CORPORATE COMMUNICATION

GRADO EN COMUNICACIÓN Y MEDIOS DIGITALES
Professor: ANTONIO QUIJANO BARROSO
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Academic year: 18-19
Degree course: SECOND
Semester: 1º
Category: BASIC
Number of credits: 6.0
Language: English

PREREQUISITES
Our official textbook for the course, which students have to buy, is:
The latest revised edition is from the year 2014.

SUBJECT DESCRIPTION
Effective communication with key internal and external stakeholders is considered of the utmost importance for the future of corporations nowadays.

This course explores how global companies communicate with key audiences, both internal and external to the corporation, to achieve their strategic goals. The course evaluates various communication functions and highlights the methods companies use to gain a competitive advantage and reach a variety of publics including customers, investors, employees, media, government and communities. The purpose of this course is to engage students in the analysis of communication as a vital management function empowering contemporary organizations to lead, motivate, persuade and inform various publics. As a result, students will gain practical and strategic knowledge of Corporate Communication in our global society.

We will visit and work with concepts like Media Reputation, Crisis Communication, Corporate Social Responsibility, Public Responsibility and Internal Communications

OBJECTIVES AND SKILLS
After completing the course, students should be able to:
1. Understand the importance of Corporate Communication as a management tool in today’s businesses
2. Identify and assess the importance of communication functions including: media, community, employee, government, customer and investor relations
3. Understand the value and efficacy of integrated communication processes
4. Learn how to strategically plan Corporate Communications for an organization
5. Investigate and critique how companies manage, maintain and enhance their reputation through ethical Corporate Communication practices and Corporate Social Responsibility
6. Determine and apply the most strategic communication vehicle(s) in achieving business objectives
7. Learn key Internal Communications’ tactics for employee engagement and know effective leadership communication during a change
8. Choose and put in practice communication strategies during a crisis
9. Design and present a comprehensive communication plan that demonstrates understanding of Corporate Communication concepts

METHODOLOGY

Sessions are divided into lectures, group presentations and other teamwork and some role-playing / discussions.

At the beginning of the course, students will be put into teams of around 5 members. The teams will be balanced (gender, nationality...) and will be working together throughout the semester in different assigned tasks. Each team will choose a global company that will serve them to prepare different exercises.

Teams will receive a Corporate Communications Challenge from the teacher which they will have to resolve in a presentation at the end of the course.

For Lecture Sessions, students need to come to class with the readings done and intelligent questions and contributions to enhance the quality of the session with their participation. In some sessions we will be using a flip-classroom methodology where students are the who lead the class and the professor guides the discussion to cover all of the material and clarify questions.

For Practical Sessions, teams must hang up in the Discussion Board their presentations before class begins. This will avoid losing transition time between group presentations. All team members need to present in these presentations.

Contents are presented in 30 sessions: roughly 15 sessions will take the form of lectures to learn the theory and the other 15 sessions will have a more practical approach to Corporate Communication aspects. Note that sessions may vary in order to accommodate the class’s schedule, so be attentive to class announcements and to Campus online / IE email.

Very important: Reading materials must be read BEFORE the corresponding session in class. Lectures are not a passive explanation of the materials by the professor, but a discussion between students and professor. Students are expected to come to class well prepared and ready to participate actively. You will be cold-called and graded based on the comments you contribute to the classes and their quality.

Many examples discussed in class will be taken from current events, so students are expected to read newspapers on a regular basis and generally stay informed.

<table>
<thead>
<tr>
<th>Teaching methodology</th>
<th>Weighting</th>
<th>Estimated time a student should dedicate to prepare for and participate in</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>10.0 %</td>
<td>15 hours</td>
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<tr>
<td>Discussions</td>
<td>10.0 %</td>
<td>15 hours</td>
</tr>
<tr>
<td>Exercises</td>
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<td>30 hours</td>
</tr>
<tr>
<td>Group work</td>
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<tr>
<td>Other individual studying</td>
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<tr>
<td>TOTAL</td>
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<td>150 hours</td>
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SESSION 1
Intro to the course and warm-up
Our textbook for the course will be:
We shall establish course expectations, policies and an outline of the work ahead of us in the course.
We will form the teams, assign the companies they will research and discuss your present understanding of Corporate Communications and its main concepts and issues.
**Homework**: each team will write an internal memo to communicate the formation of their team: description, individual members and their characteristics.

SESSION 2
Foundations of Corporate Communication
Read chapters 1 and 2 of Cornelissen
We will explore the main and most important concepts of Corporate Communication and apply these concepts in class to a current event. Each group will present their memos.

SESSION 3
Stakeholder management, Corporate reputation, identity and branding
Read Chapter 3 of Cornelissen

SESSION 4
Introduction to hands-on media relations (warm-up)
*B.C.*: Philips B., The Media Training Bible, Sec. Three (pp. 49-69) (s-c)

SESSION 5
Organizations and the media: fundamental basis for effective interaction
Read chapter 7 of Cornelissen
Other Reading Assignment
Teams will collect 4 diverse news pieces about their companies (an interview, a product review, etc.) and analyze the possible strategy and media interaction behind it.

SESSION 6
Organizations and the media: fundamental basis for effective interaction (II)
Teams will present the findings of the research assigned to them in the previous session.

SESSION 7

News coverage, crisis and reputational risk
Read Chapter 8 of Cornelissen
Other Reading Assignment
P.C.: Mercedes and the Moose Test (A) (KEL048-PDF-ENG)
P.C.: Mercedes and the Moose Test (B) (KEL049-PDF-ENG)
Exercise
Evaluate Mercedes’ performance and give advice in order to avoid future missteps and build trust while interacting with the media
Design a corporate message and adapt it to key stakeholders

SESSION 8

The Media and Politics
Part I: The Politician-Media Relationship
Part II: Politicians and Oratory Styles
Reading Assignment
B.C.: G. Wolfsfeld (2011), Making Sense of Media and Politics, pp. 7-22 (s-c)
T.N.: B. O’Connor, 2011, Styles of Oratory (DPON-0096-E)

SESSION 9

Analysis of a political campaign / propaganda
We will analyze different pieces of political propaganda and have a guided class discussion where students will be encouraged to apply corporate communication concepts that they have learnt.

SESSION 10

Social Media and its role as a corporate communication vehicle
Read Chapter 14 of Cornelissen
We will learn the benefits and challenges that come with using social media as a tool for Corporate Communications and evaluate the ideal social media strategy depending on target audience, the message we want to put out and cost considerations.
Each group will be tasked with researching the way a global company uses social media and present their findings in Session 12.

SESSION 11

Internal Communications and Employee engagement
Read Chapter 9 of Cornelissen
Other reading assignments
Nova Scotia; Crown (s-c)
Teams will research the internal communications of their companies and present their findings in session 13.
Teams will also be given the task to communicate a certain item within their companies and will present their strategy and action ideas in the same session.

SESSION 12
Social Media and its role as a corporate communication vehicle (II)
Teams will present the findings of their social media analysis of a company

SESSION 13
Internal Communications and Employee engagement (II)
Teams will present their findings, strategies and ideas during the session.

SESSION 14
CSR and Community Relations
Read Chapter 13 of Cornelissen
Teams will research two examples of Corporate Philanthropy / Government Relations and how they are communicated and will present in session 16.

SESSION 15
Communicating CSR in the digital era
Reading Assignment
*R.A.: Communicating Corporate Social Responsibility to a Cynical Public (SMR54301)*
*R.A.: Creating effective Dialogue About Corporate Social Responsibility (SMR57106)*
P.C.: *McDonald's- Corporate Social Responsibility Challenge (711-033-1)*
Exercise
Teams will prepare an analysis of the McDonald's situation and proposal of CSR communication strategy for the company
Formulate 10 original tweets or FB posts that could be sent to achieve strategic corporate communication of CSR goals
The work will be presented in session 17.

SESSION 16
CSR and Community Relations (II)
Team presentations on their findings in Corporate Philanthropy / Government Relations

SESSION 17
Communicating CSR in the digital era
Teams will present their McDonald's analysis and their proposal / explanation of tweets - FB posts

SESSION 18
"Political CSR": Exploring the difference between CSR and Political Responsibility and the 4 public responsibilities strategies

Reading Assignment


P.C.: Suncor’s political role in Fort McMurray (9B11M034)

Exercise:
In class simulation: playing the role of Suncor’s stakeholders

SESSION 19

"Political CSR": Exploring the difference between CSR and Political Responsibility and the 4 public responsibilities strategies

Exercise:
In class simulation: finish playing the role of Suncor’s stakeholders

SESSION 20

Political role of corporations in developing countries

Exercise
Develop an assessment of the political role exercised by a corporation, to be presented in session 22.

SESSION 21

Communication strategies during a crisis
We will learn how organizations use communication as a strategic tool to deal with a crisis.

Reading Assignment


P.C.: Lac-Mégantic Train Derailment: Putting Out the Fires (A) (W13550-PDF-ENG)

P.C.: Lac-Mégantic Train Derailment: Putting Out the Fires (B) (W13551-PDF-ENG)

SESSION 22

Communication strategies during a crisis (II)

Exercise
Role Play: Lac-Mégantic Press Conference.
Further class discussion.

SESSION 23

Political role of corporations in developing countries (II)
Develop an assessment of the political role exercised by a corporation
Teams will present their assessment of the political role exercised by a corporation
Crisis and Social Media
Reading Assignment
R.A.: S. Romenti and G. Murtarelli, C. Valentini, 2014- Organisations’ conversations in social media (s-c)
P.C.: Nestlé: a social media nightmare (A) (9B10M103)
P.C.: Nestlé: a social media nightmare (B) (9B10M104)
Exercises:
Develop a situation analysis and a crisis communication response (Nestlé case study)

SESSION 25
Crisis and Social Media (II)
Exercises:
Short simulation in class. Be placed into the role of senior management and take decisions during a crisis (an actual case will be presented in class)

SESSION 26
Leadership styles and change communication
Reading Assignment
R.A.: J. Fendt, Are You Promoting Change- or Hindering It? (C0602A-PDF-ENG)
P.C.: Hindustan Petroleum Corporation Ltd.: Driving Change through Internal Communication (9-411-077)
Teams will choose an example of leadership in circumstances of change and present their findings in the next session.

SESSION 27
Leadership styles and change communication (II)
Teams will present their findings in class

SESSION 28
Final Presentation of Corporate Communication Challenge (I)

SESSION 29
Final presentation of Corporate Communication Challenge (II)
Wrap-up of course.

SESSION 30
Final Exam
BIBLIOGRAPHY
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IE Library Permalink

EVALUATION CRITERIA

Each student will be evaluated through the following criteria:

Team Work (30%)
The instructor will evaluate the groupwork based on the following criteria: in-depth content, critical thinking, originality and how each group applies the theoretical models and tools learned during the course.

Final Exam (35%)
The final exam will be done in class and it will involve some theoretical questions and an actual case.

Students will be evaluated based on how they apply frameworks and models learned throughout the course in addition to the following criteria: depth of content, coherence, practical approach to the problem, thoroughness, and original way of thinking of the solution proposed.

It is imperative to get at least a grade of 4.5 over 10 in the final exam in order to pass the subject. Students who do not reach this 4.5 will fail regardless of the rest of their grades.

Individual Participation (20%)
Passive attendance to the class does not constitute participation. Students must come to class with the assigned materials read beforehand and case studies analyzed in depth. Students are expected to be very proactive and engaged in the class discussions, providing examples and contributing to enrich the discussion with thoughtful comments. Students may be called randomly during lecture to contribute to the class discussion.

Main criteria for evaluation are as follows:
- **Depth and Quality of Contribution**: the quality of your comment in terms of depth of insight, rigorous use of case evidence and consistency of argument will be rewarded.

- **Moving Your Peers’ Understanding Forward**: To present your ideas you should be concise, clear and relevant. You will have multiple chances to intervene, so your improvement along the way will be noted.

- **Frequency**: you are encouraged to participate as much as you can, but this does not mean you should speak for the sake of reaching some critical number. The quality of your comments is more important.

- Note that if you miss the class, regardless of the cause for the absence, you automatically miss the opportunity to earn participation credit allocated for that session, and your grade will go down accordingly.

- Besides attendance, positive attitude and active participation, some specific criteria to evaluate discussion contributions are: demonstration of listening skills; contribution to new points of view and insights; interest in the class and the subject.

- High quality comments have characteristics like the following ones: an in-depth analysis of a subject; appropriate application of theoretical models and concepts; proposal of specific action plans for a particular problem; advancement of the discussion; and connection of past learning to the present.

- Contributions that hold up the session or that repeat comments already expressed by other students (due to lack of attention) will be penalized.

**Peer Grade (10%)**

Peers in each team will assign each other a contribution grade, in order to avoid free-riders. The average of your peers’ evaluation will account for 5% of your grade. If for whatever reason you don’t grade your peers, you will get a 0% for not having done so.

**Quizz Tests (5%)**

There could be a short quiz at the beginning of selected sessions, especially those when we shall be discussing important concepts or cases. Reading and analyzing the Case Study BEFORE the session is mandatory and absolutely essential for the learning objectives, so students will be asked a number of short questions about it before the discussion begins. Note that being absent in the session where there is a quizz will result in a grade of 0 for that quizz, regardless of the cause for the absence.

**Retake Policy**

Each student has 4 chances to pass any given course distributed in two consecutive academic years (regular period and July period). Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enrol again in this course next academic year).

Grading for retakes will be subject to the following rules:
- Students failing the course in the first regular period will have to do a retake in July (except those not complying with the attendance rules, which are banned from this possibility).
- The retake will consist of a paper / exercise which will have been requested of them beforehand and which will be handed on the day of the exam. There will also be an exam on the announced date. The total grade will be 50% for the paper / exercise and 50% for the exam.
- Dates and location of the July retakes will be posted in advance and will not be changed.
  Please take this into consideration when planning your summer.
- The maximum grade that a student may obtain in any type of retake will be 8 out of 10.
- The retake grade will not take into account any grade obtained during the course. This exam will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8.

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<thead>
<tr>
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<tr>
<td>Peer Grade</td>
<td>5 %</td>
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</tr>
<tr>
<td>Quizz Tests</td>
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PROFESSOR BIO

Professor: ANTONIO QUIJANO BARROSO
E-mail: aquijano@faculty.ie.edu

Antonio Quijano is a Spanish communications, branding, marketing and advertising professional with over 20 years of experience. He has been Strategic Planning Director and Branding Consultant in several leading Spanish agencies and has a strong interdisciplinary vision of how to manage “soft issues” (image, reputation, perception, brand, advertising profile) so they boost the success of a company or product. He has a deep understanding of the way the public perception of an organization is managed and the challenges they face in today’s digital and interconnected world.

Antonio has ample teaching experience, is the author of an online course on Strategic Planning for Vía Formación and co-author of a Marketing Dictionary published by Lid Editorial. He is a fun and engaging teacher and brings his professional experience to the classroom, instilling the subject with practicality and a hands-on approach.

OTHER INFORMATION
If you wish to see me outside the classroom, please talk to me personally or arrange a meeting using my email address: aquijano@faculty.ie.edu

CODE OF CONDUCT IN CLASS

1. **Be on time**: Students arriving more than 5 minutes late will be marked as “Absent”.

Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).
2. **If applicable, bring your name card and strictly follow the seating chart.** It helps faculty members and fellow students learn your names.

3. **Do not leave the room during the lecture:** Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as “Absent”.

   Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).

4. **Do not engage in side conversation.** As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to approach your teacher after class.

   If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as “Absent”.

5. **Use your laptop for course-related purposes only.** The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as “Absent”.

6. **No cellular phones:** IE University implements a “Phone-free Classroom” policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.

7. **Escalation policy: 1/3/5.** Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as “Absent.” IE University implements an “escalation policy”: The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.