

Appendix 2 – Course outlines



**Master of International Communication
Course Outlines 2011-2012**

Description of individual course units

The following information is largely specific to the Hanze University Groningen, Applied Sciences. All of the information can be found on Blackboard > Master International Communication. Please note that changes do occur and they will be published on Blackboard. Check with your lecturer.

PROGRAMME OVERVIEW

Semester 1 – Core Courses

- The International Business Environment of Corporate Communication
- The Intercultural Context of Corporate Communication
- The Strategic Cycle: Communication Planning & Management

Semester 2 – Specializations

- **Hanze University Groningen, Applied Sciences**
International Public Affairs, International Marketing Communication, Development Communication
- **IULM, University of Language and Communication**
Development and Communication, Public Affairs & Advocacy, Social Responsibility & Communication
- **Leeds Metropolitan University**
Communications Audit, Integrated Marketing Communication, Corporate and specialist Public relations
- **New Bulgarian University**
Communicating through special events, Exploring Communication in new Media, Psychology of Mass Communication
- **Vilnius University**
International Crisis Communication, Innovative methods in Corporate Communication, Media & Sustainable Development

Semester 3 – Dissertation

- The Dissertation
- Personal development & planning

Course Outlines – General set up & Overview

Core Courses

The description of the different courses includes the following categories.

General description of the block

- Aim
- Professional role
- General description of competency
- Level
- Related units

Integrated assignment (capstone assignment)

- Aim
- Professional role, situation, task, role
- Professional product
- Client
- Indicative content
- Assessment
- Rationale for assessment
- Didactical forms
- Indicative sources
- Names of staff

Supporting subjects (theory and skills)

- Aim
- Learning outcomes
- Indicative content
- Assessment
- Rationale for assessment
- Didactical forms
- Indicative sources

Personal Development & planning

SEMESTER 1 - CORE COURSES

	<i>The International Business Environment of Corporate Communication</i>
UNIT 1	<i>Capstone Assignment 1</i>
UNIT 2	<i>Corporate Communication 1</i>
UNIT 3	<i>The International Business Environment</i>
UNIT 4	<i>Personal Development & Planning</i>
	<i>The Intercultural Context of Corporate Communication</i>
UNIT 1	<i>Capstone assignment 2</i>
UNIT 2	<i>Corporate Communication 2</i>
UNIT 3	<i>Intercultural Communication & Competence</i>
UNIT 4	<i>Personal Development & Planning</i>
	<i>The Strategic Cycle: Communication planning & management</i>
UNIT 1	<i>Capstone Assignment 3</i>
UNIT 2	<i>The Strategic Cycle</i>
UNIT 3	<i>Organisational & Management theory</i>
UNIT 4	<i>Personal Development & Planning</i>

Semester 1 – Core Courses -

	<i>The International Business Environment of Corporate Communication</i>
UNIT 1	<i>Capstone Assignment 1</i>
UNIT 2	<i>Corporate Communication 1</i>
UNIT 3	<i>The International Business Environment</i>
UNIT 4	<i>Personal Development & Planning</i>
	<i>General Description</i>

Semester 1

Study load* 280 hours – 10 ec

Competencies Main focus: International orientation, Analytical capability, Reflective capability,

Aims This aim of this 1st core course is to develop

- the student’s understanding of role and responsibility of the communication professional in the organization working within an international (social, economic, political and business) environment
- the student’s understanding and insight of the cultural, societal, political and economic systems of the international environment of the organisation
- the students ability to take the outsiders view of the organization, from a societal concept on organizations, focusing on the organization’s inclusiveness
- the student’s personal, academic and professional skills in the given context. .

Professional role **Researcher**

Level Strategic.

Related Units of study Capstone assignment, including a research workshop
Corporate Communication 1
International Business Environment

Semester 1 – Core Courses

	<i>The International Business Environment of Corporate Communication</i>
UNIT 1	<i>Capstone Assignment1</i>
UNIT 2	<i>Corporate Communication 1</i>
UNIT 3	<i>The International Business Environment</i>
UNIT 4	<i>Personal Development & Planning</i>

<i>Capstone assignment 1</i>	
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Semester X1 | 02 | 03

Study load* 3 x 28 hours = 84 hours = 3 ECs

Aim The aim of this unit is provide students with a simulation of a professional context enabling them to develop their skills as a researcher within the given context.
Input from the other related units cumulates in the capstone assignment

Professional role **Researcher**

Professional situation A client is interested in a foreign target market. The client wants to position a brand in this target market. He wants to get more information about this target market. A situation analysis has to be executed to get the needed information.

Every organisation is embedded in a social, political, economic and business environment. The communication professional needs to be keenly aware of this environment and monitor the trends and discussions in society. The “dialogue” between the organisation and its environment is successful if the organisation has a strong and trustworthy reputation.

Professional task To research the external international environment of the organisation, to producing data necessary for the (re)formulation of policy.

Professional product Research report
(Possible sequels: Relevant PR products such as position paper.)

Client Case study: Companies or organisations in at the start of the strategic cycle in need of redefining policy. Companies or organisations engaged in positioning / identity issues in an intercultural setting..

Research Workshop & Capstone assignment

Content*	<p>Description of the content</p> <ul style="list-style-type: none">• The research process• Research report <p>The course will focus on topics such as:</p> <ul style="list-style-type: none">- Context of research in public relations- Designing Public Relations Research- Quantitative vs Qualitative Research approaches- Research Methods : In-depth vs Focus group interviews, Surveys, Media content analysis, grounded theory- Research Applications: Internet as a research tool and object- Using Logical Framework (Logframe) and other models as a tools for evaluation research- Research Report <p>Students will also review and evaluate some European public relations campaigns e.g. Eurobarometer, EU Climate Change Awareness raising campaign, etc.</p>
Assessment	<p>Description of assessment</p> <p>X Individual: professional product & professional conduct</p> <p>X Group: professional product & professional conduct</p>
Rationale for assessment and relationship of assessment methods to competencies.	<p>The assessment methods reflect the didactical philosophy of competency-based learning. The student will need to display professional conduct as an individual as and a member of a team. He will need to show an adequate contribution to the professional product(s) – both academically and personally.</p>
Didactical forms	<p>(ticking more than 1 is allowed)</p> <p>X (Guest) Lectures / seminars</p> <p>X Training and workshop</p> <p>X group work & coaching</p>
Assessment type(s)*	<p>(ticking more than 1 is allowed)</p> <p>X Professional product: research report</p> <p>X Professional conduct</p>

Capstone assignment 1

Literature (indicative)

- Exploring Public Relations by Ralph Tench and Liz Yeomans (2006) Chapter 11. Public Relations Research and Evaluation
- Bryman, A., Bell. E. (2007) Business Research Methods (2nd ed), Oxford University Press,UK

Recommended:

- Lessons in evaluating communication campaigns. Five Case Studies, Prepared for the Communications Consortium Media Center By Julia Coffman Harvard Family Research Project, June 2003
- EU Climate Change Awareness raising campaign: PowerPoint Presentation
- The evaluation exchange: PDF file: good practical article with guidelines on how to evaluate public communication programs: Examples of environmental campaigns
- Horton, D., Mackay, R., Anderson, A., Dupleich L. (2000). Evaluating capacity development in planning, monitoring, and evaluation: A case from agricultural research. ISNAR Research Report No. 17. The Hague: International Service for National Agricultural Research.
- **Lusthaus, C., Adrien, M.H., Anderson, G., Carden, F., Montalván, G.P.** (2002). Organizational assessment: A framework for improving performance. IDRC/IDB 2002. ISBN 0-88936-998-4.

Semester 1 – Core Courses

The International Environment of Corporate Communication

UNIT 1	Capstone Assignment 1
UNIT 2	Corporate Communication 1
UNIT 3	The International Business Environment
UNIT 4	Personal Development & Planning

Corporate Communication 1

Semester X1 | O2 | O3

Study load* 3 x 28 hours = 84 hours = 3 ec

Aim The aim of this unit is to develop the student's

- The student's understanding of role and responsibility of the communication professional in the organization working within a global environment
- outsiders view of the organization, from a societal concept on organizations, focusing on the organization's inclusiveness.

Learning outcomes: The student will be able to

- Analyze corporate communication strategies in a global context
- Analyze the role of the various stakeholders that influence (business) organizations, including government, special interest groups and the media.
- Understand effective communication strategies among key stakeholders of a corporation.
- Evaluate media strategies
- Indicate what is necessary for a (business) organization to be a responsible corporate citizen
- Understand the function of corporate communication theories to developing best-practices
- Practice critical thinking by keeping abreast with issues and trends

Content* The following topics will be discussed during the lectures and seminars and build on Corporate Communication 1.

Lectures	Issues and trends seminars
Designing strategies	Corporate diplomacy
Stakeholder theory	Networked society
Identity, image, reputation	Relationship building
Media relations	Digital tools in Public Relations
Corp com in practice (functional case studies): -External communication: Google in China; -Public affairs: EU Automotive industry	Ethics and Responsibility

Assessment type(s)* Assignments (please refer to BB for details)

***Rationale for
assessment and
relationship of
assessment
methods to
competencies***

This unit focuses on the developing the student's understanding of (the application) of theory and his critical reflection of corporate reputation building. A written exam can assess the individual student's knowledge, understanding and insight.

Didactical forms

(Guest) Lectures/seminars
Tutorials

***Literature
(indicative)***

Cornelissen, J. (2011) *Corporate Communication. A Guide to Theory and Practice* 2/e edition.
Sage Publication: London

See also indicative literature of unit 3.

Semester 1 – Core Courses

	<i>The International Environment of Corporate Communication</i>
UNIT 1	<i>Capstone Assignment 1</i>
UNIT 2	<i>Corporate Communication 1</i>
UNIT 3	<i>The International Business Environment</i>
UNIT 4	<i>Personal Development & Planning</i>
	<i>The International Business Environment</i>

Title International Business Environment

Semester X 1 | O 2 | O 3

Study load* 3 x 28 hours = 84 hours = 3 ec

Aim The aim of this course is to enable students

- to analyze and critically appraise the interrelationships between organizations (businesses) and the global external environment.
- To develop their understanding of the cultural, political, societal, economic and business systems of the global environment

Learning outcomes Upon successful completion of this course students should be able to demonstrate knowledge and understanding of analytical frameworks and related concepts and be able to:

- apply analytical frameworks and concepts to the international environment and to business;
- analyze the implications for business of changes in the international environment;
- assess the effects of business responses to environmental change on industry structure;
- collect, analyze and present information rigorously from a range of secondary sources
- demonstrate appropriate writing skills.
- Critically examine the debate about the nature of globalization by analyzing the range of competing perspectives that are applied.

The International Business Environment

Content*

Topics to be discussed are:

- world economic order
- international organisations, local governments & business
- Economic and financial environment
- Political/legal environment
- Cultural & Social environment
- The EU (business) environment:
 - Political & Economic Integration
 - The Single Market in Theory & Practice
 - Legal aspects of the EU's four freedoms of movement (goods, services, people and capital)

The course will focus on the situation analysis. Specific attention will be focused on:

- Macro-environment:
 - PEST analysis:
 - International economics
 - International finance
 - International law

Meso-environment:

- Industry structure: Porter's 5 forces model
- Competitive situation
- Distribution structure

Issues in relation to the role of business in the global environment:

- Sustainable development
- Competence advantage of nations
- Global responsibility
- Citizenship

Assessment

Description of assessment

X Individual:

professional product & professional conduct

X Group:

professional product & professional conduct

The International Business Environment

Rationale for assessment and relationship of assessment methods to competencies.

The assessment methods reflect the didactical philosophy of competency-based learning. The student will need to display professional conduct as an individual as and a member of a team. He will need to show an adequate contribution to the professional product(s) – both academically and personally.

The written assignment will be centred in a situation analysis written in the form of an internal communication report. This allows the opportunity to demonstrate the relevance of competing perspectives concerning global trends as well as the techniques applied by business analysts.

Didactical forms

(Guest) Lectures / seminars
Simulation & role plays
Workshops

Assessment type(s)*

Professional product: Situation analysis
Professional conduct

Literature (indicative)

Core texts:

- Morrison, J., *The international Business Environment*, Palgrave Macmillan, 2/e, 2006
- Somers, F. (ed.), *European Business Environment*, Noordhof Uitgeverij, 2009

Recommended literature

Baron, D. *Business and its environment*, Pearson Prentice Hall, 5/e, 2006

John McCormick: *Understanding the European Union. A Concise Introduction*, 4/e, Palgrave Macmillan 2008, Wetherly P and Otter D (2008) *The Business Environment: Themes and Issues*, Oxford: OUP

Webster P and Hamilton L (2009) *The International Business Environment*, Oxford: OUP

Morrison J (2009), *The International Business Environment: Diversity and the global economy*, London: Palgrave

Brooks, I., Weatherston, J., Wilkinson G., (2008), *The International Business Environment*, Hemel Hempstead: FT Prentice Hall.

Dicken, P. (2008), *Global Shift: Reshaping the Global Economic Map in the 21st Century*, London: Paul Chapman

Cairns G and Sliwa M (2008) *A Very Short, Fairly Interesting and Reasonably Cheap Book About International Business*, London: SAGE

Dunn B (2009) *Global Political Economy: A Marxist Critique*, London: Pluto Press

World Economics (Journal)

The Economist

The International Business Environment

Literature

(recommended)

- Archer, Clive: International Organisations. 3rd ed. Routledge, 2001
- Baylis, John - Smith, Steve - Owens, Patricia: The Globalization of World Politics. Oxford University Press, 2007.
- Bennett, LeRoy - K. Oliver, James: International Organisations - Principles and Issues. 7th ed. Prentice Hall, 2002.
- Fukuyama, Francis, Governance and World Order in the 21th Century...
- János Hoós: Global Governance, Akadémiai, Budapest., 2006.
- Jackson, John H., The Case of the World Trade Organisation, International Affairs May 2008 http://vig.pearsoned.com/store/product/1,1207,store-12521_isbn-130321850,00.html
- P. Karns, Margaret and A. Mingst, Karen, International Organization: The Politics and Processes of Global Governance. Boulder: Lynne Rienner Publishers, 2004.
- Kennedy, Paul, The Parliament of Man: the Past, Present and Future of the United Nations, London 2006.
- Keohane, Robert - Buchanan, Allen: The Legitimacy of Global Governance Institutions. *Ethics and International Affairs*, vol. 20, no. 4 (2006): 405-438.
- Roberts, Adam, International Relations after the Cold War, International Affairs, March 2008 Policy Review 2007/1

Important homepages:

- UN www.un.org
- OECD: www.oecd.org
- WTO: www.wto.org
- IMF www.imf.org
- IBRD www.worldbank.org
- WB www.worldbank.org

Semester 1 – Core Courses

	<i>The International Business Environment of Corporate Communication</i>
UNIT 1	<i>Capstone Assignment 1</i>
UNIT 2	<i>Corporate Communication 1</i>
UNIT 3	<i>The International Business Environment</i>
UNIT 4	<i>Personal Development & Planning</i>

Title	<i>Personal Development & Planning</i>
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Semester X1 | X2 | X3

This unit runs along side all of the courses, throughout the program. It is described here, but pertains to all three semesters.

Study load* 100 hours 3 ECs (Over all three semesters!)

Module Aims *The aim of this unit is to develop, through reflective practice, postgraduate students' personal, academic and professional skills to enable them to achieve their potential at University and as Life long learners*

Professional role *Reflective practitioner*

Competence description *Continuous personal development/Life long learning
Employability*

Reflective capability

Key Skills *This module provides an opportunity for the student to focus on the skills needed to manage their personal and professional development in the area's outlined in Indicative Content.*

Examples of specific skills:

- self directed learning
- reflective practitioner
- locating and selecting information
- study skills
- time management skills
- decision making skills
- interpersonal skills and competencies
- building networks

Related Units of study *All. Reflection on personal development is an essential part of each phase of the curriculum.*

UNIT 4

Personal Development & Planning

Learning outcomes:

To understand, critically analyze, evaluate and explain

- The concept of reflective practice and its importance to ongoing self-development
- Your own self-development as a person, as a student and as a professional in an intercultural working environment

To be able to

- Integrate reflective practice into academic personal and professional activities
- Design strategies and action plans to further develop your career
- Effectively evaluate your performance, both individually and within diverse teams.

Assessment

Description of assessment

Formative

Summative:

The assessment strategy will comprise two elements: a personal audit and intercultural scan and learning agreement (20%) to be agreed with the tutor the equivalent of 6-8 weeks into the module; and a reflective learning statement and action plan (80%) supported by reference to appropriate learning logs and a portfolio of evidence of the skills and knowledge developed. The reflective learning statement and action plan will be submitted at the end of semester 2.

Rationale for assessment and relationship of assessment methods to learning outcomes

The assessment methods are specifically designed to develop the individual through self-evaluation, reflective practice and action planning. The personal audit and learning agreement (20%) will enable students first to undertake a self-evaluation of strengths and weaknesses relating to their levels of knowledge and skills; and second to agree a structured program of learning with their tutor to tackle knowledge and skills that they identify as areas for improvement in support of their program of study.

The reflective statement and action plan (80%) will enable students to reflect on their performance towards the end of their program of study (using appropriate evidence), and devise an action plan that will identify their objectives for personal and professional development. This action plan will form the basis for career planning.

Didactical forms

This module will run alongside the other taught modules to provide a generally supportive framework for student's learning experience throughout their post-graduate study.

In semester 1, student will be introduced to the module concept and placed into action learning groups. Emphasis will be placed on their participation in intensive learning "blocks" (e.g. workshops) facilitated by the tutor with e-learning support. These intensive blocks will focus students on topics such as the different approaches to learning, reflective practice, continuing professional development and the learning portfolio. Progress will be made during this period towards a personal audit and learning agreement. The personal audit will enable the student to identify areas for skills, knowledge and attitude development; while the learning agreement will set out an agreed schedule of learning engagement (e.g. skills workshops) to be completed during the module.

Ongoing tutor support will continue through the semester 2 and 3 to provide further guidance on assessment requirements as well as formative feedback on learning activities.

**Literature
(indicative)**

Students will also be encouraged to make full use of other university resources, such as the Skills for Learning materials and electronic sources available from within and outside the university. Evidence that they have done so will be included in their portfolio of evidence.

Bolton, G. (2005) *Reflective Practice: Writing and professional development*, 2nd ed., London: Sage

Buzan T. with Abbott, S. (2005) *The Ultimate Book of Mind Maps: Unlock your creativity, boost your memory, change your life*, London: Thorsons

Buzan T. (2003) *Use your head: Innovative learning and thinking techniques to fulfil your mental potential*, London: BBC

Cameron S. (2005) *The Business Student's Handbook: Learning skills for student employment*, 3rd ed. Harlow: Financial Times Prentice Hall

Cottrell, S. (2005) *Critical Thinking Skills: Developing effective analysis and argument*, New York: Palgrave Macmillan

De Bono E., (2004) *De Bono's Thinking Course*, London: BBC

Hargie, O. and Dickson, D. (2004) *Skilled Interpersonal Communication: Research, theory and practice*, 4th ed., London: Routledge

Honey, P. and Mumford, A. (1992), *Manual of Learning Styles*, 3rd ed., Maidenhead: Honey.

Kolb, D. A. (1984) *Experiential Learning: Experience as the source of learning and development*, Englewood Cliffs, New Jersey: Prentice Hall

McBride, P. and Maitland, S. (2002) *The EI Advantage: putting emotional intelligence into practice*, London: McGraw-Hill

Moon, J.A. (2006) *Learning journals: A handbook for reflective practice and professional development*, 2nd ed, New York, NY: Routledge

Quinn R. E. et al, (2003), *Becoming a Master Manager: A competency framework*, 3rd ed. New York: John Wiley & Sons

Statt D.A. (2003) *Psychology and the World of Work*, 2nd ed., New York, NY: Palgrave Macmillan

Thompson N. (2002) *People Skills*, 2nd ed., Basingstoke, Hampshire: Palgrave Macmillan

Winstanley, D. (2005) *Personal Effectiveness: A guide to action*, London: Chartered Institute of Personnel and Development

Some useful websites to visit:

Prince George's County Public Schools, (undated) 'What is a Portfolio?' [online] Upper Marlboro: Prince George's County Public Schools <http://www.pgcps.pg.k12.md.us/~elc/portfolio.html>

A site developed by Leeds University with some useful links

<http://www.geog.leeds.ac.uk/courses/other/performance/pdpindex.html>

Helpful site on reflective writing

http://reach.ucf.edu/~ed_found/rw.html

A brief guide to action planning (but do note that the 'aim' in the example is not a SMART objective!) <http://www.careers-gateway.co.uk/jobseek/actionplan/index.htm>

Focusing on the 'action' in action planning

Semester 1 – Core Courses

	The Intercultural Context of Corporate Communication
UNIT 1	Capstone assignment 2
UNIT 2	Corporate Communication 2
UNIT 3	Intercultural Communication & Competence
UNIT 4	Personal Development & Planning
General Description	
Semester	X 1 0 2 0 3
Study load*	10 EC's
Main competencies	Intercultural orientation, communicative capability, problems solving capability, reflective capability
Aim	<p>The aim of this unit is provide students with a simulation of a professional context enabling them to develop their</p> <ul style="list-style-type: none"> ➤ Understanding of the communication consultancy process in relation with the strategic decision making process of the organization within an intercultural context. ➤ Consultancy skills within the given context. <p>Input from the other related units cumulates in the capstone assignment</p>
Professional role	Consultant
Level	Tactical & Strategic
Related units	Consultancy workshop & Capstone assignment Corporate communication 1 Intercultural Communication & Competence Personal planning and Development

Semester 1 – Core Courses

	The Intercultural Context of Corporate Communication
UNIT 1	Capstone assignment2
UNIT 2	Corporate Communication 2
UNIT 3	Intercultural Communication & Competence
UNIT 4	Personal Development & Planning
	Capstone assignment 2

Semester X 1 | 0 2 | 0 3

Study load* 3 x 28 hours = 84 hours = 4 ECs

Aim The aim of this unit is provide students with a simulation of a professional context enabling them to develop their

- Understanding of the communication consultancy process in relation with the strategic decision making process of the organization within an intercultural context.
- Consultancy skills within the given context.

Input from the other related units cumulates in the capstone assignment

Professional role Consultant

Professional situation The consultant has to advise the management on how to (re)position a brand in a foreign target area (e.g. target country). The situation builds on the situation in core course 1.

Professional task To describe and analyse the client’s problem and offer a positioning advice. The positioning advice is based on a situation analysis, and includes an intercultural analysis of the target area. The advice concentrates on the positioning and identity in a foreign target area, and could include options and recommendations.

Professional product Written and oral positioning advice

Client Case study: Companies or organisations engaged in positioning / identity issues in an intercultural setting. The “client” is the same as in Core Course 1.

Content* In the assignment the brand has to be (re)positioned in a foreign target area (e.g. target country). For this repositioning, it is necessary to make an intercultural analysis of the foreign target area. Together with the information from the situation analysis, the (re)positioning advice can be given

Assessment Description of assessment
 X Individual:
 professional product & professional conduct
 X Group:
 professional product & professional conduct

Capstone assignment2

Rationale for assessment and relationship of assessment methods to competencies.

The assessment methods reflect the didactical philosophy of competency-based learning. The student will need to display professional conduct as an individual as and a member of a team. He will need to show an adequate contribution to the professional product(s) – both academically and personally.

Didactical forms

Simulation & role plays
Workshops
Group work & coaching

Assessment type(s)*

(ticking more than 1 is allowed)
X Professional product: Positioning advice
X Professional conduct

Literature (indicative)

Swartz, R and A. Davidson, P. Carlson and S. McKinney, The Skilled Facilitator Fieldbook: Tips, Tools, and Tested Methods for Consultants, Facilitators, Managers, Trainers, and Coaches, ISBN: 978-0-7879-6494-8

Semester 1 – Core Courses

	The Intercultural Context of Corporate Communication
UNIT 1	Capstone assignment 2
UNIT 2	Corporate Communication 2
UNIT 3	Intercultural Communication & Competence
UNIT 4	Personal Development & Planning

	Corporate Communication 2
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Semester X1 | 02 | 03

Study load* 3 x 28 hours = 84 hours = 3 ec

Aim The aim of this unit is develop student’s understanding of theory and practice of corporate communication, specifically the functions of corporate communication and the roles and responsibility of the communication professional

- Learning outcomes**
- Critically reflect on and analyze intercultural corporate communication issues
 - Critically evaluate the complexity of communication processes within organizations
 - Demonstrate sensitivity to diversity and ethical issues in organizations integrating fundamental human rights in their professional work
 - Identify and effectively utilize good practice for handling international communication conflict situations and leading workforces of different cultural background

- Content***
- Overview of the corporate communication functions: Public Relations, Marketing communication, Internal Communication, Public Affairs, Issues Management, Crisis Communication. Trends in corporate communication. Integrated Communication.
 - Strategic Reputation Management. Identity, Image and Reputation. The Corporate Identity Mix

Assessment type(s)* Assignments
Written exam
Participation/attendance

Rationale for assessment and relationship of assessment methods to competencies This unit is focussed on developing the student’s knowledge, insight and reflection in the application of knowledge. Through active participation in class sessions, assignments and individual examination, the student can show the level of his understanding of the material and the relation between theory and practice.

Didactical forms (Guest)Lectures and seminars
Tutorials

Corporate communication 2

Literature (indicative)

Hofstede, G and Hofstede, J. (2005) *Cultures and Organizations: Software for the Mind*. McGraw-Hill Companies
Trompenaars, F. and Hampden-Turner, C. (2006) *Riding the Waves of Culture. Understanding Cultural Diversity in Business*. Nicholas Brealey Publishing: London
Vos, M. and Schoemaker, H. (2005) *Integrated Communication. Concern, internal and marketing communication*. Lemma Publishers, Utrecht

Recommended:

Cornelissen, J. (2011) *Corporate Communication. A Guide to Theory and Practice 2nd edition*. Sage Publication: London

Trompenaars, F. and Hampden-Turner, C. (2000) *Building Cross-Cultural Competence: How to create Wealth from Conflicting Values*

Gregory, A. (2007) *Involving Stakeholders in Developing Corporate Brands: the Communication Dimension*, *Journal of Marketing Management*, Vol. 23, No. 1-2, pp.59-73

Hatch, M. J. and Schultz, M. (2003) *Bringing the corporation into corporate branding*, *European Journal of Marketing*, Vol. 37, No 7/8, pp. 1041-1064.

Kunczik, M. (1997) *Images of Nations and International Public Relations*. Lawrence Erlbaum Associates, Mahwah, NJ.

Schultz, M., Hatch, M.J. and Larsen, M.H. (eds.) (2000) *The Expressive organisation: Linking identity, Reputation, and the Corporate Brand*. New York: Oxford University Press

Sriramesh, K. and Verčić, D. (eds) (2008) *The Global Public Relations Handbook. Theory, Research and Practice*. Lawrence Erlbaum Associates, Mahwah: N.J.

Semester 1 – Core Courses

	<i>The Intercultural Context of Corporate Communication</i>
UNIT 1	<i>Capstone assignment 2</i>
UNIT 2	<i>Corporate Communication 1</i>
UNIT 3	<i>Intercultural Communication & Competence</i>
UNIT 4	<i>Personal Development & Planning</i>

Title	<i>Intercultural Communication & Competence</i>
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Semester X1 | 02 | 03

Study load* 3 x 28 hours = 84 hours = 3 ec

Aim The aim of the course is to raise the students' awareness about the complexity of intercultural communication issues in different aspects of international communication and the importance of intercultural communication issues both at the organisational and at the individual level. Participants will acquire useful skills to enable them to communicate successfully in different cultural environments. The course will give students an opportunity to study culture related research and develop a critical view about the currently available frameworks. We shall examine national and organisational culture and will discuss the impact that a multi-cultural workforce can have on the day to day functioning of organisations.

We shall examine the work of important authorities in the field such as Adler, N., Bennett, Hall, Hofstede, Hampden-Turner, Trompenaars, and the relevance of their findings to different aspects of international communication.

We look at Culture shock - the experience of foreignness -as an important issue in today's global world.

There is an emphasis on applying theory and research findings to concrete case studies in international business settings. The use of case studies plays an important part in the delivery of this module.

Learning outcomes: On successful completion of this module students will be able to:

- reflect on and analyze intercultural communication issues creatively
- appreciate the importance of cultural factors in international communication and act innovatively in related problem solving situations
- compare different cultures using appropriate contextual frameworks
- understand the complexity of communication processes within organizations
- identify good practice for handling intercultural communication conflict situations and leading workforces of different cultural background

Title	<i>Intercultural Communication & Competence</i>
Content*	<p>The course will give students an opportunity to study culture related research and develop a critical view about the currently available frameworks. We shall examine national and organisational culture and will discuss the impact that a multi-cultural workforce can have on the day to day functioning of organisations.</p> <p>We shall examine the work of important authorities in the field such as Adler, N., Bennett, Hall, Hofstede, Hampden-Turner, Trompenaars, and the relevance of their findings to different aspects of international communication.</p> <p>We look at Culture shock - the experience of foreignness -as an important issue in today's global world.</p> <p>There is an emphasis on applying theory and research findings to concrete case studies in international business settings. The use of case studies plays an important part in the delivery of this module.</p> <p>Topics:</p> <ul style="list-style-type: none"> • Interaction in a Diverse World • Definitions, nature, layers and levels of culture • Cultural Diversity in perception • Theoretical frameworks for studying intercultural communication • Stereotypes and their role in intercultural communication • Understanding Business Cultures • Culture shock and its role in today's globalized world • Intercultural Teams • Language, Culture and Communication • Characteristic features of Intercultural communication in Hungary
Assessment type(s)*	<p>Assignments Participation/Attendance Professional conduct</p>
Rationale for assessment and relationship of assessment methods to competencies	<p>The methods of assessment focus on the reflective ability of the student to be aware of his/her own culture and cultural biases. Through classroom discussion, debate and role play he/she will demonstrate his/her ability to contemplate cultural issues and his/her own professional conduct from an abstract level. Assignments which provide the student with the opportunity to personally reflect on his/her own intercultural competences.</p> <p>The individual assignment tests the skills of critical analysis of an organisational issue within an intercultural context while demonstrating sensitivity to cultural and ethical issues in organisations.</p>
Didactical forms	<p>(Guest)Lectures and seminars group discussions, presentations by students and case study analyses. Simulations</p>

Title	Intercultural Communication & Competence
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**Literature
(indicative)**

Adler, N. (1997) *International Dimensions of Organisational Behaviour*, Wadsworth Publishing Company

Falkné Bánó, K. (2008) *Kultúraközi kommunikáció. Az interkulturális menedzsment aspektusai. Cultural Aspects of Doing Business in Hungary*, Perfekt

Gullestrup, H. (2006) *Cultural Analysis – towards cross-cultural understanding*, Copenhagen Business School Press

Hampden -Turner, C. Trompenaars, F. (2000) *Building Cross-cultural competence*, John Wiley & Sons LTD

Hofstede, G. (1997) *Culture and Organisation: Software of the Mind*, McGraw-Hill

Holden, N. (2002) *Cross-Cultural Management, A Knowledge Management Perspective*, FT/Prentice Hall

Marx, E. (1999) *Breaking Through Culture Shock*, Nicholas Brealey

Polyák, I. (2004) *Cross-cultural Communication*, Perfekt

Samovar, L. (2001) *Communication between Cultures*, Wadsworth

Schneider, S. and Brasseur, J-. (2003) *Managing Across Cultures*, FT/Prentice Hall

Tayeb, M. (2000) *International Business*, FT/ Prentice Hall

Trompenaars & Hampden -Turner (1997) *Riding the Waves of Culture*, Nicholas Brealey

Recommended Internet Resources

The Delta Intercultural Academy www.dialogin.com

The National Center for Languages www.cilt.org.uk

Semester 1 – Core Courses

	<i>The Strategic Cycle: Communication Planning & Management</i>
UNIT 1	<i>Capstone assignment 3</i>
UNIT 2	<i>The Strategic Cycle and Communication</i>
UNIT 3	<i>Organisational & Management theory</i>
UNIT 4	<i>Personal Development & Planning</i>
	<i>General description</i>

Semester	1
Study load*	280 hours – 10 ec
Main competencies	International and intercultural orientation, communicative capability, implementing capability, innovative capability
Aims	<p>This module aims to develop an understanding and critical awareness of the strategic nature of communication, its all embracing role as a management function, and the contribution it makes to the achievement of strategic business objectives.</p> <p>Communication Planning and Management has as its primary objective the enabling of effective, planned communication across a range of media to secure understanding and commitment of stakeholders to the mission, strategy and attainment of organisational objectives.</p> <p>Students will obtain</p> <ul style="list-style-type: none"> • an understanding of the communication planning process in relation with the strategic decision making process of the organization within an intercultural context. • planning and management skills within the given context.
Professional role	(Project) Manager
Level	Strategic/Tactical
Related Units	Management workshop Strategic cycle Organizational and Management theory

Semester 1 – Core Courses

	The Strategic Cycle: Communication Planning & Management
UNIT 1	Capstone assignment3
UNIT 2	<i>The Strategic Cycle and Communication</i>
UNIT 3	<i>Organisational & Management theory</i>
Capstone assignment3	

Semester X1 | 02 | 03

Study load* 4 ec

Aim The aim of this unit is provide students with a simulation of a professional context enabling them to develop their

- Understanding of the communication planning process in relation with the strategic decision making process of the organization within an intercultural context.
- Planning and management skills within the given context.

Professional situation Your organisation is on the verge of introducing a brand in a foreign target market. The situation analysis for this target market has been executed. This information, together with the (re)positioning advice of an external consultancy agency, is available to the management of the organization. Now the (intercultural) communication plan has to be developed in order to provide for successful introduction in the foreign target market.

Professional task As the (corporate) communication manager, you have to write the communication plan, and secure the necessary resources (time and money) within the limited resources of the organisation.

Professional product Management Report: Communication plan

Client Case study: Companies or organisations engaged in positioning / identity issues in an intercultural setting.

Learning outcomes: Students

- are familiar with the theoretical basis of project-based work approaches.
- have a better understanding of project management method in relation to large, medium-sized and small communication projects
- have practical experience in setting up and managing a communication project
- are able to plan communication to achieve organisational objectives.

Capstone assignment 3

Content*

- Project management:
- The Project: What is a Project?
- People working on projects
- The project from start to finish
- Planning and scheduling
- Drawing up a project plan
- Organizing and participating meetings
- Conducting interviews
- Writing letters
- Writing a report
- Holding a presentation
- Making an executive summary

Communication planning:

- Situation analysis
- Target group selection
- Communication objectives
- Message strategy & tactics
- Implementation
- Evaluation

Assessment type(s)*

Assignments
X Participation / attendance
X Presentation
X Professional product
X Professional conduct
X Report

Rationale for assessment and relationship of assessment methods to competencies

The assessment methods reflect the didactical philosophy of competency-based learning. The student will need to display professional conduct as an individual as and a member of a team. He will need to show an adequate contribution to the professional product(s) – both academically and personally.

Didactical forms

X (Guest) Lectures / seminars
X Simulation & role plays
X Group work and coaching

Literature (indicative)

Project Management, A practical approach by Roel Grit, 2003.
Managing Successful Projects with PRINCE2

Books used in the Corporate communication units.

Semester 1 – Core Courses

	The Strategic Cycle: Communication Planning & Management
UNIT 1	Capstone assignment 3
UNIT 2	The Strategic Cycle and Communication
UNIT 3	Organisational & Management theory
	The Strategic Cycle and Communication

Semester X1 | O2 | O3

Study load* 3 x 28 hours = 84 hours = 3 ec

Aim The aim of this unit is to develop the students' understanding and insight into

- The strategic cycle of the organisation
- The role and responsibility of the communication professional in the decision making process.

Content* This course presents a study of communication theories, research and application models of communication. It is discussed of communication strategy on operational, tactical and strategic levels in relation to the strategic cycle of the organisation.. Another area of interest in the course is the interdependence of environment, structure, target and communication strategy process. Learn how to control and measure all stages of the SMART model.

Learning outcomes: Knowledge: Basic and contemporary communication theories, concepts and models, the strategy cycle, organisational theory, theory of complex communication skills such as commitment building.

Skills:

- Identify what research is required for communication strategy
- determine appropriate campaign objectives
- select and justify chosen strategy and tactics
- determine required timescales and resources
- evaluate the effectiveness of the campaign and review future directions

Attitudes:

understand why planning and management are important for successful communication

Didactical forms X (Guest) Lectures / seminars
X Tutorials

Assessment type(s)* Presentation & written exam

Rationale for assessment and relationship of assessment methods to competencies This unit focuses on developing the student's understanding and critical reflection of the external international environment and its relationship with the organisation. Seminar presentations will measure the insights with fellow students and test his or her capability to formulate and defend viewpoints. A written exam can assess the individual student's knowledge, understanding and insight.

**Literature
(indicative)**

Cornelissen, J. (2008) Corporate Communication, A Guide to Theory and Practice. 2nd ed. London: Sage.

Smith, R.D. (2005) Strategic Planning for Public Relations, 2nd ed., Hillsdale: Lawrence Erlbaum

Windahl, S. and Signitzer, B. (2009) Using Communication Theory: An Introduction to Planned Communication. 2nd ed. London: Sage

Recommended reading

Cutlip, S. M., Center, A. H. and Broom, G. M. (2008) **Effective Public Relations**. 10th ed. Upper Saddle River, NJ: Prentice-Hall.

Dozier, D. M., Grunig, L. A. and Grunig, J. E. (2001) 'Public Relations as Communication Campaign'. In R. E. Rice and C. K. **Atkin**. (eds.) Public communication campaigns. 3rd ed. London: Sage: **231-48**.

Gregory, A. (2000) Planning and Managing Public Relations Campaigns. 2nd ed. London: IPR/Kogan Page.

Grunig, J.E. (1992) (ed.) Excellence in Public Relations and Communication Management. Hillsdale; Lawrence Erlbaum

L'Etang, J. and Pieckza, M. (2006) Public Relations. Critical Debates and Contemporary Practice. Hillsdale: Lawrence Erlbaum.

Moss, D. and DeSanto, B. (eds.) (2001) **Public Relations Cases : international perspectives**. London: Routledge.

Tench, R. and Yeomans, L. (eds.) (2009) **Exploring Public Relations, 2nd ed.** Harlow: FT Prentice Hall

Watson, T. and Noble, P. (2007). Evaluating Public Relations: A best practice guide to public relations planning, research and evaluation. London: CIPR/Kogan Page.

Semester 1 – Core Courses

	<i>The Strategic Cycle and Corporate Communication</i>
UNIT 1	<i>Capstone assignment 3</i>
UNIT 2	<i>The Strategic Cycle and Communication</i>
UNIT 3	<i>Organisational & Management theory</i>
	<i>Organisational & Management theory</i>
Semester	<i>X1 O2 O3</i>
Study load*	3 x 28 hours = 84 hours = 3 ec
Aim	The aim of this unit is to develop the students <ul style="list-style-type: none"> • Understanding innovation as a management principle within organisations by embedding of organizational theory in a more fundamental theoretical framework of institutions
Content*	Topics: <ul style="list-style-type: none"> • Management and Organizations • Innovation, Entrepreneurship, and Competence • Evolution • Institutions • Knowledge • Language • A Theory of Interactive Learning • An Elaboration with Scripts • Integration and Disintegration • Innovation Systems
Learning outcomes:	The students will have gained knowledge and insight into the importance of innovative thinking within the learning organization and have understanding of the role and responsibility of the communication professional in this context.
Didactical forms	Seminars
Assessment type(s)*	Presentations and written exam
Rationale for assessment and relationship of assessment methods to competencies	This unit focuses on the developing the student’s understanding and critical reflection of the external international environment and its relationship with the organisation. Seminar presentations will measure the insights with fellow students and test his or her capability to formulate and defend viewpoints. A written exam can assess the individual student’s knowledge, understanding and insight.
Literature (indicative)	Nooteboom, Bart, Learning and Innovation in Organizations and Economies. Oxford University Press. Scott, John, and Gordon Marshall (ED), Oxford Dictionary of Sociology, Oxford University Press, 2009 Jones, Gareth, Organizational Theory, Design and Change:International Edition 5th edition – paper ISBN 9780132402361

SEMESTER 2 – SPECIALISATIONS

	Hanze University Groningen, Applied Sciences
UNIT 1	International Public Affairs
UNIT 2	<i>International Marketing Communication</i>
UNIT 3	<i>Development Communication</i>
Title	International Public Affairs

Semester **0 1 | X 2 | 0 3**

Study load* 280 hours 10 ECs

Professional role O Researcher
 O Manager
 x Consultant
 O Facilitator
 O Trainer
 X Spokesperson
 O other

Professional task Policy advice/ spokesperson

Professional product Public affairs strategy

Level O Operational
 O Tactical
 x Strategical

Client International institutions (UN, World Bank, European Ombudsman)
 Multinationals (Gasunie N.V.) within the context of an international battle organized by Student Media.

Competence description 1, 2, 3, 6,

Content*	<p>Effective public affairs, as a function of corporate communication, plays a vital role in shaping public policy, public acceptance and public perception; necessary ingredients to help create a receptive environment that allows organizations to meet their strategic objectives. The international PA practitioner operates in a dynamic political and societal context and is mainly concerned with communication in a non-market external environment. What is the role communication plays in facilitating relationships and understanding between an organization and its many stakeholders? How do international companies adapt communication activities to their many publics? The main goal of this course is to develop a practical and informed understanding of what constitutes public affairs for the many stakeholders active in the international arena: international institutions (EU/ UN0, businesses, NGOs and not- for-profit sectors. Students learn how to identify and evaluate key external organizational forces (stakeholders) and environments impacting organizations, both profit and not-for profit. Students should become familiar with and be able to understand and apply public affairs/communication strategies as well as tools for dealing with those public issues, so that these strategies and tools will significantly affect the organization in a positive way.</p>
Learning outcomes:	<p><i>Descriptions of learning outcomes</i></p> <p><input type="checkbox"/> Knowledge: To understand and assess the factors of the relevant international environment relevant to Public affairs To recognize the competing interests and strategic alternatives that surround any issue, particularly in International public policy environments, and why this recognition is a necessary complement to issue analysis; To be able to anticipate the issues and challenges that may arise when companies are engaged in the policymaking in different domestic political environments</p> <p><input type="checkbox"/> Skills: To be able to persuade others, particularly the client and create support for solutions. To remain focused and calm under difficult circumstances.</p> <p><input type="checkbox"/> Attitude Work within professional ethics.</p>
Didactical forms	<p><i>(ticking more than 1 is allowed)</i></p> <p>X (Guest) Lectures / seminars X Skills training/ workshops X Project <input type="checkbox"/> Simulation <input type="checkbox"/> Graduation project <input type="checkbox"/> Individual counselling <input type="checkbox"/> Graduation project <input type="checkbox"/> International placement <input type="checkbox"/> Internship <input type="checkbox"/> Tutorials</p>

Assessment type(s)* (ticking more than 1 is allowed)

- Assignments
- Oral exam
- Participation / attendance
- Performance assessment
- Portfolio assessment
- Presentation
- Professional product
- Professional conduct
- Report

Literature / study materials

Books

Cornelissen, J. *Corporate Communication, A guide to theory and practice*, London, Sage 2011.
Ph. Harris, C.S. Fleisher, *The Handbook of Public Affairs*, Sage, 2005
Vos, M, Schoenmaker, H. *Monitoring public perceptions of organisations* Amsterdam, Boom Onderwijs, 2006

Articles

In search of Public affairs: A function in search of an identity, *Journal of Public Affairs*, 2001 pp. 102-110.

How political and social change will transform the EU PA industry. Titley, S. In: *Journal of Public Affairs*, 2001 pp. 83-89.

Synchronized Speaking, Berg, A.J. In: *Communication Director* 2008 vol 3. pp. 6-8

Krafting the obesity Message: A case study in framing and issues management, Darmon, K., Fitzpatrick, K. Bronstein, C. In: *Public Relations Review* 34 (2008), pp. 373-379.

Staying connected, The communication between organizations ad their environment, Cees van Woerkum and Noelle Aarts, *Corporate Communications: an International Journal*, Vol. 13 No. 2, 2008 pp. 197-211.

Corporate lobbying in Europe: managing knowledge and information strategies Taminiou Y., Wilts A. (2006) *Journal of public affairs* 2006 6 pp. 122- 130

The GMO Food Arena in the EU, Schendelen, van R., In: *Journal of Public Affairs*, vol. 3 no. 3, 2003 pp. 225-231.

Names of teaching staff Astrid Berg

Offered by .Hanze University Groningen, Applied Sciences Groningen

Contact person Dr. A.J. Berg

Semester 2 – Specializations

	Hanze University Groningen, Applied Sciences
UNIT 1	<i>International Public Affairs</i>
UNIT 2	<i>International Marketing Communication</i>
UNIT 3	<i>Development Communication</i>
Title	<i>International Marketing Communication</i>

Title	<i>International Marketing Communication</i>
<i>Semester</i>	O 1 X 2 O 3
<i>Study load*</i>	280 hours 10 ECs
<i>Professional role</i>	<input type="radio"/> Researcher <input type="radio"/> Manager <input checked="" type="radio"/> Consultant <input type="radio"/> Facilitator <input type="radio"/> Trainer <input type="radio"/> Spokesperson <input type="radio"/> other
<i>Professional situation</i>	Providing international communication advice in a professional setting. The student is a consultant. He or she has to give advice to a client. The client has a specific (strategic communication-related) problem that needs to be solved. The problem has to be in an international setting.
<i>Professional task</i>	Consultant: provide a client-oriented and solution-oriented advice to an external client
<i>Professional product</i>	A written report , and a professional presentation
<i>Level</i>	<input type="radio"/> Operational <input type="radio"/> Tactical <input checked="" type="radio"/> Strategical
<i>Competencies</i>	Focus on: 1, 2, 3, 7

Client

The context is a group assignment. Students work in a group to execute the assignment. The assignment is executed for a real-life client in the professional field.

Examples of clients are:

1. Multinationals (MNE's) in need of a market research, marketing, PR or communication advice.
2. Small and medium-sized enterprises (SME's):
 - SME's desiring to enter international / foreign markets
 - SME's desiring to expand in their foreign markets
 - SME's desiring to get foreign supplies

Examples of assignments:

- Defining an image profile for renewable energy sources within the framework of the energy transition.
The Northern Netherlands and the North Sea contain the largest natural gas reserves of Western Europe. The energy sector is an important industry in this area, home to important multinationals as GasTerra, Gasunie and NAM (part of Royal Dutch Shell). The MIC participates in the annual NRG Battle.
- Reputation management in the automotive industry. The industry is faced with the challenge of creating and maintaining a reputation as being CSR-focused, while at the same time there is the competitive pressure of cost efficient production

A multidisciplinary approach of the assignments is emphasized. In some assignments students will cooperate with students from the MBA program.

*Content**

During the course, the students will work on their international marketing communications project. This is a group project. The type of project might make it necessary that during part of the course, students have to work 'on location' (e.g. if the project involves field activities in another country).

The execution is supported by theoretical subjects. The following subjects will be offered:

- strategic & international marketing
- strategic brand management
- international management and communication skills

<i>Learning outcomes:</i>	<p>The student is able to:</p> <ul style="list-style-type: none"> • understand the importance of strategic brand management for an effective communication strategy • design strategic brand management in an international setting • understand the psychological principles underlying an individual's behavior, and apply this knowledge –in an ethical way- to design an effective communication strategy • be sensitive to intercultural differences, and their influence on psychological processes, and use this sensitivity to make a deliberate choice on the amount of cultural adaptation needed in a certain communication context • apply communication knowledge and communication skills in a professional setting • have a professional attitude, a solution-oriented and client-oriented mindset
<i>Didactical forms</i>	<p>X (Guest) Lectures / seminars X Workshop X Project</p>
<i>Assessment type(s)</i>	<p>X Presentation X Professional product X Professional conduct X Report X Written exam</p>
<i>Literature</i>	<p>Keller, Kevin L. (2008). Strategic Brand Management: Building, Measuring, and Managing Brand Equity The material of the core courses</p>
<i>Names of teaching staff</i>	<p>Erik Kosteljik, MSc, PhD candidate</p>

Offered by Hanze University Groningen

Semester 2 – Specializations

	Hanze University Groningen, Applied Sciences
UNIT 1	<i>International Public Affairs</i>
UNIT 2	<i>International Marketing Communication</i>
UNIT 3	<i>Development Communication</i>
Title	Development Communication

Title Designing Strategic Development Communication

Semester O 2

Study load* 280 hours 10 ECs

Professional role Researcher
Manager
Consultant
Facilitator

Professional situation The starting point for this specialization is learning how to design and integrate strategic communication in development projects. Two real life case studies from the Worldbank and United Nations Environment Program will be used.

Professional task Research and propose solutions for a communication problem;
To facilitate communication processes.

Professional product Strategic Communication Plan, Participatory Action Research Report, Evaluation Research Report
Criteria: The reports should contain an argued research design, sampling issues related to validity; reliability and representativeness are taken care of, clear and transparent research results, solution to the problem as defined in the research design, realistic analysis of the research data, lists the main conclusions and recommendations for future research.

Facilitation Tools such as: Workshops, International Consensus Building, Negotiation skills, international conflict resolution, Cross cultural/Multicultural communication advice, Focus Group Interview Skills will be used.

Level Tactical & Strategic

Client United Nations Organizations, World Bank, National Governments, Non-Governmental Organizations, Multi National Corporations, Local Governments, Regional Organizations.

Competencies focus on 1, 2, 3, 6

Title	Development Communication
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Content*

Description of the content (max. 1500 characters/ ½ A4)

Development Communication is a specialization aimed at enhancing the professional training of development practitioners all over the world. It aims at integrating strategic communication into development projects through participatory action research method.

In this specialization the following topics will be addressed:

- Major trends in development communication
- Integrating strategic communication in developments project
- Using communication to facilitate participation in UN, World Bank, Bilateral and Multi-Lateral Projects
- Negotiation and Consensus building skills
- Participatory research and participatory development communication
- Learn to use participatory methods and tools such as: rural radio, internet etc.

Students will work together in groups to review and discuss different theories and practices in Development Communication. They will participate in the ongoing World Bank, and United Nations Environment Program (UNEP) research projects

- Regional Integration Assistance Strategy for Sub-Saharan Africa (RIAS) (World Bank project)
The "Regional Integration Assistance Strategy consists of strengthening the collaboration and the integration across

Africa's borders as a method towards a continent integration in the global economy and a critical building block for

stronger growth and poverty alleviation. A major research question to be answered is: How can communication be an

integrated part of the RIAS, and guarantee the success of its goals? The assignment is to analyze and write a communication plan

on the manner that the communication department integrates the "RIAS" when approaching sub-Saharan Countries.

- Biosafety Clearing House related to the Cartagena Protocol on Biosafety (UNEP Project)

How can communication be an integrated into the implementation of the Biosafety Clearing House of the Cartagena

Protocol and to ensure its success in member countries?

Title	Development Communication
<i>Learning outcomes:</i>	<p>Descriptions of learning outcomes</p> <p><input type="checkbox"/> Knowledge:</p> <p>At the end of the specialization students will:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> have developed knowledge of and insight in relevant theories concerning the role of communication in development projects: <input checked="" type="checkbox"/> be able to combine these insights and to use them for analysing real-life problem situations and practices in UN, NGO, Government or Multinational development projects <input checked="" type="checkbox"/> be able to use theories for developing research questions <input checked="" type="checkbox"/> be able to conduct research using techniques such as participatory action research, focus group, surveys etc <input checked="" type="checkbox"/> be able to analyse, design, and manage communication in development projects <input checked="" type="checkbox"/> Be able to manage change in organizations <p><input type="checkbox"/> Skills:</p> <ul style="list-style-type: none"> - Research Skills - Facilitation Skills <p><input type="checkbox"/> Attitude</p> <ul style="list-style-type: none"> - Appreciate the importance of integrating strategic communication in development projects.
<i>Assessment</i>	<p>Description of assessment</p> <p><input type="checkbox"/> Individual: Presentation and active contribution to team work.</p> <p><input type="checkbox"/> Group: Group discussion and presentation, Group research project and report writing.</p>
<i>Didactical forms</i>	<p>(ticking more than 1 is allowed)</p> <p><input type="checkbox"/> (Guest) Lectures X</p> <p><input type="checkbox"/> Skills training/ workshops X</p> <p><input type="checkbox"/> Project X</p> <p><input type="checkbox"/> Graduation project X</p> <p><input type="checkbox"/> International placement X</p>
<i>Assessment type(s)*</i>	<p>(ticking more than 1 is allowed)</p> <p>X Assignments</p> <p>X Presentation</p> <p>X Report</p> <p>X Written exam</p> <p>X Professional product</p> <p>X Professional conduct</p>

Title	Development Communication
<i>Literature</i>	<p>Paolo Mefalopulos (2008). Development communication sourcebook :broadening the boundaries of communication. Published by the World Bank ISBN 978-0-8213-7522-8 (print) -- ISBN 978-0-8213-7523-5 (electronic)</p> <p>Guy Bessette (2004). Involving the Community: A Guide to Participatory Development Communication. Jointly published by South Bound and the International Development Research Centre (IDRC) Ottawa, Canada. ISBN: 1-55250-066-7</p> <p>- Articles will be handed out in a binder</p>
<i>Names of teaching staff</i>	Dr. ir. Hope Webber, Maureen Jenkins
<i>Offered by</i>	Dr. ir. Hope Webber
<i>Contact person</i>	Dr. ir. Hope Webber

SEMESTER 3 – DISSERTATION

UNIT 1	<i>Dissertation</i>
UNIT 2	<i>Personal Development & Planning</i>
Dissertation (Thesis)	
Semester	0 1 0 2 X 3
Study load*	840 hours 30 EC's
Professional role	The MIC program emphasizes applied learning in a real-client context. The Graduation Assignment itself is treated as a “consultancy” rather than an internship in that your client organization offers a specific assignment with an end-product. The various professional roles are included: The student acts as an independent consultant, performing his or her own research to come up with results. Part of the results can be in the form of a management advice
Professional situation	The organization is confronted with a complex problematic situation, which needs to be addressed from a communication perspective. The organisation actively requests the guidance and assistance from an in-house or independent communication professional. There are two ways in which to complete the graduation project: <ol style="list-style-type: none"> 1. The student completes an agreed-upon consultancy assignment on-site. This can be combined with an internship 2. The graduation project is treated as an independent consultancy assignment
Professional task	To provide the client with a motivated, proposed solution for a complex communication problem within an international & intercultural context
Professional product	Product s <ul style="list-style-type: none"> ➤ Research Proposal ➤ Graduation Report (fulfilling academic and professional standards) ➤ Presentation of the Graduation Report
Level	X Strategical
Client	National & international organizations & companies working in an international or intercultural context.
Competence description	The student shows that he has mastered the knowledge, skills and attitudes to work as a communication professional at a strategic level in an international(ly oriented) organization & within an intercultural context. The student shows that he is reflective practitioner.
Content*	The assignment includes the following: <ul style="list-style-type: none"> • International dimension & perspective • Based on practical experience • Solves a problem for a client • Solution based on applied research within a certain context

Assessment

Description of assessment

The assignment can be either done either in a team of students or individually. The assessment is always individual.

The assessment includes three aspects:

- Graduation report
- Research proposal
- Presentation of the Graduation Report
- Transcript of work (optional)

The schools are finally responsible for the assessment of the master proof, specifically how they include the transcript of work in their assessment.

Written texts (Report and Proposal)

1. The written text may be handed in individually or as a group, depending on the assignment.
2. In case the work is handed in as a group, each individual's contribution should be specified.
3. The work is assessed by two teachers from different partners.
4. The written work must meet the national criteria, along with the consortium criteria, including applied research.
5. Possible texts: thesis, report, advice, communication plan, model, scenario, other complex professional texts.
6. The school(s) is/are responsible for the assessment of the written work.

Oral Exam (Presentation of the Graduation Report)

1. The oral exam is an individual exam.
2. The examination body includes a representative from the professional field (for example someone from the advisory board).
3. The oral exam must meet national standards along with the consortium criteria, including professional presentation.
4. Possible formats: oral exam, conference presentation, presentation before an audience of their peers, in-company presentations
5. The school(s) is/are responsible for the assessment of the oral exam.

Transcript of work (optional)

1. The transcript of work is based on the individual's performance for the client.
2. In case of group work, the client also gives his impression of the professionalism of the group.
3. The main questions to be answered are: How satisfied is the client? How useful is the product?
4. The client is responsible for the assessment of the transcript of work.
5. How the transcript of work fits into the equation of the assessment of the master proof, is the responsibility of the school.

<i>Didactical forms</i>	<ul style="list-style-type: none"> X Skills training/ workshops (not mandatory) X Graduation project X Individual counseling X International placement X Intersession
<i>Assessment type(s)*</i>	<ul style="list-style-type: none"> X Oral exam X Participation / attendance X Professional product X Professional conduct
<i>Literature (indicative)</i>	<i>Swale, J.M., Freak, C.B. Academic Writing for graduate students: a course for non-native speakers of English (2004), ISBN 047288564</i>