

Danish School of Media and Journalism
Corporate Communication
Course description
Fall semester 2021
Crisis & Change
5. semester

Number of ECTS Credits: 15 ECTS

Aims:

The course focuses on different disciplines and challenges within Corporate Communication. Students will be introduced to selected communication theories, methods, and models which companies can use to understand and handle the challenges in a changing, critical, and global world. In order to be able to strengthen, build and rebuild stakeholder confidence and trust in organizations and industries, the students will gain insight, skills and competences in change communication, corporate social responsibility strategy and communication, issues management and crisis communication. The students will also develop skills in teamwork, in providing and receiving feedback, as well as skills in critical reflection on products and processes.

The primary aims are to

- Establish an understanding of selected disciplines of corporate communication such as change communication, corporate social responsibility, issues management and crisis communication
- Provide students with a basic knowledge of theories and methods within these disciplines
- Teach students to reflect critically on selection and application of theories and methods within the fields.

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Pedagogical and didactic approaches:

The teaching is a mixture of lectures with presentations, case work, exercises and reflections, readings as preparation for classes as well as tasks, assignments and projects that the students work with in their study groups. The intension with the teaching is that the students get a good grasp of the theories within the field, so that they can use them to critically reflect on possible options and choices when working with concrete cases. Furthermore, the students should learn to analyse a situation and come up with concrete communication products that translate theories into practice. Finally, developing the students' ability to acquire new knowledge and work independently is also a focus in this course.

The course finishes with an assignment across the different disciplines where the students can demonstrate that they can use the knowledge and skills they have acquired during the course.

Learning outcomes:

The students will obtain the following during the course:

Knowledge and understanding of:

- How the different approaches and paradigms within corporate communication (ranging from functionalistic to constitutive and co-creative/collaborative) influence the

communication process as well as how relationships between organization and stakeholders are built and developed.

- Theories and models of change, crisis and issues management and corporate social responsibility
- The significance of working with and communicating about (strategic) CSR in modern business life
- Different approaches to involvement of employees in change situations

Skills:

Students completing the course are expected to:

- Understand the complexity of handling and planning change, CSR and crisis communication
- Develop analytical, reflective, strategic and critical skills in relation to change communication, CSR, issues management and crisis communication
- Identify and apply different strategies within these disciplines
- Navigate and operate within a variety of disciplines of corporate communication

Competences:

Students are expected to be able to

- Reflect critically on different approaches to and paradigms within corporate communication
- Reflect critically on theories, models and methods used in change communication, CSR, issues management and crisis communication in different organizational contexts and settings
- Produce communication products that execute ideas developed in an analysis of a situation

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Literature (to be purchased before the course begins):

Wolff Lundholt & Uldall (2019): Leadership Communication in Theory and Praxis. Samfundslitteratur.

Literature (available on ItsLearning):

Abitbol & Lee (2017): Messages on CSR-dedicated Facebook pages: What works and what doesn't. *Public Relations Review*, 43: 796-808.

Andersson, R. (2019): Employee communication responsibility: Its Antecedents and implications for strategic communication management. *International Journal of Strategic Communication*, 13(1), 60-75.

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

Chandler (2020): *The Driving Forces of CSR in Strategic Corporate Social Responsibility. Sustainable Value Creation*. 5th edition. Thousand Oaks: Sage. Chapter 2, pp. 21-39.

Coombs, T. W. (2010). Chap 33. Crisis Communication. A developing field. In, 477-488

Coombs, W.T. (2012). Chapter 8: Crisis Response, In *Ongoing Crisis Communication*. Thousand Oaks, CA: Sage Publications. 139-168.

Coombs, W. T. (2017). Revising situational crisis communication theory: The influences of social media on crisis communication theory and practice. In *Social media and crisis communication* (pp. 21-37). Routledge.

Coombs & Holladay (2012): *Communicate the CSR Initiative*. In *Managing Corporate Social Responsibility: A Communication Approach*. West Sussex: Blackwell Publishing Ltd., pp. 109-135.

Cornelissen (2020). Chapter 10: Issues Management. In *Corporate Communication: A Guide to Theory and Practice*. 6th Ed. London: SAGE Publications Ltd., 193-213.

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

Esmann Andersen et al. (2017): Communicative Dilemmas of CSR: Towards and Integrative framework of CSR communication. In Diehl et al. 2017: *Handbook of Integrated CSR Communication*. Springer, pp. 51-69.

Etter (2014): Broadcasting, reacting, engaging - three strategies for CSR communication in Twitter. *Journal of Communication Management*, 18(4):322-342.

Frandsen, F., & Johansen, W. (2010). Crisis communication, complexity, and the cartoon affair: A case study. In Coombs, W.T & Holladay, S.J (Eds.) *The Handbook of Crisis Communication*. Malden, MA: Wiley-Blackwell. 425-448.

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.

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Frandsen & Johansen (2017). Chapter 8 –excerpt, The Rhetorical Arena. In *Organizational crisis communication: A multivocal approach*. London: Sage, p 148-158.

Gilpin, D. R., & Murphy, P. (2010). Complexity and crises: A new paradigm. *The handbook of crisis communication*, 683-690.

Golob & Podnar (2019): Researching CSR and brands in the here and now: an integrative perspective. *Journal of Brand Management*, 26: 1-8.

Gulbrandsen, Just & Uldam (2020): S(t)imulating Resistance. Corporate responses to the Trump presidency. *Organization*: 1-23.

Harrison (2015): Chap 6. Communicating change. In Ruck, M. K. (Ed.). (2015). *Exploring internal communication: towards informed employee voice*. Gower Publishing, Ltd, pp. 57-64

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.

Heath & Palenchar (2009). Chapter 3 –excerpt: Issues Management. In *Strategic Issues Management*. Thousand Oaks, CA: Sage Publications., 7-117.

Heide & Simonsson (2014). Developing internal crisis communication: New roles and practices of communication professionals. *Corporate Communications: An International Journal*. 19 (2). 128-146

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

Jones, B. L., & Chase, W. H. (1979). Managing public policy issues. *Public Relations Review*, 5(2), 3-23

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: 35-47.

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

Kotler & Lee (2005): *Corporate Social Initiatives: Six options for doing good in Corporate Social Responsibility. Doing the most good for your company and your cause*. Hoboken: Wiley, pp. 22-41.

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

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

Lewis (2018): Change communication. *The International Encyclopedia of Strategic Communication*.

Lewis (2019): Chap 2 Processes of communication during change. In *Organizational Change: Creating Change through Strategic Communication*, pp. 53-88.

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.

Madsen & Verhoeven (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.

Matten & Moon (2008): "Implicit" and "Explicit" CSR: A Conceptual Framework for a Comparative Understanding of Corporate Social Responsibility. *The Academy of Management Review*, 33 (2): 404-424.

Men & Bowen (2017): Chap 1. The Evolving Practices of Internal Communication. In Men, R. L. and Bowen, S. A. (2017) *Excellence in Internal Communication*, pp. 1-12.

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Men & Bowen (2017): Chap 10. The future of internal communication, In Men and Bowen (2017) *Excellence in Internal Communication Management*, Business Expert Pres, pp. 165-183.

Montgomery (2019): *Perspectives on Purpose – Leading Voices on Building Brands and Businesses for the Twenty-First Century*, Oxon: Routledge, pp. 9-17.

Pedersen (2015): *The Anatomy of CSR* in Pedersen (ed) (2015) *Corporate Social Responsibility*. London: Sage. Chapter 1, pp. 3-28.

Pfeffer et al. (2014): Understanding online firestorms: Negative word-of-mouth dynamics in social media networks. *Journal of Marketing Communications*, 20 (1-2): 117-128.

Porter & Kramer (2011): "Creating Shared Value. *Harvard Business Review*: 62-77.

Puncheva-Michelotti, Hudson & Jin (2018): Employer branding and CSR communication in online recruitment advertising. *Business Horizons*, 61: 643-651.

Schmeltz (2012A): Consumer-oriented CSR communication: Focusing on ability or morality? *Corporate Communications An International Journal*, 17(1): 29-49.

Schmeltz (2012B): *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*, pp. 25-31.

Sellnow & Seeger (2013). *Theorizing crisis communication*. UK: Wiley & Sons, Inc., p. 1-30.

Taylor, M. (2010). Organizational use of new communication technology in product recall crises. *The handbook of crisis communication*, 410-421

Tourish, Paulsen, Hobman & Bordia (2004): The downsides of downsizing: Communication processes information needs in the aftermath of a workforce reduction strategy. *Management Communication Quarterly*, 17(4): 485-516.

Ulmer, Sellnow & Seeger (2015). Chapter 3: Lessons on Effective Crisis Communication. In *Effective Crisis Communication: Moving From Crisis to Opportunity*. Thousand Oaks, CA: Sage Publications., 37-59

Weder et al. (2019): Heading for new shores: Impact orientation of CSR communication and the need for communicative responsibility. *Corporate Communications: An International Journal*, 24(2): 198-211.

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., pp. 25-36.

Yaxley & 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., pp. 3-14.

Literature (available online):

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Dühning, L., Zeffass, A., Berger, K. (2020) Communication insights redesigning communications. Five steps toward an agile communication department.

<https://euprera.org/2020/09/28/redesigning-communications-five-steps-towards-an-agile-communication-department/>

Attendance:

To pass, students are expected to be active and fulfil DMJX's requirements of attendance and participation both in class, in group work and projects and assignments.

Exam/Grading:

Graded: 7-point Scale (A-F)

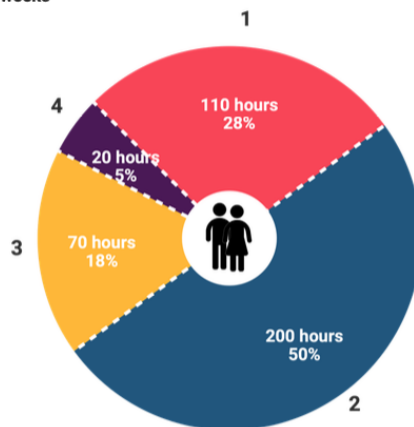
The students end and complete the course by solving an assignment in groups of 3-5 students. Based on this assignment, all students will be graded individually by the Danish grading system, which is transferred to the national grading system of the individual student (A-F).

Study Activity Model:

The Study Activity Model

Crisis- and change communication

400 hours in total
15 ECTS points
9 weeks



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.

Teacher presentations
Reflections
Exercises
Discussions
Feedback on assignments
Final examination

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.

Preparation for class
Reading the literature
Solving cases in study groups
Prepare presentations for class
Write and hand-in assignments

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.

Research
Collect supplementary material
Find suitable cases
Read supplementary literature
Peer feedback

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.

Students take charge of the teaching
Students find and invite a case company
Students organize events relevant for the class

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