments solved in groups of 3-5 students. All

students will be graded individually by the Danish grading system, which is transferred to the national grading system of the individual student (A-F). The grade is an overall assessment based on all the student's assignments by internal examination.

## Literature

### PDFs and copied texts

Maureen Guirdham (2011): *Communicating across Cultures at Work* - Chapter 2; "Cultural Differences and Work"; page 42 – 61.

Cheney et Al (2011): *Organizational Communication in an age of Globalization* – Chapter 13 - "Communication in Global and Multicultural Contexts"; page 393-421

Møllerskov, Helen Duus (2016): *Intercultural competencies* – Chapter 3 – "Teachers"; page 47-66, page 87-93

Gesterland, Richard R.(2013) *Cross-Cultural Business Behavior* – Chapter 7 – Nonverbal Communication (Body Language); page 73-89

Joep Cornelissen (2014): *Corporate Communication – A guide to Theory and Practice* – Chapter 10; "Issues Management"; page 180-197.

W. Timothy Coombs (2015): *Ongoing Crisis Communication – Planning, Managing and Responding* – Chapter 3; "Proactive Management Functions and Crisis Management; page 31-40

Heath, Robert L. & Palenchar, Michael J.(2009): *Strategic Issues Management* – Chapter 4 – "Corporate Social Responsibility"; page 126-156

Costas, Jana & Kärreman, Dan (2013): "Conscience as control – managing employees through CSR". *Organization* 20(3) pp. 394-415.

Porter, Michael & Kramer, Mark (2011): "Creating Shared Value. *Harvard Business Review*.

Pedersen (2015): *The Anatomy of CSR* in Pedersen (ed) (2015) *Corporate Social Responsibility*. London: Sage. Chapter 1, pp. 3-36.

Lis (2012) *The Relevance of Corporate Social Responsibility for a Sustainable Human Resource Management: An Analysis of Organizational Attractiveness as a Determinant in Employees' Selection of a (Potential) Employer*. *Management Review* 23(3): 279-295.

Schmeltz (2012A) *Conflicting Values in Discourses of Social Responsibility. Essays on Consumer-Oriented CSR Communication*. PhD Dissertation, Aarhus University. Excerpts: *Defining CSR*, pages 13-22. + *Defining CSR Communication*, pages 25-31.

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Montgomery, N., 2019. *Perspectives on Purpose - Leading Voices on Building Brands and Businesses for the Twenty-First Century*, Oxon: Routledge, pp. 9-17 + 24-34.

Kapferer & Michaut-Denizeau (2020): Are millennials really more sensitive to sustainable luxury? A cross-generational international comparison of sustainability consciousness when buying luxury. *Journal of Brand Management*, 27, pp. 35-47.

W. Timothy Coombs (2015): *Ongoing Crisis Communication – Planning, Managing and Responding* – Chapter 8; "Crisis response"; 129 – 150

Majken Schultz et Al (2005): *Corporate Branding* – Chapter 4; "A Communal Approach to Corporate Branding"; page 79-99

Frandsen, F., & Johansen, W. (2011). The study of internal crisis communication: towards an integrative framework. *Corporate Communications: An International Journal*, Vol. 16(4), 347-361

Ashforth, B. E., & Mael, F. (1989). Social identity theory and the organization. *Academy of management review*, 14(1), 20-39.

He & Brown (2013) Organizational identity and organizational identification: A review of the literature and suggestions for future research. *Group & Organization Management*, 38(1), 3-35.

Madsen, V. T., & Verhoeven, J. W. (2019). The Big Idea of Employees as Strategic Communicators in Public Relation. *Big Ideas in Public Relations Research and Practice (Advances in Public Relations and Communication Management)*, 4, 143-162.

Yaxley and Ruck (2015) Chap 1: Tracking the Rise and Rise of Internal Communication. In Ruck (2017) *Exploring internal communication: towards informed employee voice*. Gower Publishing, Ltd., 3-14.

Men and Bowen (2017) Chap 1. The Evolving Practices of Internal Communication. In Men and Bowen (2017) *Excellence in Internal Communication Management*, Business Expert Pres., 1-12.

Welch (2015) Chap 3: Dimensions of Internal Communication and Implications for Employee Engagement. In Ruck (2017) *Exploring internal communication: towards informed employee voice*. Gower Publishing, Ltd., 25-36.

Men and Bowen (2017) Chap 7. Employee Engagement. In *Excellence in Internal Communication Management*, 115-128.

Heide, M., & Simonsson, C. (2018). Coworkership and engaged communicators: A critical reflection on employee engagement. *The Handbook of Communication Engagement*, 205-220.

Laurie Lewis (2011): Chap 1 Defining Organizational Change In *Organizational Change: Creating Change through Strategic Communication*, p.21-51.

Laurie Lewis (2011): Chap 2 Processes of communication during change. In *Organizational Change: Creating Change through Strategic Communication*, p. 52-84.

Klein, Stuart M. (1996): A management communication strategy for change, *Journal of organizational change management.*, 32-44.

Kotter, John P. (1995): Leading Change - Why transformation efforts fail, *Harvard Business Review* 59-67.

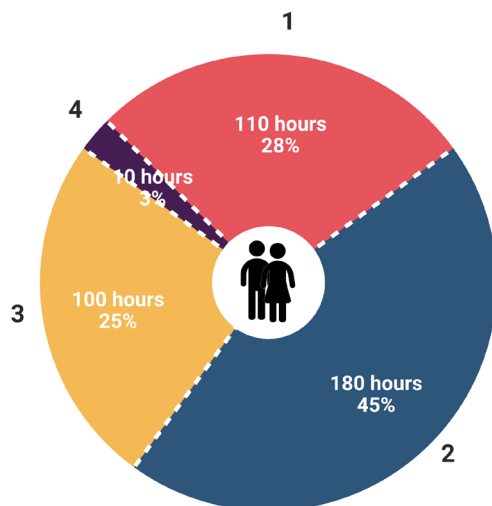
## Estimated workload in relation to the Study model

The Study Activity Model

### Crisis & Change Communication

400 hours in total

15 ECTS points



#### Category 1

The lecturer has primary responsibility for the study activities, and the students have co-responsibility through their preparation and participation. Participation by students and one or more lecturers.

Tuition, where lecturer is present  
Teaching, small assignments

#### Category 2

The lecturer has primary responsibility for defining the learning activities, and the students have primary responsibility for taking an active part in the planned study activities. Participation by students only.

Projects / other assignments  
Work in groups  
May be scheduled  
Lecturer not present

#### Category 3

Students have primary responsibility for the study activities, and the lecturer has co-responsibility for ensuring appropriate settings for the activities. Participation by students only.

Individual preparation  
Study groups  
Not scheduled  
Lecturer not present

#### Category 4

Students have primary responsibility for the learning activities, and the lecturer has co-responsibility for ensuring appropriate settings for the activities. Participation by students and one or more lecturers.

Common lectures  
Various event  
May be scheduled  
Lecturer may be present