



# What Responsible Management Competencies do **HA ERHVERVSØKONOMI - VIRKSOMHEDSKOMMUNIKATION** 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 that responsible management education plays in the HA Erhvervsøkonomi – virksomhedskommunikation (HA(kom.)) programme. Through the Curriculum Development project the CBS PRME office has sought to explore which competencies related to responsible management are acquired by students of HA(kom.) during their time in the programme. The results presented in this report are based on findings from student focus groups as well as meetings and on-going interaction with faculty members. The purpose is to outline explicitly how these HA(kom.) competencies are integrated in different courses and to ensure a coherent progression across the entire programme.

Developing students' capacity to consider multiple perspectives is a central aim of the HA(kom.) pro-

gramme. Students are thus taught the tools they need to understand the context of their society and the roles that society and politics play in managerial decisions. This is essential in order to comprehend how, what and when to communicate within an organisation. The students participating in the focus group for this report stated that they were introduced to responsible management issues through case work, concrete examples of business ethics and bad management practices. The students' understanding of what it means to be a responsible manager includes the need to take ethical dilemmas into consideration when making decisions related to communications and finance. The students reported that the programme helped them to acquire the ability to contemplate the consequences of their decisions and thus be confident in the decisions they make.

## COMPETENCY PROFILE

Discussions with members of the study board and faculty have identified the following competencies related to responsible management acquired by students on the HA(kom.) programme:

- **The ability to understand the challenges for responsible managers in both private and public organisations.**
- **The ability to understand and reflect upon the ethical implications involved in any kind of communication.**
- **The ability to take into account the concerns of the range of internal and external stakeholders in communication and management, and awareness of the need to consider such multiple perspectives.**

While all courses are naturally aimed at supporting the development of these competencies in HA(kom.) students, they are specifically addressed in the flagship course *Samfundsanalyse og diagnostik: Teoretiske positioner* (4th semester) and further elaborated upon in the following corner stone courses: *Strategi og Samtidsdiagnostik* (1st semester); *Intern kommunikation i praksis* (2nd semester); *Medieudvikling og digital kommunikation, Branding, Strategisk kommunikation i praksis I* (3rd semester); and *Institutionelle perspektiver* and *Strategisk kommunikation i praksis II* (4th semester). This report outlines how responsible management is covered throughout the six semesters and identifies the faculty member leading the implementation of responsible management education in the HA (kom.) programme.

We would like to express our gratitude to all those who contributed to this project. In particular, we would like to thank Lena Mygdam Zwisler for all her help with the development of this report and for acting as ambassador for the HA(kom.) programme. We would also like to acknowledge the study director, Anne Vestergaard, for her continuous support.

# SEMESTER REVIEW OF RESPONSIBLE MANAGEMENT AT HA(kom.)

## FIRST SEMESTER

**RESPONSIBILITY DAY** is the first opportunity for HA(kom.) students to reflect on business practices through the lens of their study programme. During the day, responsible management education is presented through a selected case, which is then critically discussed by the students. Anne Vestergaard has been the HA(kom.) faculty representative for Responsibility Day since 2014. The case presented at Responsibility Day is also used by faculty members as a point of departure for a more general discussion about what responsibility means in the context of the HA(kom.) programme. In addition, students discuss the role that responsibility plays in the practice of communication professionals. Following the analysis of the case, the students' solutions are discussed with a particular focus on ethics and sustainability.

**STRATEGI OG SAMTIDSDIAGNOSTIK** introduces students to the changing environment of business and the developments that organisations need to undertake to continue operating successfully. Accordingly, it examines the role that society plays in changing this environment from different perspectives. The course aims to teach students what an organization should do, how it should be organised and managed, and how it should communicate and form relations in its environment. This is done through opening up the environment to politics and the condition of contingency while also looking into social negotiations. Strategi og samtidsdiagnostik uses several real-life cases as teaching material, including the 2009 financial crisis, the 2015 public reaction to the Danish sale of DONG shares to Goldman Sachs, and the Danske Bank case. These cases are introduced to students in order for them to reflect on the extent to which—and the ways in which—organisations have acted responsibly in the past. This course is connected to the fourth semester course, *Samfundsanalyse og diagnostic*, the flagship course of the HA(kom.) programme.

### Semester 1

Almen kommunikation

Strategi og samtidsdiagnostik

Mikroøkonomi

Organisationsanalyse

## SECOND SEMESTER

In the course **INTERN KOMMUNIKATION I PRAKSIS**, students are familiarised through real-life cases with the internal communication strategies and practices of Danish organisations. This course aims to give students the ability not only to communicate through a variety of internal channels, but also to do so in an informed manner. Students are taught the difference between positive and negative management practices and how these practices can affect a company internally, as well as their role in society as a whole.

### Semester 2

Tværfagligt 1. Årsprojekt

Intern kommunikation i praksis

Afsætning

Organisationskommunikation

## THIRD SEMESTER

The course **MEDIEUDVIKLING OG DIGITAL KOMMUNIKATION** discusses themes of responsibility and accountability and emphasises the importance of ethics when working in communications. As an example, the course gives students the tools to analyse and reflect on the formation media through societal, organisational, institutional and technological aspects. The course thus teaches students to understand media and digital communication from a wider perspective. Medieudvikling og digital kommunikation also presents students with the skills to understand how organisations can handle their communications strategically and responsibly through leadership and branding, including in crisis situations.

Unlike conventional branding courses, **BRANDING** does not take a one-dimensional managerial perspective as a point of departure. The course aims instead to explore branding from several different, dynamic and social perspectives. In this way students learn to analyse brands from societal and cultural perspectives, and develop an understanding of branding as a whole in terms of meaning-making and value-creation. Many parts of the curricula also raise (directly or implicitly) ethical, moral, political and representational issues and emphasise the fact that branding does not come easily for many companies and that they often struggle with its complexity.

The **STRATEGISK KOMMUNIKATION I PRAKSID** course familiarises students through real-life cases with communication, primarily cases of traditional and/or social media campaigns for Danish organisations. This course teaches students how social and traditional mass media works, and leads to an understanding of various organisational contexts. Consequently, it develops students' ability to communicate through a variety of external channels. While solving cases in class or as written exams, students are also asked to discuss and consider the increasing pressure on companies in terms of their responsibility profile. Specifically, the course takes into account the increasing pressure from stakeholders (who are affected by, or can affect, the company's activities) and examines whether and how companies act in response to this pressure.

### Semester 3

Fagets videnskabsteori og metode

Medieudvikling og digital kommunikation

Branding

Strategisk kommunikation i praksis I

## FOURTH SEMESTER

**SAMFUNDSANALYSE OG DIAGNOSTIK** is an extension of Strategi og samtidsdiagnostik from the first semester. This follow-up course focuses on how contemporary diagnostics enable open questions regarding responsibility, without moralising or giving students an installed norm they must follow. Instead, they learn the theoretical lenses behind these diagnostics, and how they can make a diagnostic by using the individual, organization and society as a systems reference. The aim of the course is thus to give the students a nuanced view of diagnostics by analysing various cases. This is the flagship course of the HA(kom.) programme in terms of responsible management education.

### Semester 4

Samfundsanalyse og-Diagnostik:  
Teoretiske Positioner

Institutionelle perspektiver

Tværfagligt 2. Årsprojekt

Strategisk kommunikation i praksis II

The course **INSTITUTIONELLE PERSPEKTIVER** introduces students to holistic strategies of organisations. It teaches the importance of taking the company's internal and external context into account, and gives students an understanding of societal and political institutions. The course further touches upon the theme of green reporting and ethics. For example, companies can take some societal responsibility by examining the development of non-financial reporting (such as green reporting) and the ethics behind such reporting.

The course **STRATEGISK KOMMUNIKATION I PRAKSIS II** is an extension of the course from the previous semester. This second course familiarises students with the event management of Danish organisations as well as communication, primarily in the form of traditional and social media campaigns. This is done through a study of real-life cases. Strategisk kommunikation i praksis II aims to give students the ability to communicate through a variety of external channels and to understand the organisational and societal context of organisations. The students further examine how positive or negative management practices can affect the role of organisations in society. While solving cases in class or as written exams, students are also asked to discuss and consider the increasing pressure placed on companies in terms of their responsibility profile. Specifically, the course notes the increasing pressure from stakeholders (who are affected by, or can affect, the company's activities) and examines whether companies respond to such pressure.

## FIFTH SEMESTER

This semester is dedicated to exchange and/or elective courses. Of the **134** electives available to the HA(kom.) programme, **6** directly address responsible management, including *Introduction to Sustainable Business* and *Scandinavian Sustainability and Corporate Social Responsibility*.

### Semester 5

Elective Courses or Exchange Semester

## SIXTH SEMESTER

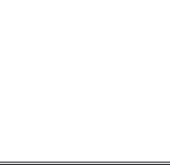
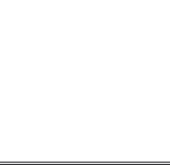
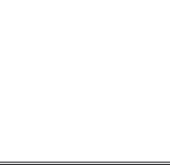
In the sixth semester the students complete a three-month internship and a bachelor project, which in themselves do not explicitly contain any responsible management education.

### Semester 6

Bachelorprojekt

Praksis- og erhvervsrelateret projektforløb

## Semester Overview: HAL(kom.)

Responsibility Day	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4	SEMESTER 5	SEMESTER 6
2014 - 2016	<b>Almen kommunikation</b>  Lars Thøger Christensen (MSC)	<b>Tværfagligt 1. årsprojekt</b>  Anne Vestergaard	<b>Fagets videnskabsteri og metode</b>  Dorte Madsen (MSC)	<b>Fagets videnskabsteri og dialektisk: teoretiske positioner</b>  Niels A. Andersen (MPP)	<b>Samfundsanalyse og dialektisk: teoretiske positioner</b>  Lena Mygdam Zwister (MSC)	<b>Elective Courses or Exchange Semester</b> <b>Bachelorprojekt</b>  Dorte Madsen (MSC)
2014-2015	<b>Strategi og samtidssocialt</b>  Fabian Csaba	<b>Intern kommunikation i praksis</b>  Justine Grønbæk Pors (MPP)	<b>Medieudvikling og digital kommunikation</b>  Karl-Heinz Pogner (MSC)	<b>Institutionelle perspektiver</b>  Anders Ravn Sørensen (MPP)	<b>Praksis- og erhvervsrelateret et projektforløb</b>  Lena Mygdam Zwister (MSC)	
	<b>Mikroøkonomi</b>  Henrik Johansen Duus (MARK1G)	<b>Afsætning</b>  Leslie Christensen (ECON)	<b>Branding</b>  Fabian Csaba (MSC)	<b>Strategisk kommunikation i praksis II</b>  Lena Mygdam Zwister (MSC)	<b>Tværfagligt 2. årsprojekt</b>  Lena Mygdam Zwister (MSC)	
	<b>Organisationsanalyse</b>  Peter Holdt Christensen (SMG)	<b>Organisations-kommunikation</b>  Lars Thøger Christensen (MSC)				

**Flagship Course**

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

**Corner Stone Course**

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 HA(kom.), which you may find useful:

## HA(kom.) AMBASSADOR

Lena Mygdam Zwisler has agreed to be the ambassador for the HA(kom.) programme. Please feel free to contact her if you have any questions regarding responsible management education within the programme.



**Lena Mygdam  
Zwisler:**  
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## HA(kom.) PROGRAMME MANAGER

Eva Gamborg Grøn serves as the programme manager for the HA(kom.) programme.



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## PRME PROJECT MANAGER

Lavinia Iosif-Lazar is responsible for the Curriculum Development project. Please send any suggestions for amendments to her.



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## HA(kom.) STUDY DIRECTOR

Anne Vestergaard serves as the study director for the HA(kom.) programme.



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## PRME ACADEMIC DIRECTOR

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



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