

## **Global Strategic Communication**

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### **Course description**

It is quite clear that in today's "global village" the vast majority of strategic communication policies are now designed and adopted at a transnational level. This course aims to examine the creative and strategic leap involved when moving from a local level to a planetary platform when aiming to present a coherent, culturally-sensitive message whether at company or institutional level. The course begins by decoding the three keywords -global, strategic and communication- by placing them in wider and diverse contexts. It then looks at the difficulty of applying universal values and the sociocultural nuances of markets which may question the "global" approach. From this largely theoretical introduction to the course, the classes move to assess the strategic value of certain communicative approaches taken by governmental institutions, NGOs and private companies. Additional scenarios are then presented: how do organizations react to change at a global scale? How do institutions and companies survive crises and protect themselves? In order to look at these issues, a hands-on approach is adopted as students are encouraged to analyse both successes and failures. A summary of the classes and a look at future trends in the field of strategic global communication bring the course to a conclusion.

### **ECTS Credits**

4 ECTS

### **Specific competences**

Through a hands-on approach, students must be able to plan and follow through a global communicative strategy that adapts itself to specific socio-political and cultural dynamics.

Students will be expected to combine communicative skills of a global character while at the same time showing the necessary ability to respect both a local communicative environment and which displays clear intercultural sensitivity.

Students should be able to apply the knowledge gained through the case studies set in class and put it to use in real contexts in order to develop effective communicative policies.

On the contrary through trial and error, students should be able to detect and avoid those mistakes made when analysing failed case studies so that similar communicative errors are not made.

## **Learning outcomes**

Students will be expected to reach the following learning outcomes:

- Participants should dispose of the necessary theoretical-practical tools to be able to design and implement effective strategic communication at a global level.
- To deploy a transversal approach to communication policy which is simultaneously global and local (“glo/cal”). This involves the development of cross-cultural sensitivity and awareness when proposing a supranational strategy in order not to alienate consumers, users, clients and markets and respect for local idiosyncrasies without renouncing a global vision.
- To be able to identify the efficiency, detect the strong points and justify the success of a series of transnational communication initiatives and carry out the process in reverse, that is, to explain why certain global information policies failed to achieve their projected goals

## **Content**

1. *Global*. Definitions. Concepts, history, related terminology: international, world, transnational, multinational, exterior, transfrontier, abroad, “flat earth” ideology. Relevant examples.
2. *Strategy*. Definitions. Concept, related terminology: planning, design, policies, actions, blueprint, programme, approach... Uses and relevant examples.
3. *Communication*. Definitions. Concepts, terminological family: information, exchange, transmisión, message, correspondence, intelligence, contact, association, interface, networking, dialogue...
4. Strategic communication and intercultural awareness.
5. Choice and implementation of communicative policies and their strategic value assessment. Governmental institutions, private companies or international or international organizations.
6. Communication and change. Business knowledge and transversal organization, power relations and leadership values.
7. Strategic communication and crisis. Models for survival.
8. Case studies I: Successes. Seminar, role play, group analysis.
9. Case studies II: Failures. Error detection and strategies for improvement. Seminar, role play, group analysis.
10. Individual presentations. Course summary. Conclusions. The future of GSC.

## **Method of presentation**

All classes begin with a brief review of the key concepts and driving ideas discussed in the previous session. If reading assignments or any additional task have been set, these are then analysed in class before the course instructor outlines the main issues concerning the class at hand. Students are then invited to discuss the issues brought up by the class instructor and are encouraged to present any counterarguments they may wish to present. Depending on the course programme, students may be invited to offer their individual or joint presentations on the relevant subject of the class before analysing relevant case studies or working on the completion of in-class exercises set by the teacher to clarify concepts. A brief summary of the class is then carried out before tasks and/or readings are set for the following session.

Bearing in mind that, as mentioned above, these GSC course is allocated 4 ECTS, it is expected that the 70 or so hours dedicated to student work outside the classroom (6-8 hours a week depending on specific workload) will be distributed among necessary pre-class readings (25-30 hours), group presentation preparation (10 hours), study for reading tests (10 hours), role play preparation (10 hours) and final exam revision (10-15 hours).

## **Course assessment**

1. Final exam based on course theory	40%
2. In-class group presentation	20%
3. Reading tests (2 x 10%)	20%
4. Role play / simulation - presentation /defence	10%
5. Preparation / Participation / Attendance	10%

The final exam will be an open-ended exam divided into four main blocks: i) defining GSC through history, global media communication theory and strategy theory; ii) GSC and intercultural competence; iii) lessons from the four case studies and iv) strategic crisis communication.

The group presentation refers to one of the four case studies. Students will be divided into groups of three and must present for approximately 15-20 minutes and then defend their proposal. The grade will be the same for all members of the group.

The reading tests are individual and refer to two texts to be set by the course instructor.

The role play exercise is in groups of three and the grade will be based on the students' capacity to react to a simulated case study and defend themselves from questions.

### **Course schedule**

Wednesdays from 2.00pm – 5.00pm

### **Required reading**

Teruggi, J & Lawrence, P. *Introduction to Strategic Public Relations. Digital, global and socially responsible communication*. London: SAGE (2018)

### **Recommended reading**

Alaimo, Dara. *Pitch, Tweet or Engage on the Street. How to practice global public relations and strategic communication*. Routledge 2016.

Aljure Saab, Andres. *El Plan Estrategico de Comunicación*. UOC. 2016.

Anderson, T. & Hallin, C. *Global Strategic Responsiveness*. Routledge, 2017.

Croucher, S. *Global Perspectives on Intercultural Communication*. Routledge 2017.

Curtin, Patricia. & Kenn, Gaither T. *International Public Relations. Negotiating Culture, Identity and Power*. SAGE. 2007.

Dudo, A & Kahlor. L. *Strategic Communication. New Agendas in Communication*. Routledge, 2017.

Duhé, Sandra. *New Media and Public Relations*. (2a ed) Peter Lang: New York, 2012.

Firestein, Peter. *Crisis of character. Building corporate reputation in the age of skepticism*. Sterling 2009.

Freitag, Alan R. & Quesinbury, A. *Global Public Relations. Spanning borders, spanning cultures*. Routledge, 2008.

Higgins, Richard, B. *The Search for Corporate Strategic Credibility*. Quorum Books 2002.

Hofstede, G. Hofstede, G. J. & Minkov, M. *Cultures and Organizations. Software of the mind. Intercultural cooperation and its importance for survival*. McGraw Hill, 2010.

Holtzhausen, D. & Zerlass, A. *The Routledge Handbook of Strategic Communication*. 2014.

L'Etang, J. McKie, D, Snow, N. & Xifra, J. *The Routledge Handbook of Critical Public Relations*. Routledge: Oxford, 2017.

Pintado Blanco. Teresa & Sanchez Herrera Joaquin. *Nuevas tendencias en comunicación estratégica*. ESIC. 4<sup>a</sup> edición 2017.

Price, Monroe. *Free Expression, Globalism and the New Strategic Communication*. Cambridge, 2015.

Sorrells, K. *Intercultural Communication. Globalization and Social Justice*. SAGE: London, 2013.

Sriramesh, K & Vercic, D. *The Global Public Relations Handbook. Theory, Research and Practice*. Lawrence Erlbaum: New Jersey, 2003.

St. Clair, Guy. *Knowledge Services. A Strategic Framework for the 21<sup>st</sup> century organization*, GmbH 2017.

Teruggi, Janis & Parnell, Lawrence. *Introduction to Strategic Public Relations. Digital, global and socially responsible communication*. SAGE: 2018.