

CORPORATE COMMUNICATION

IE University

Professor: **ANTONIO QUIJANO BARROSO**

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Academic year: 22-23

Degree course: SECOND

Semester: 1º

Category: BASIC

Number of credits: 6.0

Language: English

PREREQUISITES

You need basic presentation / Powerpoint skills.

Our official textbook for the course, available in the IE University Library, is:

- **Cornelissen, Joep. Corporate Communications, Theory and Practice. Sage Publications (2004)**

The pages for readings mentioned in this Syllabus correspond to the 2014 edition. If you are using other editions, just search the index for the area covered and you will find it. Other more specific readings are mentioned in the different Syllabus sessions.

Other readings and materials will be specified in their corresponding session.

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 companies and organizations communicate with key audiences, both internal and external, 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 audiences. 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. Particular emphasis will be given to the impact that Social Media is having in the way these organizations communicate.

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
10. Perfect their strategic, communication, presentation, creativity and collaboration skills. All of them will be key in the successful navigation of the course

METHODOLOGY

This year we will be adopting a "**Liquid Learning**" **hybrid methodology**. This is a transformational and interactive educational experience that transcends single methodologies and platforms to blend physical and digital environments. The hybrid way in which the subject will be taught is flexible, and students can choose to study from the geographical location most convenient for them.

Students will learn alongside one other and will work together in teams and on their own. The hybrid methodology will bring together the human and digital worlds into a seamless whole and will enable us to work in a truly global campus.

Sessions will be either Synchronous or Asynchronous. In **Synchronous** sessions, students and professor are live together (physically or digitally) and can interact.

In **Asynchronous** session the professor does not need to be present, although depending on the particular session he will may be connected to provide guidance and feedback in real time.

Synchronous sessions will be mostly lectures. Asynchronous sessions will include class preparation, group work (presentations and collective feedback to other group's work) and individual work (readings, small essays and participation in exercises proposed by the teacher).

At the beginning of the course, students will be put into teams of around 5 members The teams will be balanced (gender, nationality, present, remote...) 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 excercises.

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.

Contents are presented in 30 sessions: roughly 15 sessions will take the form of synchronous lectures to learn and understand the main concepts. The other 15 sessions will have a more practical approach and will be done asynchronously. 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. The content of some of the asynchronous sessions will be designed to help you grasp the main concepts, better understand the readings and exercises and test all of it so your evaluation is continuous.

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.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	10.0 %	15 hours
Discussions	10.0 %	15 hours
Exercises	20.0 %	30 hours
Group work	30.0 %	45 hours
Other individual studying	30.0 %	45 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Intro to the course and warm-up

Our textbook for the course will be:

Book Chapters: Cornelissen, Joep. Corporate Communications, Theory and Practice. Sage Publications (2004) (See Bibliography)

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 (ASYNCHRONOUS)

DISCUSSION BOARD

Foundations of Corporate Communication

Read chapters 1 and 2 of Cornelissen

Book Chapters: Joep Cornelissen: Corporate Communication (See Bibliography)

Each group will also post their homework in the Discussion Board (internal memo), which will then be reviewed and commented in the Forum by another group, as indicated in the instructions that will be posted as an announcement: for example, Group 2 will review the work of Group 1 and so on.

The objective is to explore the main and most important concepts of Corporate Communication and how each of them is applied in real life.

SESSION 3 (LIVE IN-PERSON)

Stakeholder management, Corporate reputation, identity and branding

We will go over the main aspects of these three pillars of Corporate Communication.

Important: read Chapter 3 of Cornelissen before the class

Book Chapters: Joep Cornelissen: Corporate Communication (See Bibliography)

Homework for session 4:

- Collect diverse news pieces about your companies (example: an interview, a product review, a long feature, a short article) and make a presentation following the instructions that will be posted.
- Prepare some key messages for your company, provide an initial statement and participate in a Q&A with the other groups.
- Read the full instructions in the Announcement section of your Campus

SESSION 4 (ASYNCHRONOUS)

DISCUSSION BOARD

In this session we will learn to work with communication strategies by creating your own messages and being ready to *defend* them.

I will create the following team assignment per group (and it will be graded):

Prepare a list of 5 key messages your company wants to make sure are covered in your next media interview. These messages need to be in line with your company's communication strategy (true to your company). Each group will then record a video and post it:

- Choose a spokesperson and videotape an initial statement from this company representative to the media: you are the new corporate communication team and you want to explain why are you here and what you want to achieve to further your company's objectives.
- The rest of the class will individually post questions to you. You will have to videotape your answers.
- We will then discuss the performance of each group.

You will also have to read chapter 7 of Cornelissen and answer some questions I will post in the Discussion Board.

SESSION 5 (LIVE IN-PERSON)

Organizations and the media: fundamental basis for effective interaction

We shall examine how the media work, what they can do for your organization, what to expect from them and the main tools that they use.

Read chapter 7 of Cornelissen

Other Reading Assignments to understand effective media interaction:

Book Chapters: C.M. Howard and W.K. Mathews, On Deadline: Managing Media Relations, Fifth Edition. Chapter 2 (pp. 19-34) (ce)

Book Chapters: Schenkler I. & Herrling T. 2003, Developing Proactive Media Relations. Guide to Media Relations. Chapter 2 (pp.27-40) (ce)

Team homework for session 6:

Collect 4 diverse news pieces about your companies (example: an interview, a product review, a long feature, a short article) and make a presentation following the instructions that will be posted in the Announcement section of your Campus. These presentations will receive feedback and questions from the other groups and will be graded by the teacher.

SESSION 6 (LIVE IN-PERSON)

Organizations and the media: fundamental basis for effective interaction (II)

Each group will present the assignment given in the previous session and get feedback from both the other groups and the teacher. The presentation will be graded.

SESSION 7 (LIVE IN-PERSON)

News coverage, crisis and reputational risk

Important: read Chapter 8 of Cornelissen beforehand

Homework: Read the Mercedes Moose Test case for next session (two documents downloadable from Session 8). We will have a full session discussing this case and a short test about it at the beginning of next session.

SESSION 8 (ASYNCHRONOUS)

DISCUSSION BOARD

There will be a Forum discussion about the Mercedes case. Download and carefully read the two Mercedes case documents for this session. Students are encouraged to actively participate in it both by posting comments and questions and responding to others.

Assignment by teams: what would your key messages be when confronting this crisis situation?

Practical Case: Mercedes and the Moose Test (A) (HBS KEL048-PDF-ENG)

Practical Case: Mercedes and the Moose Test (B) (HBS KEL049-PDF-ENG)

SESSION 9 (LIVE IN-PERSON)

Social Media and its role as a Corporate Communication vehicle (I)

Important: read Chapter 14 of Cornelissen before the session

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.

Team homework for session 10: (see full instructions in the Announcement section of your Campus)

Research the use of social media in your companies and create a 10 minute presentation

- What social media does it use?
 - Does it use them differently: to address different audiences or different types of messages?
 - Is it consistent across platforms?
 - Any unusual strategy or illustrative example?
 - Show an example of a communication challenge (a launch) promoted across different social media
- Each group will be tasked with giving feedback to another. Presentations will be graded by the teacher

SESSION 10 (LIVE IN-PERSON)

Social Media and its role as a Corporate Communication vehicle (II)

Each group will present the assignment given in the previous session and get feedback from both the other groups and the teacher. The presentation will be graded.

Homework: each team will find a political propaganda campaign to show and discuss in Session 11

SESSION 11 (ASYNCHRONOUS)

DISCUSSION BOARD

Political propaganda

Teams will present and explain a political campaign / propaganda campaign of their choice. Each team will also have to supply feedback on this presentation and open new discussion threads.

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

SESSION 12 (LIVE IN-PERSON)

Internal Communications and Employee engagement

Important: read Chapter 9 of Cornelissen before class

Other reading assignments to make the most of this session

Book Chapters: Finch, K, Hansen, CI, Alexander, R. (2010) Internal Communication is not rocket science! Nova Scotia; Crown (ce)

Team homework for Session 13: (see detailed instructions in the Announcement section of your Campus)

Prepare a presentation about the internal communication of your company. This will put your research capabilities to test because these are, after all "internal" actions and strategies. However, it is possible to find enough material to go on. The presentation will loosely follow this structure:

- What type of internal communications does your company have?
- Does it communicate regularly with employees?
- What does the objective to these communications seem to be?
- Do you have an example of downward and upward internal communication? Explain them briefly
- What other aspects of your company's internal communications are worth mentioning?

It is essential to read the Internal Communications chapter in Cornelissen

SESSION 13 (LIVE IN-PERSON)

Internal Communications and Employee engagement (II)

Each group will present the assignment given in the previous session and get feedback from both the other groups and the teacher. The presentation will be graded.

SESSION 14 (LIVE IN-PERSON)

CSR and Community Relations

Important: Read Chapter 13 of Cornelissen

We will learn the basics of Corporate Social Responsibility and Community Relations and how companies use it as a reputational tool.

Team Homework for next session: Read all three documents available for download in Session 15. Pay special attention to the Practical case. We shall discuss social media response to the McDonald's Austria situation described in it.

As team assignment you will prepare a presentation containing:

- An analysis of the McDonald's situation and proposal of CSR communication strategy for the company.
- Ten original tweets or FB posts that could be posted in order to achieve in order to follow your strategy and achieve your goals.

SESSION 15 (ASYNCHRONOUS)

DISCUSSION BOARD

CSR and Community Relations (II)

Article: Communicating Corporate Social Responsibility to a Cynical Public (MIT Sloan School of Management (SMR54301)

Article: Creating effective Dialogue About Corporate Social Responsibility (MIT Sloan School of Management (SMR57106)

Practical Case: Mc Donald's- Corporate Social Responsibility Challenge (711-033-1)

Teams will post their presentations with the McDonald's Austria assignment in the Discussion Board. These presentations and the feedback you give to another group as per the posted instructions, will be graded.

SESSION 16 (LIVE IN-PERSON)

Communication Strategy and Strategic Planning + Quiz

We will learn what steps are involved in the strategic planning of your organization's communication. It is crucial that you read chapter 6 of the 5th edition of the Cornelissen book, called "Communication Strategy and Strategic Planning" (pages 109 to 130, may vary in other editions).

There will be a 5 question online quizz test at the beginning of the session, so be sure to read the chapter and bring your laptops to the classroom!

SESSION 17 (LIVE IN-PERSON)

"Political CSR": Public Responsibility and Private Enterprise in developing countries

Reading Assignment before class:

Book Chapters: M. Valente & A. Crane, C.M.R, 2010, "Public Responsibility and Private Enterprise in Developing Countries", pp 52-78 (ce)

SESSION 18 (LIVE IN-PERSON)

We will do a role-play exercise that will combine what you know of stakeholders and how a company can be challenged for the social consequences of its activities. This will help you understand the key role communication plays in CSR.

To carry this exercise successfully, it is essential that you read Suncor's case (downloadable from this session).

We will simulate a meeting where all Suncor's stakeholders are present and have demands to make of the company. Each stakeholder group will be represented by a team. Another team will represent the company

Practical Case: Suncor's political role in Fort McMurray (Ivey Publishing 9B11M034)

SESSION 19 (ASYNCHRONOUS)

DISCUSSION BOARD

Political role of corporations in developing countries

Exercise

We will develop an assessment of the political role exercised by a corporation, in forum format. The teacher will propose different themes in threads and encourage you to participate / create your own threads.

SESSION 20 (LIVE IN-PERSON)

Communication strategies during a crisis (I)

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

Reading Assignments

Book Chapters: Schenkler I & Heeling, T, 2003. Batten Down the Hatches: Handling the Media in a Crisis- Guide To Media Relations. Pearson, Cap. 5 (ce)

Practical Case: Lac-Mégantic Train Derailment: Putting Out the Fires (A) (HBS W13550-PDF-ENG)

Practical Case: Lac-Mégantic Train Derailment: Putting Out the Fires (B) (HBS W13551-PDF-ENG)

Homework: Read the Lac-Mégantic documents carefully. We will have a role play session about it in the next session!

SESSION 21 (LIVE IN-PERSON)

Communication strategies during a crisis (II)

Role Play: Lac-Mégantic Press Conference. Precise instructions will be given beforehand in the Announcements section of your Campus

Further class discussion

SESSION 22 (ASYNCHRONOUS)

DISCUSSION BOARD

Communication Challenge briefings

Teacher will lay out a communication problem for each of the teams. In the forum we will discuss the challenges and different strategies that each group could take, in a collective digital brainstorming.

SESSION 23 (LIVE IN-PERSON)

Crisis and social media

Article: Organisations' Conversations in Social Media (Corporate Communications: An International Journal) (ce)

We will learn how dialogue with stakeholders is now everyday practice for Corporations, thanks to their use of social media

Homework for next session:

Read the Nestlé case carefully (both documents). They are available for download in Session 24.

Each team will have to prepare a presentation, where they will give us their situation analysis and a crisis communication response to the Nestlé case study. Precise instructions will be given in the Announcement section of your Campus.

SESSION 24 (LIVE IN-PERSON)

Team presentations: Nestlé case analysis and proposed solutions

Practical Case: Nestlé: a social media nightmare (A) (Ivey Publishing 9B10M103)

Practical Case: Nestlé: a social media nightmare (B) (Ivey Publishing 9B10M104)

SESSION 25 (LIVE IN-PERSON)

Leadership styles and change communication (I)

Reading Assignments

Homework: Teams will be assigned to analyze the readings and summarize their main findings and discoveries

Article: B. Groysberg & M. Slind (2012). HBR, Leadership is a Conversation (HBR R1206D-PDF-ENG)

Article: J. Fendt, Are You Promoting Change- or Hindering It? (Harvard Management Communication Letter) (ce)

Practical Case: Hindustan Petroleum Corporation Ltd.: Driving Change through Internal Communication (HBS 411077-PDF-ENG)

SESSION 26 (ASYNCHRONOUS)

DISCUSSION BOARD

Leadership styles and change communication (II)

Teams will post their findings in the Discussion Board and we will review and comment them

SESSION 27 (ASYNCHRONOUS)

DISCUSSION BOARD

Each team will have first drafts of their communication challenges for public discussion and improvement posted in the Discussion Board

Post the strategies and ideas you have developed for your Corporate Communication challenges. We shall review them in class and collectively help you take them one step further

SESSIONS 28 - 29 (LIVE IN-PERSON)

Final Presentation of Corporate Communication Challenge

SESSION 30 (LIVE IN-PERSON)

Final Exam.

This will be an online exam. The exam will be composed of a mix of test-type and open, essay-type questions. In the case of open questions, the following criteria will be valued and consequently graded:

- Validity of the expressed point of view, structure, coherence and readability
- Goes beyond the class notes and is able to express a point of view and support it, connects different concepts learned in class
- Uses good examples and evidence, preferably different from those used in class
- General quality / overall assessment

BIBLIOGRAPHY

Compulsory

- Cornelissen, Joep.. (2004). *Corporate Communications, Theory and Practice..* 4th edition. Sage Publications. ISBN 9781446274941 (Digital)

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.

Quiz 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.

Criteria	Percentage	Comments
Team Work	30 %	
Final Exam	35 %	
Individual Participation	20 %	
Quizz Tests	5 %	
Peer Grades	10 %	

PROFESSOR BIO

Professor: **ANTONIO QUIJANO BARROSO**

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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.

Corporate Experience

- Branding, Marketing and Digital Performance independent consultant, 2010 - present
- Strategic Planning Director, Grupo Tapsa, Spain 2010-2014
- Strategic Planner, El Laboratorio (McCann Group) 2006-2010
- Brand Identity consultant, FutureBrand (McCann Group) 2001-2006
- Brand Identity consultant, Wolff Olins (1997-2001)
- PR consultant, Burson-Marsteller (1990-1997)

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

