

Danish School of Media and Journalism
Corporate Communication
Course description
Fall semester 2021
Experience Based Communication
5. semester

Number of ECTS Credits: 5 ECTS

Aims

The course focuses on the communication challenges and opportunities within the Experience Economy. Students will be introduced to selected communication theories, models and methods, which companies can use to understand and define ways of approaching experiences in their communications. In order to obtain competences in operationalizing experiences in line with strategic communication in organizations, the students will gain knowledge and skills in defining the objective, the audience, the insights and the key problem to solve within Experience-Based Communication. The students will also develop skills in teamwork, in providing and receiving feedback, as well as skills in critical reflection.

The primary aims are to

- Provide students with a basic knowledge of theories and methods within Experience-Based Communication
- Develop the bravery, focus and curiosity to work critically and think for themselves
- Understand how to work with the audience when planning the communication
- Create a clear Experience-Based Communication brief with a focus on context, insights, audience, problem to solve and how to measure the experience.

Pedagogical and didactic approaches

The teaching is a mixture of lectures with presentations, case work, exercises, discussions and reflections, readings as preparation for classes as well as tasks that the students work within their study groups.

Lectures on central topics, tools and cases will be given, and students will be supervised by the lecturer. Groups are to resolve one main assignment during the course. The development of this will be discussed in class, revised along the way and finally presented at the oral exam.

Learning outcomes

The students will obtain the following during the course:

Knowledge:

- What experience economy and experience-based communication is and how and what it can be used for.
- How to define audiences and analyse issues, personas and needs between a brand and audiences across different types of experiences and contact points.

Skills:

- Understand the complexity of handling and planning experience-based communication both in a physical and digital context
- Develop skills in teamwork, in providing and receiving feedback, as well as skills in critical reflection.
- Identify and select a relevant communication strategy for the experience

Competences:

- Reflect critically on theories and methods used in experience-based communication
- Analyse and define the objective, the audience, the insights and the key problem to solve within experience communication
- Operationalize experiences in line with strategic communication in an organization
- Produce an experience brief to leverage the communication

Readings (available on ItsLearning):

Christensen, Clayton M. (2016): *Competing against luck* (chapter 1 and 5)

Christensen, Clayton M. (LinkedIn Speaker Series 2012) *How will you measure your life?* (video) <https://www.youtube.com/watch?v=5DwYcNr0Nuw>

Christensen, Clayton M. (Google Talk 2016): Where does growth come from? (video) https://www.youtube.com/watch?v=rHdS_4GsKmg&t=613s

Clinehens, Jennifer (UX Magazine, 2021): *How to Measure Customer Experience* (article) <https://uxmag.com/articles/how-to-measure-customer-experience>

Davies, Jonathan (Listen Now 2021): How to connect the employee and customer experience (podcast) <https://open.spotify.com/episode/6ddEcDMkdCvzUr0PmBQRq4?si=sGJB-rUBTHOuYQwG110E0A>

Dhar, Julia, Bailey, Alison, Mingardon, Stephanie and Tankersley, Jennifer (2017) *The Persuasive Power of the Digital Nudge* (article)

Dowd, Amy Jo (Fastcompany 2021): *In times of uncertainty, our most creative thoughts can happen through play* (article) <https://www.fastcompany.com/90593529/in-times-of-uncertainty-our-most-creative-thoughts-can-happen-through-play>

GALLUP (2021): *State of the Global Workplace: 2021 Report*

Heimans, Jeremy and Timms, Henry (Harvard Business Review Dec 2014) : *Understanding “New Power”* (article)

Kaur, Gurleen and Kaur, Chanpreet (FIIB Business Review 2020): *COVID-19 and the Rise of the New Experience Economy* (article)

Kahneman, Daniel (TED 2010): *The riddle of experience vs. memory* (video) https://www.ted.com/talks/daniel_kahneman_the_riddle_of_experience_vs_memory

LEGO Foundation (2020). *What we mean with creativity* (ppt)

LEGO Foundation (2017): *What we mean with Learning Through Play* (folder)

Lewis, Laurie (2019): *Organizational Change - Creating Change Through Strategic Communication* (chapter 2)

Lundholt, Marianne Wolff and Uldall, Anette (2019): *Leadership communication in theory and practise (chapter 3)*

McLeod, Saul (2018): Maslow's Hierachy of Needs (article)

Mulder, Ingrid and Waart, Peter van (School of Communication, Media & Information Technology Rotterdam University 2009): *Meaningful advertising: pervasive advertising in the experience economy* (article)

Pine II, Joseph B. and Gilmore, James H (2011): *The Experience Economy* (chapter 1 and 9)

Pine, Joe (Interview 2020): *The End of the Experience Economy?* (video)
<https://www.youtube.com/watch?v=19GCDuRT1jw>

Pine, Joe (TED Talk, 2004): *What consumers want* (video)
https://www.ted.com/talks/joseph_pine_what_consumers_want/transcript

Scale, Don (Forbes 2020): *The Problem With Brand Purpose* (article)
<https://www.forbes.com/sites/forbesagencycouncil/2020/05/05/the-problem-with-brand-purpose/?sh=496d06d26b9b>

Schmitt, Bernd (1999): *Experimental Marketing: A new framework for design and communications* (article)

Simonsson, Charlotte and Heide, Mats (2018): *Coworkership and Engaged Communicators -A Critical Reflection on Employee Engagement* (article)

Smilansky, Shaz (2009): *Experiential Marketing - a practical guide to interactive brand experiences* (chapter 1, 6 and 11)

Thomsen, Bo Stjerne (Kin+Carta, 2021): *Are we forgetting how to play?* (podcast)
https://www.kinandcarta.com/en-us/working-better/episode-9/?utm_source=facebook&utm_medium=social&utm_campaign=WBP&utm_content=WBP_PODCAST

Trendwatching (2016): *Random acts of Kindness* (article) <http://trendwatching.com/trends/rak/>

The LEGO Story (LEGO 2012): https://www.youtube.com/watch?v=NdDU_BBJW9Y

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:

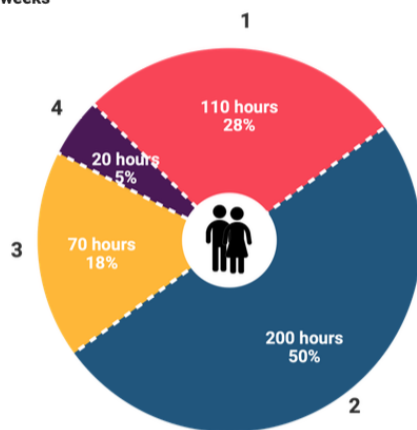
The Study Activity Model

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

Approved HBW 25.11.2021