

Communication in Organisations

Code: 104005
ECTS Credits: 6

Degree	Type	Year	Semester
2502501 Prevention and Integral Safety and Security	FB	2	2

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Teaching groups languages

To check the language/s of instruction, you must click on "Methodology" section of the course guide.

Prerequisites

This subject does not have any pre-requirements

Objectives and Contextualisation

Organizations linked to security and emergencies have their own communicative needs and differentiated characteristics from those of any other organism. These organizations, whether public or private, need to project their image, be it due to obligations deriving from the legislation (for example, in the field of Civil Protection), or to enjoy a good reputation and consolidate the Your brand as a reference.

Students of the Degree of Prevention and Comprehensive Security, as future professionals who will be part of or will have an interlocution with these organizations, must have knowledge related to the functioning of the communication systems of a company, administration or other body, especially of those linked to the world of security and emergencies.

Communication is a transversal reality that affects and reaches all elements of an organization, as simple or complex as it is. Communicating strategically is a must. How to communicate, who and through what tools, the role of social networks or traditional media in the communicative strategy of an institution or company are elements to know from a prevention and security professional . You also need to know the mechanisms to communicate communicatively a crisis, how to detect it and manage it because the negative effects on the reputation of any organization, are controlled. This subject offers an overview on the communication of organizations, communication of crisis and specific communication of organizations linked to security and emergencies. The student will be able to acquire the necessary basic knowledge about the subject focused on professional practice. You will have an overview of how the media and social networks are and operate, how the organizational structure of an organization works and what tools it has. It will also have an overview of the mechanisms for the preparation and management at the communicative level of a crisis, as well as knowing in what way the organizations related to security and emergencies are communicatively organized.

TRAINING OBJECTIVES

Acquire the basic knowledge about the reality of the communication of organizations in the current environment, especially of organizations linked to the security and emergencies.

Understanding the information mechanisms of the media and how they interact with public and private organizations.

Understand the structure, mechanisms and channels of internal and external communication of an organization.

To know the functioning of the social networks applied to the world of communication of organizations linked to security and emergencies.

Understand what is and where crisis communication is based.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Be able to adapt to unexpected situations.
- Communicate information, ideas, problems and solutions to both specialised and non-specialised publics.
- Formulate commercial strategies in the security sector.
- Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
- Identify, manage and resolve conflicts.
- Maintain a positive attitude with respect to professional and personal growth.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Show respect for diversity and the plurality of ideas, people and situations.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use the capacity for analysis and synthesis to solve problems.
- Work in institutional and interprofessional networks.

Learning Outcomes

1. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
2. Analyse the situation and identify the points that are best.
3. Apply basic communication and forms of analysis of public behaviour and marketing strategies for the prevention and integral security sector.
4. Apply the different concepts involved in the internal and external communication of an organisation.
5. Be able to adapt to unexpected situations.
6. Communicate using language that is not sexist or discriminatory.
7. Critically analyse the principles, values and procedures that govern professional practice.
8. Explain the explicit and implicit deontological code for the area of knowledge.
9. Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
10. Identify situations in which a change or improvement is needed.
11. Identify, manage and resolve conflicts.
12. Maintain a positive attitude with respect to professional and personal growth.

13. Propose new methods or well-founded alternative solutions.
14. Show respect for diversity and the plurality of ideas, people and situations.
15. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
16. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
17. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
18. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
19. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
20. Use the capacity for analysis and synthesis to solve problems.
21. Work in institutional and interprofessional networks.

Content

UNIT 1.- THE COMMUNICATIVE PROCESS: history and evolution of human and technological communication.

UNIT 2.- TYPOLOGY AND OPERATION OF THE COMMUNICATION MEDIA: relationship with private and public organizations. Journalistic genres and sources of information. Current media landscape. Infoshows.

UNIT 3.- SOCIAL NETWORKS. Characteristics and trends. Virtual reality. Artificial intelligence. Fake news and manipulation.

UNIT 4.- CORPORATE COMMUNICATION: institutional strategies. Advertising, propaganda, marketing and dissemination channels.

UNIT 5.- CRISIS COMMUNICATION: preparation, detection and management. Study of cases.

UNIT 6.- THE COMMUNICATION OF SECURITY AND EMERGENCIES: singularities and adaptation to the new Paradigm. Study of cases.

UNIT 7.- THE CONSTRUCTION OF THE MESSAGE. PUBLIC SPEAKING TECHNIQUES: analysis of communication skills in the role of spokesperson. Characteristics of the story and the message. The use of language from an inclusive, gender and non-sexist perspective. The power of non-verbal communication. Practices and video recording.

Methodology

Teaching language: Spanish.

This study plan gives great and necessary prominence to the self-learning of the students. However, this does not exclude the survival of a percentage of directed activities that would materialize, on the one hand, in master classes with ICT support and the inclusion of dynamic tools, and on the other, in supervision and teacher advice in individual practices and/or or groups of students.

Regarding autonomous activities, students must:

- To analyze and resolve different communicative casuistry, preparing individual and/or group work. Exhibit in public (online) defined or simulated topics, according to their specialization, and according to the variables that they will find in their working life.

- Plan personal study to seek the necessary consolidation of knowledge and pass the subject.

In the supervised classes, the teacher gives six master sessions, distributing the time in a part of theoretical-practical content, followed by the communicative analysis of a current issue and, later, involving the students in learning skills and strategies to speak in public and as spokespersons. It is possible, voluntarily, to carry out some more online classes.

In this sense, the classes will be energized with audiovisual material, article readings, group debates, individual arguments, construction and use of non-sexist and egalitarian language, and virtual creativity.

In the supervised activities, the student receives the advice and advice of the teacher in the works and practices, as well as tutorials, upon request, as reinforcement to advance in the learning of the contents and subjects of the subject.

In these activities, students will acquire the following skills: CT11, CE3 and CE7.

Finally, the student will be subject to an evaluation, this being a percentage sum of the grades obtained in the assignments or practices, the presence and active participation in the virtual classroom, and a final written and/or oral test, with all course content.

Tutorials with teachers will be arranged by email.

Note: 15 minutes of a class will be reserved, within the calendar established by the center/degree, for the completion by the students of the surveys to evaluate the performance of the teaching staff and the evaluation of the subject/module.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Evaluation	4	0.16	
Videoconference with the active participation of the students	12	0.48	
Type: Supervised			
Resolution of doubts on subject and practices	24	0.96	
Type: Autonomous			
Individual study and development of Continuous Assessment Tests PEC 1, 2, 3 & 4	110	4.4	

Assessment

Continuous assessment

The course evaluation system will consist of 3 items:

- 1 - The presence and active participation in the virtual classroom (10%)
- 2 - The delivery of different tests and subject practices (40%):
- 3 - The realization of a final test, written and/or oral, with the contents of the entire subject (50%).

The mark to pass the continuous evaluation will be the result of the percentage sum of the notes of the works and practices (40%), of the presence and active participation in the classroom (10%), as well as a final written test and/or oral, with the contents of the entire subject (50%). To pass the continuous evaluation, this average must be 5 or higher.

Single Assessment

Students who opt for the single assessment will take a final synthesis test of all the content of the subject (50%) and will deliver the assignments and practices of the subject (50%)

The date for this test and the delivery of the work and practices of the subject will be the same scheduled in the schedule for the last continuous assessment exam.

The same recovery system is applied as for the continuous evaluation.

Evaluation of students in the second or more call

The students who repeat the subject must take the scheduled tests and exams and deliver the assignments and practices of the subject on the dates indicated in the Moodle classroom.

Recovery exam

The student who does not pass the subject, who does not reach 5 (total) out of 10, in accordance with the criteria established in the two previous sections, may take a final exam as long as the student has been evaluated in a set of activities, the weight of which is equivalent to a minimum of two thirds of the total grade for the subject. If she has not been evaluated by these two third parties because she has not taken the tests, she will obtain a score of Not Present, without having the possibility of taking the final recovery exam. In this exam, all the contents of the course will be evaluated again.

If the final exam is passed, the course will be approved with a maximum of 5, regardless of the grade obtained in the exam.

Changing the date of a test or exam

Students who need to change an assessment date must submit the request by completing the document found in the Moodle space for EPSI Tutoring.

Once the document is completed, it must be sent to the teaching staff of the subject and to the coordination of the Degree.

Revision

At the time of carrying out each evaluation activity, the teaching staff will inform the students of the mechanisms for reviewing the qualifications.

For single assessment students, the review process will be the same.

Other considerations

Without prejudice to other disciplinary measures deemed appropriate, and in accordance with current academic regulations, "in the event that the student does any irregularity that may lead to a significant variation in the grade of an evaluation act, they will be graded with a 0 this act of evaluation, regardless of the disciplinary process that can be instructed. In the event that various irregularities occur in the acts of evaluation of the same subject, the final grade for this subject will be 0".

If there are unforeseen circumstances that prevent the normal development of the subject, the teaching staff may modify both the methodology and the evaluation of the subject.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Delivery of the exercises and work done by the students	50%	0	0	5, 7, 1, 2, 4, 3, 6, 8, 9, 10, 11, 12, 13, 19, 18, 17, 15, 16, 14, 21, 20
Written and/or oral tests that allow assessing knowledge purchased by the student	50%	0	0	5, 7, 1, 2, 4, 3, 6, 8, 9, 10, 11, 12, 13, 19, 18, 17, 15, 16, 14, 21, 20

Bibliography

1. Basic course bibliographic:

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- CANEL, María José. La comunicación de las instituciones públicas. Madrid: Tecnos, 2007.
- CASTELLS, Manuel. Comunicación y poder. Madrid: Alianza Editorial, 2009.
- GUILLAMET, J. Història del periodisme. Barcelona: Universitat Autònoma de Barcelona, 2003.
- LEITH, SAM. ¿Me hablas a mí?: La retórica, de Aristóteles a Obama. Madrid: TAURUS, 2012.
- VARIOS AUTORES. Comunicación política en tiempos de coronavirus. Barcelona: UPF-Ideograma, 2020.
<https://www.upf.edu/documents/220602201/233560922/Definitiu+Comunicaci%C3%B3n+Coronavirus/1c1>
- WESTON, ANTHONY. Las claves de la argumentación. Madrid: Editorial Ariel, 2011.

2. Complementary Bibliographic:

- KAPUSCINSKI, RYSZARD. Viajes con Herodoto, Anagrama, 2008.

- LOSADA DÍAZ, José Carlos. (NO) CRISIS La comunicación de crisis en un mundo conectado. Barcelona: Editorial UOC, 2018.
- MARTÍN VIVALDI, Gonzalo. Curso de Redacción, Madrid, Paraninfo, 1994.
- PONT, Carles. Comunicar las emergencias. Actores, protocolos y nuevas tecnologías. Barcelona: Editorial UOC, 2013.
- RODRÍGUEZ, Encarnación. Comunicación de riesgo y estudio de caso. Los polígonos químicos españoles. Barcelona: Editorial UOC, 2016.

Software

This subject will use the basic software of the Office 365 package.