

<b>PART 2</b>	<b>Semester 2 – Specialisations</b>
	<b>IULM University of Language and Communication</b>
<b>UNIT 1</b>	<b>Development &amp; Communication</b>
<b>UNIT 2</b>	<i>Public Affairs &amp; Advocacy</i>
<b>UNIT 3</b>	<i>Social Responsibility &amp; Communication</i>
<b>Title</b>	<b>Development and Communication</b>
<b>Semester</b>	O 1   X 2   O 3
<b>Study load*</b>	10 x 28 hours = 280 hours = 10 ECTS
<b>Aim</b>	<p>The program aims to</p> <ul style="list-style-type: none"> <li>• Describe different theoretical approaches to communication in development and their links to changing ideas about development</li> <li>• Develop a critical understanding of communication theory and the practical application of communication media in development contexts</li> <li>• Strengthen professional competence in the design, planning and management of information and knowledge in development interventions.</li> </ul> <p>The course is particularly relevant for students interested in becoming development professionals with responsibilities for communication, knowledge management and transfer functions, or students interested in becoming media professionals intending to move into development support communications.</p>
<b>Learning outcomes</b>	
<b>Professional role</b>	
<b>Professional situation</b>	
<b>Professional task</b>	
<b>Professional product</b>	
<b>Level</b>	O Operational O Tactical X Strategically
<b>Client</b>	
<b>Content*</b>	
<b>Assessment</b>	X Individual assessment: X Group assessment:

<b><i>Rationale for assessment and relationship of assessment methods to competencies.</i></b>	The assessment methods reflect the didactical philosophy of competency-based learning. Students will need to display professional conduct as individuals and as team members, and adequate contributions to the professional products, both academically and personally.
<b><i>Didactical forms</i></b>	
<b><i>Assessment type(s)*</i></b>	At least a Professional product: Professional conduct
<b><i>Literature (indicative)</i></b>	
<b><i>Names of teaching staff</i></b>	IULM: Andrea Rossi, Phd.

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<b>UNIT 3</b>	<i>Social Responsibility &amp; Communication</i>
<b>Title</b>	<b>Public Affairs and Advocacy</b>
<b>Semester</b>	O 1   X 2   O 3
<b>Study load*</b>	10 x 28 hours = 280 hours = 10 ECTS
<b>Aim</b>	<p>This seminar provides an intensive exploration into the art and craft of the lobbying profession. You will be immersed in the strategies, tactics, methods, techniques, regulations, and ethics of those who advocate public policy options to public officials.</p> <p>These course will use both applied and theoretical approaches. You will gain both understanding of and insight into the lobbying profession as it is currently practiced at the federal level. The course is structured around several lobbying topics, including: (1) Development of a Strategic Game Plan; (2) Principles and Practices of Lobbying; (3) Communications &amp; Internet Strategy and its impact on Lobbying; (4) Grassroots Lobbying; (5) Coalition Building; (6) Direct Lobbying, and (7) Rules, Regulations, and Ethics in the Lobbying Environment. Some comparisons will be made between lobbying U.S. In addition, each student will be placed on a team that will construct a lobbying strategy for a particular policy issue. The policy issue related to the problem of global warming will be used as case study.</p>
<b>Learning outcomes</b>	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a deep knowledge and understanding of concepts;</li> <li>• apply analytical frameworks and concepts , construct a lobbying strategy and implement it</li> <li>• understand and develop lobbying and public affairs tools;</li> <li>• demonstrate a deep knowledge of Us lobbying model; the student should be able to develop Mediterranean lobbying model and/or a US model for the appropriate situations</li> </ul>
<b>Professional role</b>	Consultant, Manager
<b>Professional situation</b>	The consultant has to develop a strategic game plan, both for managing an organization’s relationship with stakeholders and for influencing a policy maker in a new policy building process.
<b>Professional task</b>	<ul style="list-style-type: none"> <li>• A client is interested in identifying the best relations strategy with its stakeholders;</li> <li>• A client is interested in influencing the policy formulation and decision-making processes</li> <li>• A client is interested in obtaining support for specific projects</li> </ul>
<b>Professional product</b>	situation analysis, public affairs and lobbying strategy, consultancy report

<b>Title</b>	<b>Public Affairs and Advocacy</b>
<b>Level</b>	O Operational O Tactical X Strategically
<b>Client</b>	If possible, please name the real company or give an indication of the type of organisation Case study: Companies or organisations with particular stakeholders relations needs; Companies or organisations managing a compelling event determined by a policy maker/public administration/international organization
<b>Content*</b>	Development of a Strategic Game Plan; (2) Principles and Practices of Lobbying; (3) Communications & Internet Strategy and its impact on Lobbying; (4) Grassroots Lobbying; (5) Coalition Building; (6) Direct Lobbying, and (7) Rules, Regulations, and Ethics in the Lobbying Environment. The course will focus on the lobbying strategy and on creating and managing strategic relations with relevant stakeholders.
<b>Assessment</b>	Description of assessment X Individual: professional product & professional conduct  X Group: professional product & professional conduct
<b>Rationale for assessment and relationship of assessment methods to competencies.</b>	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.
<b>Didactical forms</b>	Guest Lectures / seminars Simulation & role plays Workshops
<b>Assessment type(s)*</b>	At least a Professional product: Professional conduct

<b>Title</b>	<b>Public Affairs and Advocacy</b>
<b>Literature (indicative)</b>	<p>Compulsory:</p> <ul style="list-style-type: none"> <li>• <u>Corporate Public Affairs: Interacting With Interest Groups, Media, And Government (Lea's Communication Series) (Lea's Communication Series) by Otto Lerbinger (Paperback - Oct 18, 2005)</u></li> <li>• <u>Public Affairs in Practice: A Practical Guide to Lobbying (PR in Practice) by Stuart Thomson, Steve John, and George J Mitchell (Paperback - Jan 10, 2007)</u></li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>• <u>Handbook of Public Affairs by Phil Harris and Craig S Fleisher (Hardcover - Jul 15, 2005)</u></li> <li>• <u>European Parliament DG Research 2003</u></li> <li>• <u>Lobbying in the European Union: current rules and practices (AFCO 104 EN)</u></li> <li>• <u>Influencing with Integrity Geniez Laborde – Sintony Publishing Palo Alto - CA</u></li> </ul> <p>Websites:</p> <p><a href="http://www.publicaffairsnetworking.com">http://www.publicaffairsnetworking.com</a>  <a href="http://epaca.org/">http://epaca.org/</a>  <a href="http://europa.eu.int/comm/civil_society/coneecs/index_en.htm">http://europa.eu.int/comm/civil_society/coneecs/index_en.htm</a>  <a href="http://www2.europarl.eu.int/lobby/lobby.jsp?lng=fr">http://www2.europarl.eu.int/lobby/lobby.jsp?lng=fr</a></p>
<b>Names of teaching staff</b>	<i>IULM: Massimiliano Giuseppe Falcone</i>

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<b>UNIT 3</b>	<b>Social Responsibility &amp; Communication</b>
<b>Title</b>	<b>Social Responsibility and Communication</b>
<b>Semester</b>	O 1   X 2   O 3
<b>Study load*</b>	10 x 28 hours = 280 hours = 10 ECTS
<b>Aim</b>	<p>This course will look into the role of the communication professional in relation to one of the major focus area's of today: social responsibility.</p> <p>The course purports to ensure coherence between corporate social responsibility practices and corporate strategy, with a special emphasis on the communication dimension. In order to do this, the course provides a primer into the understanding of the relationships companies undertake with their stakeholders, with a special emphasis for the role of those in the public and in the not-for-profit sector. The course examines two intertwined sets of issues, i.e. the ways in which corporations, like other citizens in democracies, claim entitlements based on their status and participate in political processes, and the ways in which corporations deliver goods and define through self-regulation the allocation and administration of rights.</p>
<b>Learning outcomes</b>	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a sound knowledge and a deep understanding of concepts;</li> <li>• apply analytical frameworks and concepts to the development and implementation of corporate social responsibility strategies coherent with overall corporate strategies;</li> <li>• understand the opportunities and pitfalls associated to corporate communication in the field of social responsibility;</li> <li>• demonstrate familiarity with the tools available for social responsibility reporting.</li> </ul>
<b>Professional role</b>	Manager, consultant
<b>Professional situation</b>	Non-market stakeholders are putting pressure on a given organization because they feel that, in the pursuit of its own objectives, it is detrimental to their own interests; the organization is expected to demonstrate that stakeholders' interests are actually taken into account in the formulation of corporate strategies
<b>Professional task</b>	The manager or the consultant must develop a corporate social responsibility strategy coherent with overall corporate strategy, and must decide whether and how to communicate corporate performance in the field of social responsibility to internal and external stakeholders.
<b>Professional product</b>	Corporate social responsibility strategy Corporate social responsibility communication plan
<b>Level</b>	O Operational O Tactical X Strategically
<b>Client</b>	(If possible, please name the real company or give an indication of the type of organisation) The course is especially relevant for large organizations operating in complex environments and dealing with a diverse range of stakeholders (e.g., multinational companies). Case studies used during the course feature organizations such as Wal-Mart, Playskool, Hydro-Quebec and Schiphol Airport.

<b>Title</b>	<b><i>Social Responsibility and Communication</i></b>
<b><i>Content*</i></b>	<ul style="list-style-type: none"> <li>• Growing expectations about the social role of business and the debate about “corporate social responsibility”.</li> <li>• The firm and its non-market environment: approaches to the mapping of organizational stakeholders.</li> <li>• Coping with the challenges of the non-market environment (A): regulation, self-regulation and codes of conduct.</li> <li>• Coping with the challenges of the non-market environment (B): creating intangible assets through corporate social responsibility.</li> <li>• Coping with the challenges of the non-market environment (C): corporate social responsibility as advocacy and interest representation.</li> <li>• Coping with the challenges of the non-market environment (D): the link between corporate social responsibility and corporate political strategies.</li> <li>• A framework for the development of corporate social responsibility strategies.</li> <li>• Tools for the communication of corporate social responsibility: social reports, environmental reports, sustainability reports.</li> <li>• Measurement issues behind the communication of corporate social responsibility.</li> </ul>
<b><i>Assessment</i></b>	<p>X Individual assessment: Final exam with open-ended questions and mini-case studies</p> <p>X Group assessment: Situation analysis, development of corporate social responsibility strategies and of corporate social responsibility communication plan</p>
<b><i>Rationale for assessment and relationship of assessment methods to competencies.</i></b>	<p>The assessment methods reflect the didactical philosophy of competency-based learning. Students will need to display professional conduct as individuals and as team members, and adequate contributions to the professional products, both academically and personally.</p>
<b><i>Didactical forms</i></b>	<p>Lectures Simulations &amp; role-plays Case discussions Guest lectures</p>
<b><i>Assessment type(s)*</i></b>	<p>At least a Professional product: Professional conduct</p>

<b>Title</b>	<b><i>Social Responsibility and Communication</i></b>
<b>Literature (indicative)</b>	<p>Compulsory:</p> <ul style="list-style-type: none"> <li>* Crane A. et al. (2008), <i>Corporations and Citizenship</i>, Cambridge: Cambridge University Press.</li> <li>* European Commission (2004), <i>ABC of the Main Instruments of Corporate Social Responsibility</i>, Bruxelles: European Communities.</li> <li>* Perrini F., Pogutz S., Tencati A. (2006), <i>Developing Corporate Social Responsibility: A European Perspective</i> ISBN13 978 1 84542 782 5.</li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>* Ernst &amp; Young, KPMG, PricewaterhouseCoopers, House of Mandag Morgen (1999), <i>The Copenhagen Charter. A Management Guide to Stakeholder Reporting</i>. Copenhagen: House of Mandag Morgen.</li> <li>* Gardberg N., Fombrun C. (2006), "Corporate Citizenship: Creating Intangible Assets Across Institutional Environments", <i>Academy of Management Review</i>, Vol. 31, pp. 329-343.</li> <li>* Garriga E., Melé D. (2004), "Corporate Social Responsibility Theories: Mapping the Territory". <i>Journal of Business Ethics</i>, 53, 51-71.</li> <li>* Gray R., Dey C., Owen D., Evans R., Zadek S. (1997), "Struggling with the Praxis of Social Accounting: Stakeholders, Accountability, Audits and Procedures". <i>Accounting, Auditing &amp; Accountability Journal</i>, 10(3), 325-364.</li> <li>* Ligteringen E., Zadek S. (2004), "The Future of Corporate Responsibility Standards". <i>Accountability Forum</i>, 4, 6-17.</li> <li>* O'Dwyer B. (2002), "Managerial Perceptions of Corporate Social Disclosure: An Irish Story". <i>Accounting, Auditing and Accountability Journal</i>, 15(3), 406-436.</li> <li>* Porter M.E., Kramer M.R. (2006), "Strategy and Society: The Link Between Competitive Advantage and Corporate Social Responsibility". <i>Harvard Business Review</i>, 84(12), 78-92.</li> <li>* Slob B., Weyzig F. (2007), "The Lack of Consistency Between Corporate Lobbying and CSR Policies", SOMO.</li> </ul> <p>Websites:</p> <ul style="list-style-type: none"> <li><a href="http://www.accountability.org.uk">www.accountability.org.uk</a></li> <li><a href="http://www.globalreporting.org">www.globalreporting.org</a></li> </ul>
<b>Names of teaching staff</b>	IULM: Luca Brusati