

Course Number: BA 3320

Course Title: Corporate Communication

Course Description:

Corporate Communication covers topics such as intranet/employee communications, multigenerational communication, issues/reputation management, crisis management, and stakeholder engagement. Management, marketing, organizational communication, reputation/brand management, assessing effectiveness of corporate communication are also addressed. 3 credits (3 plus 0)

Prerequisites: BA 2320.

Credit hours: 3

Learning Outcomes:

Upon the successful completion of this course, students will be able to:

1. Demonstrate knowledge of theories, concepts, and skills required in corporate communications.
2. Develop strategies for creating awareness of a business issue across multiple generations using traditional, digital, and social media platforms.
3. Distinguish between proactive and reactive crisis communications plans and discuss their impact on stakeholders.
4. Demonstrate the ability to communicate effectively on behalf of an organization to both internal and external stakeholders.
5. Recommend design of materials for the four primary aspects of corporate communications in order to position an organization appropriately to its stakeholders in dealing with applications of corporate communications.

Indiana Tech
College of Professional Studies
BA 3320 Corporate Communications
Online Course Syllabus

Instructor Information

Please see Professor Profile at the Blackboard instructional site.

Course Schedule

Please see Course Schedule in the Course Syllabus area of the Blackboard instructional site.

Online Course Policies

All of the online courses taken by students are required to follow the policies posted online at <http://online.indianatech.edu/tech-policies/policies/>. Please review the posted policies carefully. If you are unable to abide by the policies listed, please contact the Warrior Information Network (WIN) at 888.832.4742 and request to withdraw from this course.

Textbook

Caywood, C. L. (2012). *The handbook of strategic public relations and integrated marketing communications*. New York, NY: McGraw-Hill.

Grading Events & Grading Criteria

Unless otherwise specified, all assignments must be submitted via Blackboard.

Course Preparation Quiz 1 @ 15pts	15 pts
Student Interactivity Exercises 5 @ 50 pts. each	250 pts.
Discussion Posts and Responses 2 @ 20 pts. each	40 pts.
Midterm Exam 1 @ 100 pts.	100 pts.
Final Exam 1 @ 200 pts.	200 pts.
Total:	605 pts.

Student Interactivity Exercises	<p>Each module's lecture contains an audio file with PowerPoint presentation. Within each PowerPoint file are specific activities that you are required to complete, in order to develop a working knowledge of key concepts and terms within the module. You must listen to the entire lecture for each module in order to be able to complete the student interactivity work. The Student Interactivity Exercise due dates are listed in the Course Schedule; click on the link in the Assignments area for the respective module to submit your work.</p> <p><i>*Student Interactivity Exercises are worth 50 points possible per assignment; total of 250 points possible for the course.</i></p>
Discussion Posts and Responses	<p>The discussions include a self-introduction. Each discussion board assignment typically consists of two: your initial posting to the discussion board per the question assignment, and your responses to your classmates' work. Your postings need to be substantive and include chapter ideas and concepts to support your answers. You may also include any professional experiences to enrich the discussion. To complete these discussion board assignments, your response to your classmates' postings is required by midnight of the last day of each module. This includes a substantive reply to the response post that considers all of your fellow students' initial posts. Substantive replies significantly add to the discussion by building on their comments, suggesting alternative solutions, pointing out problems, and even constructively (and respectfully) disagreeing. The Discussion Post & Response due dates are listed in the Course Schedule; submit your posts through the link in the appropriate Assignments area in the specific module in which you are posting/responding.</p> <p><i>*Discussion Post & Response assignments are worth 10 points possible per assignment; total of 20 points possible for Discussion Posts, and total of 20 points possible for Discussion Responses. Total of 40 points possible for the course.</i></p>
Midterm Exam Research & Writing Assignment	<p>The midterm exam requires each student to complete, and prepare a presentation for, a case study analysis. Each student will be required to prepare a paper fully answering the questions in the case.</p> <p>The Midterm Exam due date is listed in the Course Schedule; click on the link in the Assignments area for the respective module to submit your work.</p> <p><i>*The Midterm Exam Research & Writing Assignment is worth 100 points possible for the course.</i></p>

Final Exam Research & Writing Assignment	<p>The final exam requires each student to complete a comprehensive case study analysis. This case will address strategic concepts explored throughout the course. Each student will be required to prepare a paper, and a presentation, fully answering the questions in the case and presenting concepts a consultant would use to evaluate an opportunity. The Final Exam due date is listed in the Course Schedule; click on the link in the Assignments area for the respective module to submit your work.</p> <p><i>*The Final Exam Research & Writing Assignment is worth 200 points possible for the course.</i></p>
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Grading Scale

The following grading scale will be used to assign a grade at the end of the course:

Percentage Achieved	Grade	Percentage Achieved	Grade	Percentage Achieved	Grade
93% or above	A	80% or above	B-	70% or above	C-
90% or above	A-	77% or above	C+	60% or above	D
87% or above	B+	73% or above	C	Below 60%	F
83% or above	B				

Late Assignments

All assignments and required online activities are due according to the deadline listed in the course schedule. Granting deadline extension is the course instructor's autonomy.

Incompletes

If you are unable to complete the requirements for this course due to extenuating circumstances, an Incomplete grade (I) may be granted if you meet the general guidelines stated below.

General Guidelines for submitting a course incomplete request:

- More than 50% of the course session has elapsed.
- The student has encountered an unexpected situation that is beyond his or her control.
- The student is:
 - in good academic standing -- up-to-date on all of the course assignments and has at least an overall passing grade,
 - able to complete all of the remaining coursework within a session (5 weeks for a undergraduate course and 6 weeks for a graduate course) that immediately follows the session the student is currently enrolled, and
 - able to provide support documentations to substantiate the need for extra time should a session is not enough to complete the course requirements.

If an Incomplete is granted, the instructor will set a deadline for all work to be completed. **The deadline cannot go past one (1) session.** All incomplete grades and deadlines are subject to approval by the designated university authority.

Course Related Communication

Online courses are conducted in an accelerated format. Timely communication is very important. When receiving emails from your classmates or instructor, please respond as soon as you can.

Students are REQUIRED to use their Indiana Tech email account for all course related communication. The most direct, and effective, way to email your course instructor, and classmates, is by using the Send Email function from the Blackboard course site. When you use the Send Email function, you automatically receive a carbon copy of the email you sent. In the event when you need to substantiate your claim that you did email your classmates or instructor, you can show that carbon copy to the person(s) who requested it.

Please note that Blackboard only permits you to send email, it does not provide you with the check email function. All of the emails your classmates and instructor sent to you will be delivered to your Indiana Tech email account. You are strongly encouraged to check your Indiana Tech email account regularly, preferably several times a week, to minimize the likelihood of miscommunication.

The University policy requires each online course instructor to respond to a student's email within 24 hours. Unless there is an extraneous situation that prevents the instructor from following this rule, you can expect to hear from the instructor within 24 hours. If you don't receive a reply within 24 hours, please do not hesitate to follow up with another email or forward the carbon copy of the email you sent to OnlineSupport@IndianaTech.edu with a note "Please help. It's been 24 hours and I have not heard from my instructor" and the University support staff will act on your behalf to contact your course instructor.

Learning Objective-Driven Content

#	Objective	Chapter(s)	Critical Topic Areas
1	Demonstrate knowledge of theory, concepts, and skills for corporate communications.	1, 2, 3, 5, 21	<p>The strategic stages of integrated marketing communications; general relationship integration; stakeholder relationship integration; management function integration; industry and competitive level integration; global societal integration; public relations process integration; integrated marketing or marketing communications; the role of research in the four interactive steps of effective public relations practice: research, planning, execution, evaluation; significant strengths, weaknesses, opportunities, and threats (SWOT); stakeholders and their needs; communications objectives; designing the research study; qualitative research; quantitative research; dynamic digital methods of communications research; new enterprise software for media tracking and decision making; growing social media tracking and analysis; true reach, amplification probability, and network influence; the future of graphical content tracking and analysis research; issues management methods for reputational management: issue identification, issue analysis, issues change strategy options, issue action programming, evaluation of results; the relationship of issues management to business school strategic planning.</p>

2	Create a strategy for an internal communication system for an organization.	7, 8, 11	The stakeholder concept; negative, neutral, and positive uses of the stakeholder language; stakeholder maps; the key stakeholders: your employees; the future of employee communications: authenticity, virtual teams, return on investment = standard operating procedure, corporate speak, join and listen, corporate culture, emerging professionals teaching their leaders, get outside by going inside; a strategic approach to investor relations: audiences; communicating a clear, consistent, credible story; communicating within the legal and regulatory environments; communicating with: sell-side analysts, the right investors, management and the board; planning and budgeting for investor relations; adding value: investor relations helps achieve corporate objectives; the future of investor relations.
3	Develop strategies for creating awareness of a business issue across multiple generations.	9, 16, 17,	Consumer insight in a Digital Age; consumers and consumer insight; analyzing, listening to, and engaging consumers and their communities; liberating consumers; media cloverleaf: mainstream, owned, tradigital, and social; how public relations functions across the media cloverleaf; the path to public engagement; planning and implementing social media campaigns; a history of public relations in social media; the future of public relations; global media relations; media relations continuum; trends and developments; the future of media relations.

4	Develop a proactive plan for crisis communications for an organization.	22, 23, 25, 29, 30	Guiding principles of state and local government relations: planning and strategic alliances; corporate governance: operating as an open book; a new corporate democracy; governance strategies; a future of informed investment decisions; the role of the Chief Executive Officer (CEO) as the key spokesperson; an organizational structure for reputation management; the role of the Chief Communication Officer (CCO); a strategic approach to relationships and media emergence; conversations and communities; the rise of collaborative performance; value, values, and valuation; digital culture flows; reputation management: building and maintaining reputation through communications; managing reputational intelligence; corporate personification and multiple reputations; co-orientation theory and expectation management; when substance trumps communication.
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5	Develop a responsive plan for crisis communications for an organization.	26, 36, 47	<p>Crisis communications; moving at the speed of digital; it's what you do that counts, not what you say; a good reputation: the best tactic of all; build a crisis team and give it a leader; set up a crisis command center; build an internal network; be content ready, format flexible; some guiding principles for crisis response; effective technology communications: innovation that matters; understanding what has changed: moving from "what" to "how and why," responding to polarization in the media, evolving from media relations to integrated communications; seizing the opportunity for reinvention; embracing the era of social business; planning, implementation, and evaluation; Ketchum programming process: discover, set goals, strategize, create, evaluate and evolve; transparency and ethics; values and the future; changing your own behavior to enhance behavioral results; public relations planning process; organization mission, anticipate/prioritize issues, situational analysis, organization position, publics/opinion leaders, behavioral goals/objectives, strategies/messages/tactics, implement, evaluation; targeted media advisories.</p>
6	Demonstrate the ability to communicate effectively on behalf of an organization to both internal and external stakeholders.	27, 28	<p>Sustainability for business: a new global challenge' citizenship and sustainability team; operational alignment; issue alignment; understand the culture and blend; strategic materiality assessment; the only constant is change; environmental communication: a matter of relationships, trust, and planning; changes in the past decade and history; planning, implementation, and evaluation; consider your stakeholders.</p>

7	<p>Recommend design of materials for the four primary aspects of corporate communications in order to position an organization appropriately to its stakeholders in dealing with:</p> <p>a) The “facilitating process” corporate communication style which is characterized by an internal orientation and reactive approach, with a focus on security and conservation;</p> <p>b) The “creating opportunity” corporate communication style which is characterized by an internal orientation and proactive approach, with a focus on control and expansion;</p> <p>c) The “making history” corporate communication style which is characterized by an external orientation and proactive approach, with a focus on risk and energy;</p> <p>d) The “securing continuity” corporate communication style which is characterized by an external orientation and reactive approach, with a focus on uncertainty and consolidation” (Bruijne, 2010).</p>	48, 52, 54, 55	<p>Creativity: powering integrated marketing communications ideas; ideas and big idea; the value of a unifying idea; ideas and where they come from; responsibility for idea generation; a process to develop ideas; integrated marketing communications idea brief; branded content strategy: meaningful stakeholder interaction; content strategy in practice: usability and accessibility, content strategy, functionality, platform; implementation of the content program; rules of practice in news and business institutions; monetizing with content; communication theories for a content management program; global public relations networks: the efficacy and role of membership organizations in public relations; the future of public relations and integrated marketing communications.</p>
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Examples of Performance at Each Grade Range

Examples of performance at each grade level have been provided by:

Elder, L., & Paul, R. (2014). *How to improve student learning*. Tomales, CA: The Foundation for Critical Thinking.

The Grade of A

The essence of A-level work is that it demonstrates excellence overall, with no major weaknesses.

- A-level work implies excellence in thinking and performance with the domain of a subject and course.
- It also implies development of a range of knowledge acquired through critical thought.
- The work at the end of the course is, on the whole, clear, precise, and well-reasoned, though with occasional lapses into weak reasoning.
- In A-level work, terms and distinctions are used effectively.
- The work demonstrates a mind beginning to take charge of its own ideas, assumptions, inferences, and intellectual processes.
- The A-level student usually analyzes issues clearly and precisely, usually formulates information clearly, usually distinguishes the relevant from the irrelevant, usually recognizes key questionable assumptions, usually clarifies key concepts effectively, typically uses language in keeping with educated usage, frequently identifies relevant competing points of view, and shows a general tendency to reason carefully from clearly stated premises, as well noticeable sensitivity to important implications and consequences.
- A-level work displays excellent reasoning and problem-solving skills.
- The A student's work is consistently at a high level of intellectual excellence.

Intellectual Standards of 3Cs: Critical Thinking, Creativity, and Continual Learning

“The student displays achievements within each [critical thinking, creativity, and continual learning] outcome as evidenced with the following frequency and depth: typically and characteristically, and with depth of understanding (earning 90% to 100% of the grading event's point value)” (Elder and Paul, 2007).

The Grade of B

The essence of B-level work is that it demonstrates more strengths than weaknesses and is more consistent in high level performance than C-level work. It has some distinctive weaknesses, though no major ones.

- The grade of B implies sound thinking and performance within the domain of a subject and course.
- It also implies development of a range of knowledge acquired through critical thought, though this range is not as high as A-level work.
- B-level work at the end of the course is, on the whole, clear precise, and well-reasoned, though with occasional lapses into weak reasoning.
- On the whole, terms and distinctions are used effectively.
- The work demonstrates a mind beginning to take charge of its own ideas, assumptions, inferences, and intellectual processes.
- The student often analyzes issues clearly and precisely, often formulates information clearly, usually distinguishes the relevant from the irrelevant, often recognizes key questionable assumptions, usually clarifies key concepts effectively, typically uses language in keeping with educated usage, frequently identifies relevant competing points of view.
- It shows a general tendency to reason carefully from clearly stated premises, as well as noticeable sensitivity to important implications and consequences.
- B-level work displays good reasoning and problem-solving skills.

Intellectual Standards of 3Cs: Critical Thinking, Creativity, and Continual Learning

“The student displays achievements within each outcome as evidenced with the following frequency and depth: often, but inconsistently and sometimes superficially (earning 80% to 89% of the grading event’s point value)” (Elder and Paul, 2007).

The Grade of C

The essence of C-level work is that it demonstrates more than a minimal level of skill, but it is also highly inconsistent, with as many weaknesses as strengths.

- The grade of C implies some development of knowledge acquired through critical thought.
- Thus C-level work at the end of the course shows some emerging thinking skills within the subject, but also pronounced weaknesses.
- Though some assignments are reasonably well done, others are poorly done; or at best are mediocre.
- There are more than occasional lapses in reasoning.
- Thought terms and distinctions are sometimes used effectively, sometimes they are used quite ineffectively.
- Only on occasion does C-level work display a mind taking charge of its own ideas, assumptions, inferences, and intellectual processes.
- Only occasionally does C-level work display intellectual discipline and clarity.
- The C-level student only occasionally analyzes clearly and precisely, formulates information clearly, distinguishes the relevant from the irrelevant, recognizes key questionable assumptions, clarifies key concepts effectively, uses language in keeping with educated usage, identifies relevant competing points of view, reasons carefully from clearly states premises, or recognizes important implications and consequences.
- Sometimes the C-level student seems to be simply going through the motions of the assignment, carrying out the form without getting into the spirit of it.
- On the whole, C-level work shows only modest and inconsistent reasoning and problem-solving skills and sometimes displays weak reasoning and problem-solving skills.

Intellectual Standards of 3Cs: Critical Thinking, Creativity, and Continual Learning

- “The student displays achievements within each outcome as evidenced with the following frequency and depth: sometimes, but with limited understanding (earning 70% to 79% of the grading event’s point value)” (Elder and Paul, 2007).

The Grade of D

The essence of D-level work is that it demonstrates only a minimal level of understanding and skill in the subject.

- The grade of D implies poor thinking and performance within the domain of a subject and course.
- On the whole, the student tries to get through the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understanding.
- On the whole, the students is not developing the skills of thought and knowledge requisite to understanding course content.
- Most assignments are poorly done.
- There is little evidence that the students is critically reasoning through assignments.
- Often the student seems to be merely going through the motions of the assignment, carrying out the form without getting into the spirit of it.
- D work rarely shows any effort to take charge of ideas, assumptions, inferences, and intellectual processes.
- In general, D-level thinking lacks discipline and clarity.
- In D-level work, the student rarely analyzes issues clearly and precisely, almost never formulates information clearly, rarely distinguishes the relevant from the irrelevant, rarely recognizes key questionable assumptions, almost never clarifies key concepts effectively, frequently fails to use language in keeping with educated usage, only rarely identifies relevant competing points of view, and almost never reasons carefully from clearly stated premises, or recognizes important implications and consequences.
- D-level work does not show good reasoning and problem-solving skills and frequently displays poor reasoning and problem-solving skills.

Intellectual Standards of 3Cs: Critical Thinking, Creativity, and Continual Learning

“The student displays achievements within each outcome as evidenced with the following frequency and depth: rarely (earning 60% to 69% of the grading event’s point value)” (Elder and Paul, 2007).

The Grade of F

The essence of F-level work is that the student demonstrates a pattern of unskilled thinking and/or fails to do the required work of the course.

- The student tries to get through the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understanding.
- The student is not developing the skills of thought and knowledge requisite to understanding course content.
- Here are typical characteristics of the work of a student who receives an F.
- A close examination reveals:
- The student does not understand the basic nature of what it means to think within the subject of discipline, and in any case does not display the thinking skills and abilities which are at the heart of the course.
- The work at the end of the course is vague, imprecise, and unreasoned as it was in the beginning.
- There is little evidence that the student is genuinely engaged in the task of taking charge of his or her thinking.
- Many assignments appear to have been done pro forma, the student simply going through the motions without really putting any significant effort into thinking his or her way through them.
- Consequently, the student is not analyzing issues clearly, not formulating information clearly, not accurately distinguishing the relevant from the irrelevant, not identify key questionable assumptions, not clarifying key concepts, not identifying relevant competing points of view, not reasoning carefully from clearly stated premises, or tracing implications and consequences.
- The student's work does not display discernible reasoning and problem-solving skills.

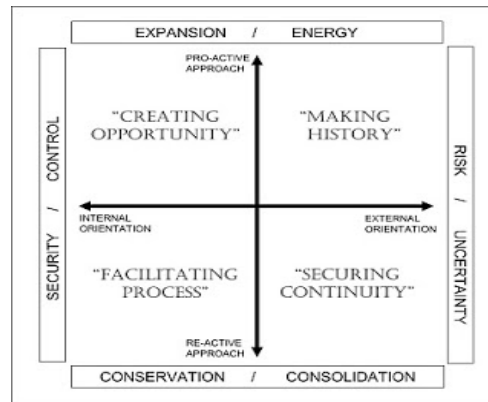
Intellectual Standards of 3Cs: Critical Thinking, Creativity, and Continual Learning

“The student displays achievements within each outcome as evidenced with the following frequency and depth: virtually never (earning less than 60% of the grading event's point value)” (Elder and Paul, 2007).

Major Course Concepts

Visual Representation for Corporate Communications Process and the Major Course Concepts:*

Bruijne, E. (2010). *Corporate communication styles: Fathoming the nature of the beast*. Retrieved on March 20, 2014, from <http://ewoldsblog.blogspot.com/2010/01/corporate-communication-styles.html>.



Brief explanation of the above model, taken directly from the author:

- **"Facilitating Process" Corporate Communication Style:** The internally oriented organization with a preference for a reactive approach ends up in the bottom left quadrant. Organizations with a preference for this communication style have a tendency to strive towards conservation and to maximizing their sense of security. Communication initiatives in this type of organizations are mainly aimed at facilitating the process. Corporate communication is regarded as a functional tool for coordination and risk mitigation.
- **"Creating Opportunity" Corporate Communication Style:** The internally oriented organization with a proactive approach is seeking to maximize control in the area of corporate communication and strives towards expansion. It wants to increase its area of influence through the inclusion of new themes and new captive audiences, but in a very controlled and deliberate way. New corporate communication initiatives have to go through a rigorous review and approval process. Their introduction has to be preceded by detailed planning and systematic testing. Corporate communication is regarded as a potentially useful instrument, but only experts should be allowed to handle it.
- **"Making History" Corporate Communication Style:** Organizations with an external orientation and a preference for a proactive approach will be found in the top right quadrant. These companies and institutions are generally charged with energy and encourage their staff to take risks. The corporate communication function is usually firmly affiliated with the marketing and sales function. Communication output is usually high, somewhat uncontrolled, but always opportunistic. These organizations are fired by one big ambition: making history. Corporate communication has to be agile, always on top of the newest trends, and adding creative quality.
- **"Securing Continuity" Corporate Communication Style:** These businesses and institutions are usually uncertain about the external environment, but they feel a necessity to engage and to keep a strategic stakeholder dialogue going. These organizations too are on the defensive (just like subjects in the bottom left quadrant), but their motive is to make their position of power or success stronger so that it is more likely to continue. The corporate communication function is regarded as a strategic asset to protect the interests of the organization, while that is continuing to pursue a steady course.