Master International Communication

Course Outlines 2016-2017
Semester 1

Please note:
- These course outlines are intended to give an idea of the course content involved in the courses offered at each Consortium partner university. We strive to provide the latest version available on our website. If officially enrolled, you will receive the most recent course outlines from your course instructor at your attending university.
- IULM, International University of Languages and Media does not offer a first semester.
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Course Outline Semester 1:
Hanze University of Applied Sciences
Groningen, The Netherlands

CURRICULUM OVERVIEW

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<td>Organizational Theory and Management - In the Context of the International Business Environment</td>
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General Description of the Semester

Semester 1

<table>
<thead>
<tr>
<th>weeks</th>
<th>Description</th>
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<tbody>
<tr>
<td>2 weeks</td>
<td>Bootcamp/intensive programme</td>
</tr>
<tr>
<td>12 weeks</td>
<td>Classes/reading weeks</td>
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<tr>
<td>4 weeks</td>
<td>Exams/final presentations</td>
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<td>1 week</td>
<td>Intensive programme/symposium/resits</td>
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<tr>
<td>2 weeks</td>
<td>Holidays</td>
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<tr>
<td>21 weeks</td>
<td>Total number of weeks</td>
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Study load

30 ECTS = 840 hours

Competencies

Main focus: International orientation, analytical capability, reflective capability, communicative capability, problem solving capability

Aims

This aim of these 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 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
- the students ability to cooperate in an international team

Professional role

Consultant / Researcher

Level

Strategic
### Related Units of study
- Boot camp
- International Business & Communication Project
- Research Methodology
- Intercultural competence, Leadership & Personal Development
- Corporate communication
- Organizational theory, management and economics.

### Semester 1 - Core Curriculum - Hanze University of Applied Sciences

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### Semester
- X 1 | O 2 | O 3

### Study load
- 56 hours (credit integrated into other units)

### Aim
- The aim of this unit is
  - to introduce the MIC & MIBM students to their programmes, the didactical set-up, the school (services), the city, each other, their teachers and the support staff.
  - to introduce the students to the international and intercultural working environment.

### Learning outcomes
- The student will
  - be able to find his way around the school & the information he or she needs
  - know who his or her fellow classmates and important staff members are
  - what is expected of him/her and what he/she can expect from the school
  - be familiar with the content and didactics of the programme

Please refer to the unit 3 (Intercultural competence, Leadership and Personal Development) for the intercultural and critical thinking learning outcomes.

### Indicative content
- Introduction to
  - school management
  - master specific modules
  - school and school services (library, sports, doctor, guidance counsellors)
  - blackboard (digital learning environment)
  - education and exam regulations
  - each other, the teaching and support staff
  - Campus & Groningen

Intercultural workshops (perception, observation, cultural self-awareness, intercultural teamwork

Critical thinking

Multi-disciplinary team assignment

Social activities

### Didactical form
- Seminars/lectures/assignments/workshops/excursions

### Assessment type(s)
- attendance & participation
Rationale for assessment and relationship of assessment methods to competencies

This unit focuses on preparing the students for their programme. Through the attendance and participation in different activities students will have a deeper understanding of the programme and the didactics. Only through participating in introductory activities will students be able to get to know each other, their teachers and the school.

Literature (required)

MIC Binder (will be handed out) including Teaching and examination regulations, student charter, schedules

Teaching staff

Arnd Mehrtens, Astrid Berg, Joana Duarte, Astrid Berg, Jeanine Deen, Marcel van der Poel, Bernoud Jonker, Iekje Smit

Support staff

Dania Fang, Iekje Smit
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**Semester**

X 1 | 0 2 | 0 3

**Study load**

5 ECTS over the full length of the semester

5 x 28 hours = 140 hour (of which appr. 40 hours of teaching hours)

approximately 6-7 hours a week

**Aim**

The aim of this unit is to 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 and international 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 a corporate story for different stakeholders.

**Professional task**

To describe and analyse the client’s situation and to offer motivated options for corporate storytelling for a variety of stakeholders from a cross media perspective. The options are based on context analysis including an intercultural analysis. The options are presented to the client.

**Professional product**

Evidence based advice and client presentation

**Client**

To be announced
it is necessary to make an intercultural analysis of the most relevant stakeholders. Together with the information from the context analysis, the options for the corporate story can developed. This course will cover the following topics:

- International and intercultural context analysis (research skills)
- Corporate communication theory
- Corporate storytelling
- Cross media strategies
- Scrum
- Consultancy

Within a professional context, the student will be able to work on the client’s brief as an equal member of a self-directing international reflective communication (scrum) team, to analyse the client’s brief and to present him with a few appropriate & theoretically motivated options for corporate stories from a cross media perspective for relevant of stakeholders, to the client’s satisfaction.

- LO1 - Perform as a member of a self-directing, reflective international team in a consultancy role
- LO2 - Analyse the client’s brief and the organization’s complex communication problem related to global issues and evaluates information and its sources critically.
- LO3 - Develop strategic communication solutions, based on research and creative insight
- LO4 - Advise, inform and present outcomes to the client’s and/or stakeholders’ satisfaction
- LO5 - To integrate the developed ideas and insights into a written product: a plan, a (research) report or a proposal

Assessment type(s)

X Professional product: Evidence based advice report & presentation to the client/seminar
X Professional conduct: Team work including peer feedback

Assessment

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<tr>
<th>Assessment based on</th>
<th>passing grade</th>
<th>weight</th>
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<tbody>
<tr>
<td>Evidence based advice report (group)</td>
<td>5,5</td>
<td>60%</td>
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<tr>
<td>Client/seminar presentation (group)</td>
<td>5,5</td>
<td>40%</td>
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<tr>
<td>Teamwork</td>
<td>pass</td>
<td>conditional</td>
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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

Workshop - scrum
Group work & coaching

Literature (mandatory)


Literature (indicative)


Course support

Blackboard
Teaching staff

Astrid Berg, PhD
a.j.berg@pl.hanze.nl

Iekje Smit
h.c.smit@pl.hanze.nl

Semester 1

<table>
<thead>
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Semester X 1 | O 2 | O 3

Study load
5 ECTS over the full length of the semester
5 x 28 hours = 140 hour (of which appr. 40 hours of teaching hours)
approximately 6-7 hours a week

Aim
The aim of this unit is
- provide students with the knowledge and skills to work as independent researchers
- to provide students with the knowledge, skills and attitude to perform their professional role from an evidence-based perspective.

Learning Outcomes
The student will be able to
- recognise and apply the different phases of the research circle
- develop the different sections of a research proposal, including a clear problem statement, appropriate research objectives, adequate research questions and a justified research design
- recognise the differences between quantitative and qualitative empirical research and to carry out both
Content

The course will cover the following topics

- from topic to thesis proposal
- research philosophy
- literature review
- theoretical framework
- research design and sample selection
- quantitative data collection and analysis
- qualitative data collection and analysis
- writing and presenting a research report

Assessment

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<tr>
<th>Assessment based on</th>
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<td>Portfolio</td>
<td>5,5</td>
<td>100%</td>
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</table>

Assessment type(s)

- X Academic product: Portfolio
- X Academic conduct: Team work

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 exam specifically focuses on testing statistical knowledge and skills needed for the applied research project.

Didactical forms

- lectures, workshops, group assignments.

Literature (mandatory)


Literature (indicative)

To be made available by Blackboard during the course

Course support

- Blackboard

Teaching staff

- Roel van Veen
  r.van.veen@pl.hanze.nl
- Erik Kostelijk, PhD
  e.j.kostelijk@pl.hanze.nl
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Semester | X 1 | O 2 | O 3

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

Study load | 5 ECTS over the full length of the semester  
5 x 28 hours = 140 hour (of which appr. 40 hours of teaching hours)  
approximately 6-7 hours a week

Aims | The aim of this unit is to develop, through reflective practice and training, postgraduate students’ personal, academic and professional skills to enable them to achieve their potential at University and as lifelong learners. Specific attention will be paid at developing student’s intercultural competence.

Learning outcomes | • The student demonstrates a proactive attitude towards personal and team development, and an ability to reflect on personal and professional performance within an intercultural, diverse and dynamic environment, in particular fulfilling prescribed assignments delivered in a portfolio.  
• The student has developed a vision about his or her professional career based on the portfolio assignments.  
• The student is able to formulate a learning statement and action plan to further professional and personal development (within and after the Master’s program).  
• The student can reflect on individual behaviour that relates (positively) to effective intercultural adaptation and appropriate intercultural communication, in particular when advising and facilitating/negotiation in an international / intercultural context.  
• The student is able to write a job application letter and a resume/cv appropriate for a certain cultural context.

Content | This module provides an opportunity for the student to focus on the skills needed to manage their personal and professional development in the areas outlined in Indicative Content.

Examples of specific skills:

• self-directed learning  
• intercultural skills and competencies  
• interpersonal skills and competencies  
• time and stress management skills  
• leadership  
• consulting, facilitation & negotiation  
• employability
### Assessment

<table>
<thead>
<tr>
<th>Assessment based on</th>
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<tbody>
<tr>
<td>Reflective portfolio (individual)</td>
<td>Pass</td>
<td>50%</td>
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<tr>
<td>Participation during training sessions (group)</td>
<td>Pass</td>
<td>50%</td>
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**Description of assessment**

**Formative**

Feedback will be given on the learning statement and action plan, the resume and job application letter.

**Summative:**

A pass is given for a complete portfolio with evidence of the skills and knowledge developed at the end of the semester 1, including a first version of a reflective learning statement and action plan, 3 blogs and appendices containing a personal audit and intercultural analysis.

**NB:** Students participate in training sessions (missing more than one session results in a fail for the course unit)

**Assessment types**

- Academic & professional product: portfolio
- Academic conduct: Participation during training sessions

**Rationale for assessment and relationship of assessment methods to learning outcomes**

The assessment is designed to develop the individual through self-evaluation; reflective practice, skills training and action planning.

The personal audit will enable students first to undertake a self-evaluation of strengths and weaknesses relating to their levels of knowledge and skills; and second to formulate learning goals to tackle knowledge and skills that they identify as areas for improvement in support of their program of study.

A reflective statement will enable students to reflect on their performance in their study program (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. Keeping a learning log/blog will also contribute to the development of self-reflective practice. The training sessions are intended to further develop skills such as intercultural teamwork, consultancy and job employability. Group sessions will serve to inform each other on vision, and goals and receive feedback from the tutor.

**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.

- independent work (self-reflection in learning log/blog, portfolio and action plan)
- plenary sessions (workshops and report sessions)
- small group tutorials (groups of 2 or 3)

In semester 1, student will be introduced to the module and placed into action learning groups. Emphasis will be placed on their participation in intensive learning "blocks" (small group sessions and workshops) facilitated by the tutor. 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 statement. The personal audit will enable the student to identify areas for skills, knowledge and attitude development with a special emphasis on intercultural competence and communication. Students will keep a blog on their intercultural adaptation and other learning experiences.

**Literature (indicative)**

- Strongly recommended
  - ISBN 9780230250185 (also available as e-book)

- Additional reading


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
Sites dealing with action planning A brief guide to action planning (but do note that the 'aim' in the example is not a CSMART objective!) http://www.careersgateway.co.uk/jobseek/actionplan/index.htm
Focusing on the 'action' in action planning http://ollie.dcccd.edu/mgmt1374/book_contents/2planning/action_plans/action.htm
An example of action planning at work in an organisation setting - Florida International University http://www.fiu.edu/~pie/docs/crossfcn/handbook.doc

Teaching Staff
Jeanine Deen, PhD, j.y.deen@pl.hanze.nl
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**Semester**

| X 1 | O 2 | O 3 |

**Study load**

5 ECTS over the full length of the semester
5 x 28 hours = 140 hour (of which appr. 40 hours of teaching hours) approximately 6-7 hours a week

**Aim**

The course aims to

- Develop students understanding of the relationship between culture and communication in an international context, with a specific focus on global marketing and advertising.

**Learning Outcomes**

The student will be able to

- carry out a complex cross cultural comparison based on international communication, marketing- & advertising theory and their own cultures in in-class group assignments by presenting this in class.
- carry out independent empirical or desk research on international professional communication and present the results in a post graduate level paper of 1500-1800 words.
- orally present this research concisely and clearly to their peers supported by effective audio-visual means.

**Indicative content**

Topics:

- International communication and intercultural competence
- Definitions, nature, layers and levels of culture
- Theoretical frameworks for studying intercultural communication such as dimensions of cultures, cultural values
- Cultural paradoxes in global marketing and advertising
- Culture and public relations

**Assessment**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>passing grade</th>
<th>weight</th>
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<tbody>
<tr>
<td>Paper (individual)</td>
<td>5,5</td>
<td>50%</td>
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<tr>
<td>Presentation of paper (individual)</td>
<td>5,5</td>
<td>50%</td>
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**Assessment type(s)**

Academic products: Paper and assignments

Academic conduct: Active attendance and presentation

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

The methods of assessment focus on the reflective ability of the student to be aware of culture and cultural biases in communication (products). Classroom discussions will be based on students own posted questions concerning the studied literature in order to help students develop own research questions and a critical attitude. Through doing assignments students will also develop intercultural competence for the professional international communication context.

**Didactical forms**

Lectures and seminars

Class presentations and discussions, group work, individual work
Literature (mandatory)

ISBN-10: 1452257175

ISBN-10: 0071664181

Literature (indicative)

Highly recommended for those without an intercultural communication background:

Extra:
Safi, A. El-Azez (2010) *Individual paper of argument in support and against of Hofstede work*. University of Trento (Internet source)
Samovar, L. (2001) *Communication between Cultures*, Wadsworth
Trompenaars & Hampden-Turner (1997) *Riding the Waves of Culture*, Nicholas Brealey

Recommended Internet Resources

Teaching Staff

Anke van Haastrecht, PhD
ankevanhaastrecht@gmail.com
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**Semester**

| X 1 | O 2 | O 3 |

**Study load**

5 ECTS over the half of the semester
5 x 28 hours = 140 hour (of which appr. 40 hours of teaching hours)
approximately 12-14 hours a week

**Aim**

The aim of this unit is to develop 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
- Define, frame, think critically about and analyse corporate communication issues
- Communicate effectively to diverse audiences (written and oral)
- Critically reflect on and recommend courses of action for international corporate communication issues

**Indicative content**

The following topics will be discussed, both theoretically and through case studies during the lectures and seminars: stakeholder management and communication, corporate Identity, Corporate Image and Corporate Reputation, social media, transnational governance, corporate citizenship, media relations, internal communications, leadership and change communication

**Assessment**

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<tbody>
<tr>
<td>Case analysis (individual)</td>
<td>5,5</td>
<td>60%</td>
</tr>
<tr>
<td>Portfolio (individual)</td>
<td>5,5</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Assessment type(s)**

Academic products: Case analysis
Professional products: Corporate memo’s & case analysis, case studies and presentation
Professional conduct: team work, including peer assessment, presentation
Please refer to Blackboard for details

**Didactical form**

Seminars/lectures

**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. Corporate memo’s and a corporate case analysis will be part of assessing the individual student’s knowledge, understanding and insight from both an academic and professional perspective.

Peer assessment helps to develop a critical perspective on teamwork.
**Literature (required)**

ISBN-10: 1446274950

ISBN-10: 1412931037

*See also recommended literature for unit 3 (detailed course outline).*

**Teaching Staff**

Astrid Berg, PhD
[a.j.berg@pl.hanze.nl](mailto:a.j.berg@pl.hanze.nl)
Semester 1

<table>
<thead>
<tr>
<th>Core Curriculum - Hanze University of Applied Sciences</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 0 Boot camp</td>
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<tr>
<td>UNIT 1 Capstone : International Business &amp; Communication Project</td>
<td>5 ECTS</td>
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<tr>
<td>UNIT 2 Research Methodology 1</td>
<td>5 ECTS</td>
</tr>
<tr>
<td>UNIT 3 Intercultural competence, Leadership &amp; Personal Development</td>
<td>5 ECTS</td>
</tr>
<tr>
<td>UNIT 4 International Communication</td>
<td>5 ECTS</td>
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<tr>
<td>UNIT 5 Corporate communication</td>
<td>5 ECTS</td>
</tr>
<tr>
<td>UNIT 6 Organizational Theory and Management - In the Context of the International Business Environment</td>
<td>5 ECTS</td>
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</tbody>
</table>

Semester X 1 | O 2 | O 3

Study load
5 ECTS over the full length of the semester
5 x 28 hours = 140 hour (of which appr. 40 hours of teaching hours)
approximately 6-7 hours a week

Aim
- Provide students with the knowledge, skills and attitudes to face organizational challenges with confidence
- Provide students with the knowledge, skills and attitudes to perform any managerial role in a professional way

Learning outcomes
The student is able to:
- Explain organizational function, structure, and dynamics, and how they are interrelated
- Define key concepts of organizational theory and management theory as presented and discussed in class
- Lay out the relevancy and importance for organizational theory of foundational academic disciplines anthropology, sociology, and psychology, and economics
- Apply ideas from New Institutional Economics and Behavioural Economics to improve managerial decision making
- Make evidence-based recommendations to improve organizational culture, processes, and strategy
- Describe what Organizational Theory and Management Theory can contribute to his/her personal and professional development
- Name important topics of international economics
- Describe relevant stakeholders in terms of their roles in the international business environment
- Identify predictor and outcome variables related to the evolution of personal income as well as national and geographic environment
- Explain the meaning and relevance of Sustainability and corporate responsibility and apply the concepts to a business area of you own choice

Indicative content
Topics:
- 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
- The economic world order
- Paradigmatic ideas on the roles of business in the global environment.

Didactical forms
Seminars/lectures
Assessment

<table>
<thead>
<tr>
<th>Assessment based on</th>
<th>passing grade</th>
<th>weight</th>
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<tbody>
<tr>
<td>Reflection paper (individual)</td>
<td>5.5</td>
<td>100%</td>
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</table>

Assessment type(s)

Literature review/Reflection paper based on personal and/or professional experience.

Academic product: result of theoretical and personal reflection

Academic skills: as displayed in paper – arriving at results

Rationale for assessment and relationship of assessment methods to competencies

The literature review/ reflection paper is an academic product demonstrating student’s level of understanding and insights.

Literature (indicative)

Chapters from the following publications will be studied:

ISBN-10: 0199241007

ISBN-10:0199533008

ISBN-10:0273736906

ISBN 978-0230344372

ISBN-10: 0765623013

ISBN-10: 0273754092

ISBN-10: 1412939798

Teaching Staff

Arnd Mehrtens, PhD
a.mehrtens@pl.hanze.nl
CURRICULUM OVERVIEW

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Core Curriculum – Leeds Beckett University</th>
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</thead>
<tbody>
<tr>
<td>UNIT 1</td>
<td>Strategic Communication Planning and Management</td>
<td>10 ECTS</td>
</tr>
<tr>
<td>UNIT 2</td>
<td>Corporate Communication in an International Context</td>
<td>10 ECTS</td>
</tr>
<tr>
<td>UNIT 3</td>
<td>Global Business Environment</td>
<td>10 ECTS</td>
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</tbody>
</table>

Semester X | O 2 | O 3
Study load 10 ECTS over the full length of the semester
10 x 28 hours = 280 hour

Aim
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.

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.

Students will be provided with the tools to develop and evaluate communication plans for organisations which operate in an international environment.

Learning outcome
By the end of the module students will be able to understand, critically analyse, evaluate and explain:
- The role and scope of the professional communicator in organisations
- The management of communication of organisations operating in an international environment
- The management of corporate relations programmes in different strategic scenarios
- The components of corporate communications planning and management

Students will be able to develop a communication plan for a client/organisation operating in an international environment

Indicative content
Topics:
- Communication management in context
- Strategic communication management and planning
- Research and issue identification
- Objective setting
- Identifying stakeholders and publics
- Strategy and tactics
- Message design
- Resources and budgeting
- Research and evaluation
**Didactical forms**

Weekly lectures which will introduce theory behind communication planning and key elements of communication elements.

Weekly tutorials which will focus on problem-solving and discussion around case studies. Elements of a communication plan will be discussed and applied to real case scenarios. Class exercises include debates, individual and group tasks, work-shops with mock-up presentations and role-plays.

Meetings with the client provide feedback on the progress of students’ campaign planning.

**Assessment**

**Formative:**
Project proposal (presentation, 10%)

**Summative:**
Assignment (90%): A presentation of the communication plan to the client (45%) and a 5000 word communication plan (written report, 45%) based on the client’s brief.

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<td>Negotiating</td>
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</table>

The assessment (communication plan) integrates all elements taught in the module and relates to all learning outcomes.

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

**Literature (indicative)**


Further Reading


Teaching Staff

Rudiger Theilmann, MA
r.theilmann@leedsbeckett.ac.uk
Semester 1 | Core Curriculum – Leeds Beckett University | Credits
--- | --- | ---
UNIT 1 | Strategic Communication Planning and Management | 10 ECTS
UNIT 2 | Corporate Communication in an International Context | 10 ECTS
UNIT 3 | Global Business Environment | 10 ECTS

Semester | Study load
--- | ---
X 1 | O 2 | O 3

Study load: 10 ECTS over the full length of the semester
10 x 28 hours = 280 hours

Aim
This module aims to:
- develop students' critical thinking and analytical skills in relation to strategic corporate communications functions within an intercultural context
- develop understanding of the communication needs of profit and non-for-profit organisations and their social environment
- develop students' ability to deal with culturally sensitive issues

Learning outcome
By the end of the module students will be able to understand, critically analyse, evaluate and explain:
- Intercultural corporate communication issues
- The relevance of cultural factors in international communication
- The complexity of communication processes within organisations

Students will be able to:
- Compare different corporate and national cultures using appropriate contextual frameworks
- Demonstrate creativity in problem solving situations
- Demonstrate sensitivity to diversity and ethical issues in organisations

Indicative content
Topics:
- Strategic Reputation Management. Identity, Image and Reputation. The Corporate Identity Mix
- Culture, nature, layers and levels ; National and Corporate culture, their interrelationship
- Intercultural Communication and Management; Models of Hofstede, Trompenaars and Hall’s cultural dimensions and concepts applied in the business context; the Globe survey
- Bennett’s Model of Intercultural Sensitivity

Didactical forms
Lectures, tutorials and seminars. Seminars will incorporate assessed student presentations. Lectures, tutorials and seminars will adopt an interactive style to encourage questioning and critique. International guest speakers from the corporate sector will be invited.

Assessment
- Individual assignment – Induction manual (70%).
  Students will research and write a 4,000 word induction manual introducing a corporate communications topic/specialism (e.g. corporate identity, media relations, CSR, etc. but not the specialism you presented on) in an intercultural context (i.e. across different cultures, countries, societies, markets, etc.) to fresh recruits to PR who have just graduated with a degree in PR. You may choose to write this manual for a particular industry sector (e.g. public sector, charity, financial, media, entertainment, automotive, sports, retail, etc.). This manual will be written for graduates starting out in a junior public relations role in your chosen specialism in an intercultural context. S/he is going to use the reference manual to gain knowledge about the specialism, and understand the nature of practice in that area.
- Group presentation (30%)
  which will enable groups of 2/3 students of different nationalities and cultures to work as a team to investigate and present a critical review on a specific aspect of corporate communication theory within an intercultural context. Students will be expected to provide supporting handouts, a bibliography for other students in the class and questions for class discussion.
<table>
<thead>
<tr>
<th>Assessment type(s)</th>
<th>Rationale for assessment and relationship of assessment methods to competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Skills and Competencies</td>
<td>Literature (indicative)</td>
</tr>
<tr>
<td>Academic Skills</td>
<td>The assessment methods test the learning outcomes. The group presentation specifically enables students to demonstrate research, creativity, problem-solving and presentation skills while demonstrating knowledge and understanding of intercultural factors relevant to an organisation. 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.</td>
</tr>
<tr>
<td>Career Awareness</td>
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<tr>
<td>Communication Skills</td>
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</tbody>
</table>
Teaching Staff

Shirley Beresford MA, and Val Finnigan MA
s.beresford@leedsbeckett.ac.uk
V.Finnigan@leedsbeckett.ac.uk
Semester 1 Core Curriculum – Leeds Beckett University Credits

UNIT 1 Strategic Communication Planning and Management 10 ECTS
UNIT 2 Corporate Communication in an International Context 10 ECTS
UNIT 3 Global Business Environment 10 ECTS

Semester 1  X 1  |  O 2  |  O 3
Study load  10 ECTS over the full length of the semester
            10 x 28 hours = 280 hour

Aim This module analyses the inter-relationships between businesses and the global external environment – political, social, legal and technological. Additionally it discusses issues in relation to the role of Business in the global environment such as sustainable development, competitive advantage of nations, global responsibility and citizenship.

Learning outcome By the end of the module students will be able to understand, critically analyse, evaluate and explain:

- the debate about the nature of globalisation by analysing the range of competing perspectives that are applied.
- explain the major trends and impacts of globalisation
- Apply relevant frameworks to evaluate the impact of the external global environment on the internal strategies and processes of business
- Utilise appropriate information retrieval skills to locate relevant data

Indicative content Topics:

- The structure and institutions of the Global Business Environment
- The Political/Legal, Economic, Social/Cultural, Technological environments of Business in a Global Context.
- The Nature of Globalisation and the competing perspectives on its impact.
- Business Strategies in relation to the global environment and the creation of competitive advantage
- Issues in relation to the role of Business in the global environment:
  - sustainable development
  - competitive advantage of nations
  - global responsibility
  - citizenship

Didactical forms

- Weekly campus based workshop tutorials
- Workshops are tutor facilitated and student led, based on individual research and assessed presentation
- Participatory learning environment, both online and face to face
- Self-reflection and peer feedback
- Blended learning via regular and integrated use of x-stream

Assessment Formative:

- Posting to discussion forums on 6 semi-structured debate topics, and feedback on peer discussion points
- Online individual presentation

Summative:

- Internal Management report (4000 words) building on presentation and tutorial and online discussions analysing the external environment facing a business
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</tbody>
</table>

The assessment integrates all elements taught in the module and relates to all learning outcomes.

Rationale for assessment and relationship of assessment methods to competencies

<table>
<thead>
<tr>
<th>Literature (indicative)</th>
</tr>
</thead>
</table>

Teaching Staff

Neil Barnett. MA
n.barnett@leedsbeckett.ac.uk
Course Outline Semester 1:
Vilnius University

Vilnius, Lithuania

CURRICULUM OVERVIEW

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Core Curriculum – Vilnius University</th>
<th>Credits</th>
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<tbody>
<tr>
<td>UNIT 1</td>
<td>Communication Theories and Communication Research Methods</td>
<td>12 ECTS</td>
</tr>
<tr>
<td>UNIT 2</td>
<td>Corporate Communication</td>
<td>6 ECTS</td>
</tr>
<tr>
<td>UNIT 3</td>
<td>New Media and Intercultural Communication</td>
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</tr>
<tr>
<td>UNIT 4</td>
<td>International Collaboration Protocol and Communication</td>
<td>6 ECTS</td>
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</tbody>
</table>

Semester: X 1 | O 2 | O 3

Study load: 12 ECTS over the full length of the semester
100 contact hours

Aim: Objectives of the course – to analyse different approaches in communication theories, the main theories of communication, social research methods and their application in communication research, to provide a general introduction to the history of communication studies, contemporary communication theories and the newest developments in the field of communication research. The course will incorporate the students’ personal research interests, support them in conducting practical explorations of various communication processes and foster critical thinking.

Learning outcome: After completing the course, students:

- will have learned and will be able to compare the main communication theories and theoretical approaches;
- will be able to place communication research in an interdisciplinary context, linking it to other disciplines in the social sciences and humanities;
- will be able to choose and apply appropriate research methods to solve empirical problems, gather and analyse quantitative and qualitative data and draw appropriate conclusions;
- will be able to integrate theory with the results of empirical research;
- will be able to understand and critically assess the strengths and weaknesses of their own and others’ research design, data analysis and research results

Indicative content: Topics:

- Communication process. Communication theories in respect to the levels of communication. Problems of the definitions of the process of communication and its main concepts
- Philosophical approaches to the theories of communication. Different traditions of communication analysis.
- Main models of communication and their comparison
- Theories of effects of mass communication: development of the approaches to the effects, types of effects
• The main effects of mass communication: two-step influence theory, agenda setting theory, knowledge gap theory, spiral of silence theory etc.
• Theories of persuasion and propaganda.
• Critical theories of mass communication
• Nature and research issues of the new media
• Practical aspects of survey research, interviews, focus groups, discourse analysis, content analysis, visual research, social network analysis.
• Data analysis – text and visual data. Coding and categorizing qualitative data. Conclusions based on text and visual data. Reflecting qualitative results.

**Didactical forms**

Lectures, seminars, case studies, practical work, individual studies.

**Assessment**

Description of assessment: Written exam. Composition of the final grade: 30% – work throughout the semester, 35% – Research project, 35% – Theoretical paper.

**Assessment type(s)**

- During the lectures the main theories and approaches are presented and analysed, and research methods are examined (discussion involves the theoretical foundation of the method, its advantages and disadvantages, the steps in the application of the method, ways of data analysis, specific difficulties of the method, examples of application).
- During the seminars, students present and discuss theoretical and research based articles. Students will also develop an individual research project (with the aim of application and consolidation of acquired knowledge) which includes the description and analysis of the following aspects: social context of the chosen communication problem, problem formulation and its theoretical basis, research object, research goal and aims, hypotheses, type of sampling, chosen method(s) and argumentation of the choice, expected results and their implications for the development of the theory.
- During the course students receive regular consultations for the development of the project.

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

The assessment integrates all elements taught in the module and relates to all learning outcomes.

**Literature (indicative)**

Recommended:


Teaching Staff

Maryja Šupa, Phd.
maryja.supa@fsf.vu.lt
Andris Pētersons, Phd.
<table>
<thead>
<tr>
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**Semester**  
X 1 | O 2 | O 3

**Study load**  
6 ECTS over the full length of the semester  
68 contact hours

**Aim**  
Detailed analysis of the main bottlenecks in corporate communications, public relations, the theoretical area, the most recent trends in practice, familiar with the nature of professional ethics and the importance of public relations activities, gained abilities of managing businesses and public administration, theoretical knowledge about internal and corporate communication, ability to plan and organize;

**Learning outcome**  
Students should acquire the knowledge necessary for complex corporate communications management processes, organizations, external and internal environment, analyses the image and reputation, mastering basic public relations and other communications professionals and organizations, professional and behavioural norms and codes, and be able to establish these standards and codes violations.

**Indicative content**  
Topics:
- The basic theory of PR main themes: PR modern context - social, economic, cultural, communication, professional. Organisational communication as a form of corporate communication.
- PR theoretical activity, audience, communication aspects.
- Corporate image, reputation, culture, identity and profile. Identity management. Methods of analysis and management of image and reputation. Corporate brand, its strategies and change management.
- Corporate communication management, strategy, and planning of individual programmes. Phases of plan development. Interested groups of audience.
- Corporate responsibility. Social initiatives. Corporate social responsibility reports.
- Community relations. Community types. Community audience, communication channels and tools, community support. Participation in social matters and links with authorities: lobbying.
- Crisis communication.
- International corporate communication.

**Didactical forms**  
Lectures, seminars, practical tasks, presentation of group work, practical work, individual studies.

**Assessment**  
At the end of the course with a test will be given - a test which includes questions on both topics.

**Rationale for assessment and relationship of assessment methods to competencies**  
Lecture delivered at the main theoretical, the latest research and trends. During the workshops dealt with organizational communication problematic cases, the successful PR projects. Students perform in crisis situations, reflection in the media, corporate communication strategy development, Lithuanian and foreign organizations, websites, annual reports, analysis of the ethics of law analysis. Individual work - the study of literature, work with sources.
**Literature (indicative)**

**Compulsory:**

**Recommended:**

**Teaching Staff**
Antanas Bubnelis, MBA
[antanas.bubnelis@gmail.com](mailto:antanas.bubnelis@gmail.com)
Darius Udrys, Phd.
## Semester 1: Core Curriculum – Vilnius University

<table>
<thead>
<tr>
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**Semester X 1 | O 2 | O 3**

**Study load**
- 6 ECTS over the full length of the semester
- 68 contact hours

**Aim**
Aim of the course: to explore cultural self-awareness and other cultures awareness, to provide theoretical knowledge about communication in intercultural environment and cultural interaction, to increase cultural and intercultural awareness of students, and their ability to analyse and critically discuss the intercultural communication practices.

**Learning outcome**
Skills and learning outcomes: students will get skills and competencies in:
- explicit knowledge of general barriers, challenges, and opportunities in intercultural communication;
- ability to examine specific cross-cultural experiences and contexts to learn how to promote effective cross-cultural communication;
- ability to forecast effect of intercultural communication;
- analysing and planning international communication campaigns.

**Indicative content**
- Foundations of culture.
- Culture as a phenomenon framing human interaction. Communication specifics in different cultures.
- Narratives, myth and symbols in intercultural communication.
- Direct and mediated intercultural communication. Tourism in intercultural communication. Cultural products as mediators in intercultural communication.
- Communication of culture (vertical communication of culture and communication of culture international environment).
- Communication and globalization. Effect of intercultural communication.

**Didactical forms**
Lectures, seminars, case studies, practical work, individual studies

**Assessment**
Oral presentation – 2 x 10 proc.; group assignment – 50 proc.; exam – 30 proc.

**Rationale for assessment and relationship of assessment methods to competencies**
The assessment (communication plan) integrates all elements taught in the module and relates to all learning outcomes.

**Literature (indicative)**
**Compulsory:**

**Recommended:**

**Teaching Staff**
Beata Grebliauskienė, Phd.
beata.grebliauskiene@kf.vu.lt
Semester 1 | Core Curriculum – Vilnius University | Credits
---|---|---
UNIT 1 | Communication Theories and Communication Research Methods | 12 ECTS
UNIT 2 | Corporate Communication | 6 ECTS
UNIT 3 | New Media and Intercultural Communication | 6 ECTS
UNIT 4 | International Collaboration Protocol and Communication | 6 ECTS

Semester X 1 | O 2 | O 3
Study load 6 ECTS over the full length of the semester
68 contact hours

Aim The aim of this course is to provide students with a comprehensive knowledge in business communication and etiquette and to help them practical coherent implementation of principles guiding the development of communication competence.

Learning outcome By the end of this course, students should be able to:
- estimate practical situations on the grounds of gained knowledge of business protocol and communication;
- thorough understanding of protocol and etiquette act consistently and effectively in all areas of business transactions;
- plan, prepare and conduct various business meetings;
- use more effectively written business communication in intercultural environment;
- dress for success.

Indicative content Topics:
- International business protocol and etiquette: Importance of cultural specifics in international communication, Protocol service in business organisation, Functions of protocol service.
- History of protocol and etiquette trends in its development: International courtesy. Ceremonies and their role in communication.
- Order of precedence. Criteria for setting the order or precedence. Order of precedence in international events and international organizations. Principles of placement of objects and subjects in space.
- State symbols. Symbolic communication. Use of state symbols in international events.
- Gifts in business and diplomacy. Souvenirs.
- Conference diplomacy. Formal and informal meetings. Meeting management.
- Entertainment as the mean to maintain communication in international business. Types of entertainments.
- Cultural food specifics. Cultural peculiarities in food preferences and taboos.
- Nonverbal communication in diplomacy and international business.
- Tendencies in protocol development.

Didactical forms Lectures, seminars, case studies, practical work, individual studies
Assessment 50% exam evaluation, 50% evaluation of practical work.
The assessment (communication plan) integrates all elements taught in the module and relates to all learning outcomes.

**Compulsory:**

**Recommended:**

**Teaching Staff**
Beata Grebiauskienė, Phd.  
[beata.grebiauskiene@kf.vu.lt](mailto:beata.grebiauskiene@kf.vu.lt)  
Dalia Bankauskaitė MBA
Course Outline Semester 1:
IULM International University of Languages and Media

Milan, Italy

CURRICULUM OVERVIEW

<table>
<thead>
<tr>
<th>Semester 1</th>
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<tbody>
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General Description of the Semester

Semester 1

<table>
<thead>
<tr>
<th>weeks</th>
<th>Activity</th>
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<tbody>
<tr>
<td>2 weeks</td>
<td>Welcome camp/intensive programme</td>
</tr>
<tr>
<td>12 weeks</td>
<td>Classes/reading weeks</td>
</tr>
<tr>
<td>4 weeks</td>
<td>Exams/final presentations</td>
</tr>
<tr>
<td>1 week</td>
<td>Intensive programme/symposium/resits</td>
</tr>
<tr>
<td>2 weeks</td>
<td>Holidays</td>
</tr>
<tr>
<td>21 weeks</td>
<td>Total number of weeks</td>
</tr>
</tbody>
</table>

Study load

30 ECTS = 840 hours

Aims

This module aims to develop:
- the students understanding on the strategic cycle of the organization and how the strategic communication policy is built.
- the students critical thinking and analytical skills regarding strategic corporate communications functions.
- the student’s personal, academic and professional skills in the given context.
- the students ability to cooperate in an international team

Professional role

Manager/ Consultant

Level

Strategic

Related Units of study

Welcome camp
Strategic Communication planning and managing
Capstone: International Business & Communication planning project
Global Business environment
Personal development
Corporate Communication in international environment
Capstone: Corporate Communication
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Semester X 1 | O 2 | O 3
Study load 56 hours (credit integrated into other units)
Aim The aim of this unit is:
- to introduce the MIC students to their programmes, the didactical set-up, the school (services), the city, each other, their teachers and the support staff.
- to introduce the students to the international and intercultural working environment.

Learning outcomes The student will:
- be able to find his way around the school & the information he or she needs
- know who his or her fellow classmates and important staff members are
- what is expected of him/her and what he/she can expect from the school
- be familiar with the content and didactics of the programme

Please refer to the unit 3 (Intercultural competence, Leadership and Personal Development) for the intercultural and critical thinking learning outcomes.

Indicative content Introduction to:
- school and school services (library, sports, doctor, guidance counsellors)
- master specific modules
- blackboard (digital learning environment)
- education and exam regulations
- each other, the teaching and support staff
- Campus & Milan
Intercultural workshops (perception, observation, cultural self-awareness, intercultural teamwork
Critical thinking
Multi-disciplinary team assignment
Social activities

Didactical form Seminars/lectures/assignments/workshops/excursions
Assessment type(s) attendance & participation
Rationale for assessment and relationship of assessment methods to competencies This unit focuses on preparing the students for their programme. Through the attendance and participation in different activities students will have a deeper understanding of the programme and the didactics. Only through participating in introductory activities will students be able to get to know each other, their teachers and the school.

Literature (required) MIC Binder (will be handed out) including Teaching and examination regulations, student charter, schedules

Teaching staff Alessandra Mazzei, Roberto Razeto, Massimiliano Falcone, Luca Brusati, Paolo Fedele
Support staff Poala Mandelli, Maria Fernanda Alonzo
**Semester 1 Core Curriculum – IULM University**

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<tr>
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**Semester**

| X 1 | O 2 | O 3 |

**Study load**

5 ECTS over the full length of the semester
5 x 28 hours = 140 hour (of which appr. 40 hours of teaching hours)

**Aim**

Students will learn and understand the strategic cycle of the organisation and how the strategic communication policy of that organisation is built. How commitment is built within the organisation for the new policy.

- Develop Strategic Communication Policy
- Implement Communication Policy
- Evaluate Communication Policy

**Learning Outcomes**

The student will be able to

- Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data and communicate their conclusion clearly to specialist and non-specialist audiences; has an interdisciplinary approach
- Demonstrate self-direction and originality in tackling and solving problems
- The student is able to work from an international and intercultural perspective
- The student will work according to principles of sustainability.

**Indicative 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.

**Assessment**

<table>
<thead>
<tr>
<th>Assessment based on</th>
<th>passing grade</th>
<th>weight</th>
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<tbody>
<tr>
<td>Presentation - professional product &amp; conduct - written exam - participation - attendance (individual)</td>
<td>5,5</td>
<td>50%</td>
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<tr>
<td>Presentation and/or small group discussion/simulation (group)</td>
<td>5,5</td>
<td>50%</td>
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</table>

**Assessment type(s)**

- Assignments
- Participation / attendance
- Presentation
- Professional product
- Professional conduct
- Written exam
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

- (Guest) Lectures / seminars
- Skills training/ workshops
- Simulation & role plays
- Individual counselling
- Tutorials

Literature (mandatory)


Literature (indicative)


Course leader

Luca Brusati
Semester 1 | Core Curriculum – IULM University | Credits
---|---|---
UNIT 0 | Welcome camp | 0 ECTS
UNIT 1 | Strategic Communication planning and managing | 5 ECTS
UNIT 2 | Capstone: International Business & communication planning project | 5 ECTS
UNIT 3 | Global Business environment | 5 ECTS
UNIT 4 | Personal development Intercultural competence and leadership | 5 ECTS
UNIT 5 | Corporate Communication in international environment | 5 ECTS
UNIT 6 | Capstone: Corporate Communications project | 5 ECTS

Semester |  X 1  | 0 2  | 0 3
Study load | 5 ECTS over the full length of the semester  
5 x 28 hours = 140 hour (of which appr. 40 hours of teaching hours)

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 and international 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 a corporate story for different stakeholders.
Professional task | To describe and analyse the client’s situation and to offer motivated options for corporate storytelling for a variety of stakeholders from a cross media perspective. The options are based on context analysis including an intercultural analysis. The options are presented to the client.
Professional product | Evidence based advice and client presentation
Client | To be announced
Content | it is necessary to make an intercultural analysis of the most relevant stakeholders. Together with the information from the context analysis, the options for the corporate story can developed.
This course will cover the following topics:  
- International and intercultural context analysis (research skills)  
- Corporate communication theory  
- Corporate storytelling  
- Cross media strategies  
- Scrum  
- Consultancy

Learning Outcomes | Within a professional context, the student will be able to work on the client’s brief as an equal member of a self-directing international reflective communication (scrum) team, to analyse the client’s brief and to present him with a few appropriate & theoretically motivated options for corporate stories from a cross media perspective for relevant of stakeholders, to the client’s satisfaction.
• LO1 - Perform as a member of a self-directing, reflective international team in a consultancy role
• LO2 - Analyse the client’s brief and the organization’s complex communication problem related to global issues and evaluates information and its sources critically.
• LO3 - Develop strategic communication solutions, based on research and creative insight
• LO4 - Advise, inform and present outcomes to the client’s and/or stakeholders’ satisfaction
• LO5 - To integrate the developed ideas and insights into a written product: a plan, a (research) report or a proposal

Assessment type(s)
X Professional product: Evidence based advice report & presentation to the client/seminar
X Professional conduct: Team work including peer feedback

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<tbody>
<tr>
<td>Evidence based advice report (group)</td>
<td>5,5</td>
<td>60%</td>
</tr>
<tr>
<td>Client/seminar presentation (group)</td>
<td>5,5</td>
<td>40%</td>
</tr>
<tr>
<td>Teamwork</td>
<td>pass</td>
<td>conditional</td>
</tr>
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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
Workshop - scrum
Group work & coaching

Literature (mandatory)

Literature (indicative)

Course leader
Luca Brusati
Semester 1

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Semester X 1 | O 2 | O 3

Study load 5 ECTS over the full length of the semester
5 x 28 hours = 140 hour

Aim This module analyses the inter-relationships between businesses and the global external environment – political, social, legal and technological. Additionally it discusses issues in relation to the role of Business in the global environment such as sustainable development, competitive advantage of nations, global responsibility and citizenship.

Learning outcome By the end of the module students will be able to understand, critically analyse, evaluate and explain:

- the debate about the nature of globalisation by analysing the range of competing perspectives that are applied.
- explain the major trends and impacts of globalisation
- Apply relevant frameworks to evaluate the impact of the external global environment on the internal strategies and processes of business
- Utilise appropriate information retrieval skills to locate relevant data

Indicative content Topics:

- The structure and institutions of the Global Business Environment
- The Political/Legal, Economic, Social/Cultural, Technological environments of Business in a Global Context.
- The Nature of Globalisation and the competing perspectives on its impact.
- Business Strategies in relation to the global environment and the creation of competitive advantage
- Issues in relation to the role of Business in the global environment:
  - sustainable development
  - competitive advantage of nations
  - global responsibility
  - citizenship

Didactical forms

- Weekly campus based workshop tutorials
- Workshops are tutor facilitated and student led, based on individual research and assessed presentation
- Participatory learning environment, both online and face to face
- Self-reflection and peer feedback
- Blended learning via regular and integrated use of x-stream

Assessment Formative:

- Posting to discussion forums on 6 semi-structured debate topics, and feedback on peer discussion points
- Online individual presentation

Summative:

- Internal Management report (4000 words) building on presentation and tutorial and online discussions analysing the external environment facing a business
<table>
<thead>
<tr>
<th><strong>Rationale for assessment and relationship of assessment methods to competencies</strong></th>
<th>The assessment integrates all elements taught in the module and relates to all learning outcomes.</th>
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<tr>
<td><strong>Course leaders</strong></td>
<td>Massimiliano Falcone and Paolo Fedele</td>
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Semester 

X 1   | O 2   | O 3

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

Study load

5 ECTS over the full length of the semester
5 x 28 hours = 140 hour (of which appr. 40 hours of teaching hours)

Aims

The aim of this unit is to develop, through reflective practice and training, postgraduate students’ personal, academic and professional skills to enable them to achieve their potential at University and as lifelong learners. Specific attention will be paid at developing student’s intercultural competence.

Learning outcomes

- The student demonstrates a proactive attitude towards personal and team development, and an ability to reflect on personal and professional performance within an intercultural, diverse and dynamic environment, in particular fulfilling prescribed assignments delivered in a portfolio.
- The student has developed a vision about his or her professional career based on the portfolio assignments.
- The student is able to formulate a learning statement and action plan to further professional and personal development (within and after the Master’s program).
- The student can reflect on individual behaviour that relates (positively) to effective intercultural adaptation and appropriate intercultural communication, in particular when advising and facilitating/negotiation in an international / intercultural context.
- The student is able to write a job application letter and a resume/cv appropriate for a certain cultural context.

Content

This module provides an opportunity for the student to focus on the skills needed to manage their personal and professional development in the areas outlined in Indicative Content.

Examples of specific skills:

- self-directed learning
- intercultural skills and competencies
- interpersonal skills and competencies
- time and stress management skills
- leadership
- consulting, facilitation & negotiation
- employability

Assessment

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<td>Reflective portfolio (individual)</td>
<td>Pass</td>
<td>50%</td>
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<tr>
<td>Participation during training sessions (group)</td>
<td>Pass</td>
<td>50%</td>
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Description of assessment

Formative
Feedback will be given on the learning statement and action plan, the resume and job application letter.

Summative:

A pass is given for a complete portfolio with evidence of the skills and knowledge developed at the end of the semester 1, including a first version of a reflective learning statement and action plan, 3 blogs and appendices containing a personal audit and intercultural an personal scans.

NB: Students participate in training sessions (missing more than one session results in a fail for the course unit)

**Assessment types**

Academic & professional product: portfolio

Academic conduct: Participation during training sessions

**Rationale for assessment and relationship of assessment methods to learning outcomes**

The assessment is designed to develop the individual through self-evaluation; reflective practice, skills training and action planning.

The personal audit will enable students first to undertake a self-evaluation of strengths and weaknesses relating to their levels of knowledge and skills; and second to formulate learning goals to tackle knowledge and skills that they identify as areas for improvement in support of their program of study.

A reflective statement will enable students to reflect on their performance in their study program (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. Keeping a learning log/blog will also contribute to the development of self-reflective practice. The training sessions are intended to further develop skills such as intercultural teamwork, consultancy and job employability. Group sessions will serve to inform each other on vision, and goals and receive feedback from the tutor.

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.

- independent work (self-reflection in learning log/blog, portfolio and action plan)
- plenary sessions (workshops and report sessions)
- small group tutorials (groups of 2 or 3)

In semester 1, student will be introduced to the module and placed into action learning groups. Emphasis will be placed on their participation in intensive learning “blocks” (small group sessions and workshops) facilitated by the tutor. These intensive blocks will focus students on topics such as the different approached to learning, reflective practice, continuing professional development and the learning portfolio. Progress will be made during this period towards a personal audit and learning statement. The personal audit will enable the student to identify areas for skills, knowledge and attitude development with a special emphasis on intercultural competence and communication. Students will keep a (b)log on their intercultural adaptation and other learning experiences.

**Literature (indicative)**

Strongly recommended


ISBN 9780230250185 (also available as e-book)

Additional reading


**Course leaders**

Massimiliano Falcone and Paolo Fedele
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</table>

**Semester**

| X 1 | 0 2 | O 3 |

**Study load**

5 ECTS over the full length of the semester

5 x 28 hours = 140 hour

**Aim**

The aim of this unit is to develop 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

- Define, frame, think critically about and analyse corporate communication issues
- Communicate effectively to diverse audiences (written and oral)
- Critically reflect on and recommend courses of action for international corporate communication issues

**Indicative content**

The following topics will be discussed, both theoretically and through case studies during the lectures and seminars: stakeholder management and communication, corporate Identity, Corporate Image and Corporate Reputation, social media, corporate citizenship, media relations, internal communications, leadership and change communication.

**Group assignment (weighting 30%)**

Students, working in groups, will develop a communication plan supporting the positioning of a corporate brand in a foreign market. This assignment provides the opportunity to demonstrate analytical, conceptual and practical skills in assessing and dealing with complex organisational issues in communications, and also the ability to provide practical recommendations and solutions to organisational issues.

The output expected from each group will include a report (maximum length 2,000 words) and a Powerpoint presentation; the deadline for delivery to lecturers is set in January, the class presentation and discussion will follow in the weeks after.

Assessment will be based on the mark awarded by lectureres (70%), peer assessment (20%) and self-evaluation (10%). Marking criteria by lecturers in turn will be based on the following elements:

- Analysis (20%) – your explanation of the case using relevant analytical theoretical frameworks and tools learnt in the course;
- Evaluation (20%) – your judgement and critique of the available options according to the theories, the principles and the processes learned in the course;
- Proposed plan (50%) – this is your suggested action plan according to the strengths and weaknesses identified within the Evaluation section of the report. Coherence with the content of the previous sections, as well as its strategic vision and innovativeness will be evaluated;
- Formal presentation (10%) – including both the professional editing of the report and the Powerpoint presentation and the effective presentation to the class and the lecturers.
Individual written tests (weighting 70%):

Students will deliver one intermediate individual assignments and one final test.

Marking criteria: 30/30

FEEDBACK ON LEARNING AND ASSESSMENT

Feedback on this course will be given in a variety of ways:

Informal feedback will be given following class activities.
Formal feedback will be given through:
the individual intermediate test;
the group assignment
the individual final test.

Assessment type(s)

Academic products: Case analysis
Professional products: Corporate memo’s & case analysis, case studies and presentation
Professional conduct: team work, including peer assessment, presentation
Please refer to Blackboard for details

Didactical form

Seminars/lectures

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. Corporate memo’s and a corporate case analysis will be part of assessing the individual student's knowledge, understanding and insight from both an academic and professional perspective.

Peer assessment helps to develop a critical perspective on teamwork.

Literature (required)


Course leader

Alessandra Mazzei