



What Responsible Management
Competencies do
**BA ENGELSK OG
ORGANISATIONSKOMMUNIKATION**
Students Acquire?



This report was prepared by the CBS Office of Responsible Management Education and is part of our engagement in the UN-backed Principles for Responsible Management Education (PRME).

Photos: Jakob Boserup

INTRODUCTION

This report highlights the role responsible management education plays in the Engelsk og Organisationskommunikation programme (BA EOK). Through the Curriculum Development project, the CBS PRME office has sought to identify and explore which competencies related to responsible management are acquired by BA EOK students during their time in the programme. This report presents results based on findings from student focus groups, as well as meetings and on-going interaction with faculty members. The purpose is to explicitly address how these EOK competencies are integrated in different courses and to encourage a coherent progression across the entire programme.

BA EOK focuses predominantly on English and its use within a business context. For this reason, the programme's educational input on responsible management goes beyond traditional business and financial

topics, focussing instead on the responsible use of communication. Students reported that responsible communication is introduced to them through themes of CSR and cases of responsibility within companies. Through such cases, EOK students are taught how to link ethics and cultural understanding to management decisions, in turn enabling them to become responsible communicators. Students are shown how they can become responsible managers through communication and language usage, and that responsible communication between management and employees is essential. The students in EOK feel that responsible communication is taught in a diverse set of courses. However, they have also expressed a desire for this input to be made more explicit in classes and for the connections between courses to be made more visible.

COMPETENCY PROFILE

Discussions with the members of the study board and faculty have identified the following competencies in responsible management acquired by BA EOK students:

- **The ability to understand the challenges involved in responsible communication in organisations.**
- **The ability to recognise and anticipate possible issues related to diversity, especially culture-based issues.**
- **The ability to take measures to counterbalance diversity issues, e.g. to ensure inclusive communication.**
- **The ability to take measures to ensure precise communication, avoiding ambiguities and misunderstandings.**

While all courses are naturally aimed at supporting the development of these competencies in BA EOK students, they are addressed specifically in the flagship course *Intercultural Communication* (1st semester) and further elaborated on in the following corner stone courses: *Organisation, Oral Communication, Text and Text Production* (1st semester); *The Organisation and its Communication* (2nd semester); *Videnskabsteori* (3rd semester); *Corporate Communication, Videnstrukturering og videndeling and Discourses and Power* (4th semester). These courses have been identified as being essential in conveying the message of responsible communication practices.

Finally, we would like to express our gratitude to all those who contributed to this project. In particular, we would like to thank Ahmad Zaki Faizi for all his help with the development of this report and for acting as an ambassador for the EB programme. We would also like to thank the study board director, Hanne Erdman Thomsen, for her continuous support.

SEMESTER REVIEW OF RESPONSIBLE MANAGEMENT AT BA EOK

FIRST SEMESTER

RESPONSIBILITY DAY is the first opportunity for EOK students to reflect on business practices through the lens of their study programme. During this day, responsible communication education is presented through a selected case, which is then critically discussed by the students. Hanne Erdman Thomsen was the EOK faculty representative for Responsibility Day in 2015 and 2016. During the first week of classes, the students work with the Responsibility Day case in three of their courses. This gives them the opportunity to develop a more extensive understanding of responsible communication, and specifically relates it to their first semester of learning.

Semester 1
Intercultural Communication
Organisation
Oral Communication
Text and Text Production

The course **INTERCULTURAL COMMUNICATION** looks at intercultural conflicts between management and employees in organisations. Students are asked to apply theories and models to resolve any inter-organisational conflicts that might occur and to reflect critically on their chosen solutions. The course specifically looks at communication in terms of CSR initiatives and suggests that any statements communicated to stakeholders regarding a company's CSR profile should be a two-way process. In addition, the course discusses cultural diversity within the workplace. This is the flagship course of the BA EOK programme in terms of responsible management education.

In the course entitled **ORGANISATION** students discuss ethics in leadership and decision-making as part of the course structure. Responsible leadership is discussed with reference to case material, allowing students to gain theoretical and model-based insights into organisations. In addition, the course encourages students to develop a nuanced view of decision-making and problem-solving through practical exercises. Students are placed in the position of managers and asked to solve real-life scenarios, thereby gaining insights into the realities that lie behind organisational images.

ORAL COMMUNICATION is a course designed to develop students' competencies in and understanding of the importance of responsible communication through practical cases involving issues of responsibility within companies. Students are introduced to communication through the fields of linguistics, internal communication and psychology. One aim of this course is to introduce students to the notion of responsible oral communication, including a focus on rhetoric and how rhetorical skills can be used for inclusion.

In **TEXT AND TEXT PRODUCTION**, students critically assess the ways in which propaganda text is used by companies to present and promote themselves in a desirable light. Students are also taught various strategies for text production that can be used during crisis situations. This input enables students to see the importance and potential of written communications in enabling leaders to display their responsibility and trustworthiness to their employees and to the rest of the world. Conversely, students are also taught how not to communicate if they intend to come across as responsible and believable. One practical case used to demonstrate these techniques is the Body Shop's sustainable agenda.

SECOND SEMESTER

THE ORGANISATION AND ITS COMMUNICATION familiarises students with the role of communication within and outside of organisations. It introduces them to a number of theoretical perspectives in order to analyse current issues effecting organisations, including globalization, terrorism, climate change and shifting demographics. These theories are illustrated by real-life examples from the profit and non-profit sectors. The course consists of lectures designed to introduce students to theoretical perspectives of organisations and their respective practical tools. These lectures are accompanied by exercise-based classes in which the students have the opportunity to test their knowledge, reflect on what they have learnt from the lectures and to participate in discussions with peers and course instructors.

Semester 2
Managerial Economics I
British and American Studies
The Organisation and its Communication
Sound of English

THIRD SEMESTER

The course **VIDENSKABSTEORI** presents students with the challenges involved in the scientific search for truth. Students gain insight into interdisciplinary theoretical and analytical approaches to science. Questions about the relationship between science and other forms of knowledge, perceptions of sound science, objectivity, and truth are central to the course. By the end of the course, students are expected to have developed an understanding of the possible effects that methodological choices can have in communicating scientific analysis, e.g. the difference between quantitative and qualitative research and technical approaches. A particular focus

is placed on issues, paradigms and methodological considerations in the communication sciences. The use of cases such as 'The Renault' and 'CSR – science theory set' further build students' skills and understanding in this area. In 'The Renault' case, students are asked to discuss socio-economical societal processes exemplified by Renaults commercial, including how critical theory can offer a reflective and critical approach to the commercial's message. Such cases also teach students to deal with responsible knowledge management in the conflict between scientific knowledge and, economic, political and religious knowledge. The case entitled 'Paradigms in Economic Theory' reflects on the difference between classical and ecological economy, specifically on how and why ecological responsibility (sustainability) is lacking from the neoclassical paradigm of economics.

Semester 3
Managerial Economics II
Business English
Structure of English
Videnskabsteori

FOURTH SEMESTER

CORPORATE COMMUNICATION is designed to build upon the knowledge that students gained from The Organisation and its Communication course from the second semester. Corporate Communication addresses responsibility in terms of external corporate communication and further examines themes of CSR and sustainability. The course challenges students to look beyond financial indicators by introducing them to external stakeholder theory.

In **VIDENSTRUKTURERING OG VIDENDELING**, students learn methods for concept clarification as a way of streamlining their vocabulary. The course stresses that communication and the standardisation of language are particularly important skills in the business community, since even slight misinterpretations can greatly hinder effective communication. To illustrate these concerns, students are provided with the example of possible communication issues in relation to diversity. Students also learn how to work with a specific business-orientated vocabulary that is useful in knowledge-sharing and in enabling organisations to use a common, precise language.

The course **DISCOURSES AND POWER** covers critical discourse analysis, specifically analysing discourses in English-speaking countries. Students partake in discussions about discourses on climate change and migration, developing their competency to engage in topics related to responsible communication.

Semester 4

Corporate Communication

Legal English

Videnstrukturering og videndelig

Discourses and Power

FIFTH SEMESTER

This semester is dedicated to an exchange, elective courses or an internship within a company. Of the **134** electives available to students on the BA EOK programme, **8** directly address responsible management, including *Introduction to Sustainable Business*, *Scandinavian Sustainability and Corporate Social Responsibility* and, *Business and Global Governance*.

Semester 5

Elective Courses, Exchange or Internship

SIXTH SEMESTER

Explicit examples of teaching input and content related to responsible management have not been identified in this semester. Instead, responsible management issues are covered implicitly.

Semester 6

Political Economy of Development

Business and Global Governance

Bachelor Thesis

Semester Overview: BA EOK

RESPONSIBILITY DAY	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	SEMESTER 5	SEMESTER 6
2012 - 2016  Hanne Erdman Thomsen	Intercultural Communication  Mimma Paunova (MSC)	Managerial Economics I  Victor Lund (OM)	Managerial Economics II  Victor Lund (OM)	Corporate Communication  Steffen Blaschke (MSC)	Elective Courses, Exchange or Internship	Oral Interaction  Ahmad Zaki Faizi (MSC)
	Organisation  Karen Bøll (IOA)	British and American Studies  Kevin McGovern (MSC)	Business English  Christine Lenstrup (MSC)	Legal English  Kistine Lykkestern (MSC)		Interlingual Text Production  Ann Bøttern-Jensen (MSC)
	Oral Communications  Ahmad Zaki Faizi (MSC)	The Organisation and its Communication  Steffen Blaschke (MSC)	Structure of English  Lise-Lotte Hjulmand (MSC)	Videnstrukturer og videndeilig  Hanne Erdman Thomsen (MSC)		Bachelor Project  Hanne Erdman Thomsen (MSC)
	Text and Text Production  Bodil Helder (MSC)	Sound of English  Inger Mees (MSC)	Videnskabsteori  Søren Briert (MSC)	Discourses and Power  Charlotte Werther (MSC)		

Flagship courses act as anchors in the programme and play a central role in coordinating the generation of responsible management competencies.

Corner stone courses act as binding blocks between the semesters and ensure a systematic progression of content and competencies related to responsible management.

CONTACTS AND RESOURCES

Below we have a list of the key people associated with BA EOK, which you may find useful:

EOK AMBASSADOR

External Lecturer Ahmad Zaki Faizi has agreed to be the ambassador for BA EOK. Please feel free to contact him if you have any questions regarding responsible communication education within the programme.



Ahmad Zaki Faizi:

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EOK STUDY DIRECTOR

Associate Professor Hanne Erdman Thomsen serves as the study director for the BA EOK programme.



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PRME ACADEMIC DIRECTOR

Professor Kai Hockerts is the Academic Director of the Curriculum Development project.



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PRME PROJECT MANAGER

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