

The Danish School of Media and Journalism
Corporate Communication
Course description
Spring semester 2021

5. semester

Course: Crisis and Change Communication

Duration: 9 weeks

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 can use to understand and handle the challenges in a changing, critical and global world. In order 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, issues management and crisis communication. The students will also develop 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 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 theories and methods they use

Style of teaching

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 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 outcome

Students are expected to achieve

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

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

Competencies

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

Grading

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. The students end and complete the course by solving an assignment in groups of 3-5 students. On the basis of 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).

Literature

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.

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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.

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

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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.

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

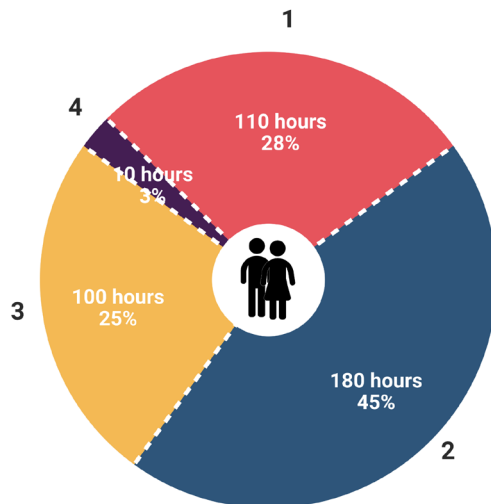
Estimated workload in relation to the Study model

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

HBW 29.01.2021