MDIA3008

Issues and Crisis Communication

Term Two // 2021

School of the Arts and Media // UNSW Arts, Design & Architecture

Course Overview

Staff Contact Details

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Tutors

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The School of the Arts and Media would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.

Course Details

Credit Points 6

Summary of the Course

This course examines the interdisciplinary and relational nature of issues and crisis communication from conceptual and practical perspectives.

Issues management is a managerial process that acts to provide a response strategy and early warning tool for issues that have the potential to impact organisations. The successful management of issues reduces the likelihood of crisis. Crisis management is the related process involving the development and application of strategies aimed at helping an organisation successfully deal with a sudden and negative event.

Issues and crisis communication refers to the PR-specific practices that emerge from these processes.

Through a range of case studies, this course will explore how issues and crisis impact upon organisations across the business, community, government, and not-for-profit sectors, and will engage in depth with the role of issues and crisis management and communication in strategic planning.

Course Learning Outcomes

1. Conceptualise the significance and functions of issues and crisis communication in an organisational setting.
2. Provide detailed analyses of issues and crisis communication at a conceptual and strategic level.
3. Understand the key principles behind designing and developing a crisis communication plan.
4. Think strategically about the role/s of various publics and stakeholders in issues/crisis communication cases.
5. Assess and evaluate the impact of the media in issues and crisis communication in an in-depth fashion.

Teaching Strategies

This is a level three course. It builds on skills developed in level 1 and 2 courses. It will allow students to develop diverse conceptual and strategic skills in PR and professional practice.

Both lectures and tutorials will be open to dialogue and collaboration with the aim of exploring case studies and material in a productive and rigorous fashion.

This course is NOT about rote learning, but rather involves actively thinking about and engaging with a number of conceptual frameworks, professional skills, case studies, analytical material, and strategic plans. Students are expected to take control of their own learning, rather than passively expect information to be delivered to them.

Assessment

industry.

You are advised to choose your question with care, as they pose different challenges.

A suggested format is as follows:

- Introduction: What's the case study and why is it relevant for issues/crisis communicators? How are you approaching the topic? What is your methodology? Do you have one, or two effective research questions, or hypotheses to apply? Is there a specific theoretical foundation such as IRT, SCCT that you will use?
- Overview: What are the key contexts? What are the most important developments? Which are the key aspects of the issue/crisis and why?
- Analysis/Recommendations: What are the key mistakes and/or key successes with regards to the communications strategy? What would you recommend? What are your insights? How can you support your points, with relevant facts, data and/or theoretical frameworks?
- Conclusion: What are the key takeaways?

For the Critical Analysis, you will be required to adhere to proper academic conventions. You are expected to draw on relevant readings and course materials. Use of external readings and sources as supplementary material will be of benefit.

Assessment Criteria (Critical Analysis)

- Ability to develop a clearly argued, well-researched and conceptually solid perspective on your case study
- Ability to show strong understanding of relevant principles and theoretical frameworks behind issues/crisis communications
- Ability to provide meaningful and properly supported analysis and/or recommendations
- Fluent and coherent written expression
- Accurate and properly presented referencing
- Professional visual presentation and formatting

In terms of the second option, you are required to create a comprehensive, effective, and clearly navigable Crisis Communication Plan for a company or organisation. (You are advised to choose a small-to-medium enterprise.) *Njc_qc pcdcp rm r f c _qqcqq k c l r apgrcpg_ `cjmu*.

* Each pair should submit ONE Crisis Communication Plan to Turnitin. The other student should simply submit ONLY a cover page, with basic information such as your name, student number, and the details of your partner.

Assessment Criteria (Crisis Communication Plan):

Resources

Prescribed Resources

- Website – Resources will be available on the Course Moodle website.
- Online tutorials - via the Blackboard Collaborate LMS.

Recommended Resources

Further Reading

Alpaslan C et al, 2009, 'Corporate Governance in the Context of Crises: Towards a Stakeholder Theory of Crisis Management', *Hmspl_j md Aml rglecl agcq $ Apgqgq K_l_eckclr*, 17, (1) pp38 – 49.

Coombs, W.T. & Holladay, S.J. (Eds.), 2001, *Rfc F_lb`mmi md Apgqgq Amk ksl ga_rgml*, edited by Malden, MA: Blackwell

Galloway, C. & Kwanash-Aidoo, K., 2009, *Ns`jga Pcj_rgml q Gqqscq _lb Apgqgq K_l_eckclr*, Melbourne: Thomson Social Science Press

Gilpin, D.R. & Murphy, P.J., 2008, *Apgqgq K_l_eckclr gl _ Amk njcv Umpjb*, Oxford: Oxford University Press

Griffin, A., 2009, *Lcu Qrp_rcegcq dmp Pcnsr_rgml K_l_eckclr8 E_glgle Aml rpmj md Gqqscq* Apgqcq _lb Ampnmp_rc Qmag_j Pcqnml qg`gjgrw*, London: Kogan Page

Heath, R. & Palenchar, M.J., 2008, *Qrp_rcega Gqqscq K_l_eckclr8 Mpe_lgq_rgml q _lb Ns`jga Nmjgaw Af_jjclecq** 2nd edition, California, Thousand Oaks: Sage

Heath, R.L. & O'Hair, H.D. (Eds.), 2009, *F_lb`mmi md Pgqi _lb Apgqgq Amk ksl ga_rgml*, New York: Routledge

Howard, C., 1984, *Gqqscq K_l_eckclr8 Mpgegl q md rfc dsrspc*, Stamford, CT: Issue Action Publishers

Jaques, T., 2014, *Gqqsc _lb Apgqgq K_l_eckclr8 Cvnjmpgle Gqqscq* Apgqcq* Pgqi _lb Pcnsr_rgml*, South Melbourne, Victoria: Oxford University Press

Regester, M. & Larkin, J., 2008, *Pgqi Gqqscq _lb Apgqgq K_l_eckclr gl Ns`jga Pcj_rgml q8 ? A_qc`mmi md @cqr Pp_argac*, 4th edition, London: CIPR

Toth, E.L. (Ed.), 2007, *Rfc Dsrspc md Cvacjjclac gl Ns`jga Pcj_rgml q _lb Amk ksl ga_rgml K_l_eckclr8 Af_jjclecq dmp rfc Lcvr Eclcp_rgml*, New Jersey: Lawrence Erlbaum Associates

Young, K, 2018, 'Enhancing employee communication behaviors for sensemaking and sensegiving in crisis situations', Journal of Communication Management, 22, (4) pp451 – 475.

<u>Recommended Publications</u>

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Hmsp l_j md @sqg l cqq Am k k s l ga_rgm l

Hmsp l_j md @sqg l cqq Crf gaq

Hmsp l_j md Am l rg l ec l agcq _ l b Apgqgq K_ l_ec k c l r

Hmsp l_j md Am k k s l ga_rgm l K_ l_ec k c l r

Hmsp l_j md Ns`jga Pcj_rgm l q Pcqc_paf

Ns`jga Pcj_rgm l q Pc t gc u

* This is a list of supplementary reading resources, which may be helpful in doing further research. You are, of course, encouraged to move beyond these suggested texts.

Course Evaluation and Development

Your feedback gathered from the surveys at the end of the session offers valuable input. Your experiences and suggestions are important, and there is always room for improvement in terms of content and teaching strategies.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the

Academic Information

For essential student information relating to:

- requests for extension;
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