



## Course syllabus Academic year 2024-2025

### 1. Information about the program

1.1 Higher Education Institution	<b>Babeș-Bolyai University</b>
1.2 Faculty	<b>European Studies</b>
1.3 Department	<b>European Studies and Governance</b>
1.4 Field of study	<b>International Relations and European Studies</b>
1.5 Study level	<b>Master</b>
1.6 Programme of study/ Qualification	<b>Cultural Diplomacy and International Relations</b>

### 2. Information about the discipline

2.1 Title	<b>Crisis Communication</b>					
2.2 Course holder	<b>Dr. Delia Pop-Flanja, Assoc. Prof.</b>					
2.3 Seminar holder	<b>Dr. Delia Pop-Flanja, Assoc. Prof.</b>					
2.4 Year of study	<b>2</b>	2.5 Semester	<b>2</b>	2.6. Type of assessment <sup>1</sup>	<b>E</b>	2.7 Type of module <sup>2</sup> <b>OP</b>

### 3. Total estimated time (teaching hours per semester)

3.1 No. of hours per week	<b>3</b>	3.2 of which for course	<b>2</b>	3.3 of which for seminar	<b>1</b>
3.4 Total no. of hours in the curriculum	<b>42</b>	3.5 of which for course	<b>28</b>	3.6 of which for seminar	<b>14</b>
Time distribution					Hours
Study by using handbook, reader, bibliography and course notes					<b>25</b>
Additional library/specialised online research, field research					<b>15</b>
Preparation of seminars/laboratories, homework, projects, portfolios and essays					<b>20</b>
Tutoring					<b>5</b>
Examinations					<b>5</b>
Other activities: .....					
3.7 Total no. of hours for individual study	<b>70</b>				
3.8 Total no. of hours per semester	<b>112</b>				
3.9 No. of ETCS credit points	<b>6</b>				

### 4. Prerequisites (where applicable)

4.1 of curriculum	❖
4.2 of competencies	❖ English – B1/B2

### 5. Conditions (where applicable)

5.1 For the development of the course	❖
5.2 For the development of the seminar/laboratory	❖ minimal attendance: 75%

<sup>1</sup> E - exam, ME - multi-term examinations, C - collocutional examination/assessment test

<sup>2</sup> OB - core module, OP - elective module, F - extracurricular module



## 6. Specific skills acquired

<b>Professional skills</b>	<ul style="list-style-type: none"> <li>❖ To use analytical methodologies in the area of crisis communication and conflict resolution</li> <li>❖ To provide assistance in the area of international negotiation and mediation between groups with divergent interests</li> <li>❖ To convey effective messages to the stakeholders and the media in crisis situations</li> <li>❖ To provide assistance in the management of relations within organisations and institutions involved in European and international processes</li> </ul>
<b>Interdisciplinary skills</b>	<ul style="list-style-type: none"> <li>❖ To manage information pertaining to the resolution of complex tasks in context (reception, transmission of information in specific crisis situations), also by using an international language at an intermediate or advanced level</li> <li>❖ To apply effective multidisciplinary teamwork techniques at various hierarchical levels</li> <li>❖ To objectively perform a self-assessment of the need for professional training aimed at insertion and adaptability to the requirements of the labour market</li> </ul>

## 7. Course objectives (based on list of acquired skills)

7.1 General objective	<ul style="list-style-type: none"> <li>❖ to acquaint students with the variables involved in crisis communication, communication tactics that can be brought to bear in such situations, strategies best suited to maintain or enhance the reputation and image restoration practices.</li> </ul>
7.2 Specific objectives	<ul style="list-style-type: none"> <li>❖ to develop the range of vocabulary utilised by students in the process of crisis communication</li> <li>❖ to provide students with knowledge in theoretical models of crisis communication and techniques for preventing crises</li> <li>❖ to increase students' adaptability to a wide range of crisis communication situations</li> <li>❖ to develop practical abilities which are needed in order to participate in complex crisis communication situations</li> </ul>

## 8. Contents

8.1 Course	Teaching methods	Observations
Course introduction and overview	PPT presentation, brainstorming	
Theories in Crisis Communication	PPT presentation, interactive presentation	
Communication to Prevent Crises	PPT presentation Examples, identification exercise	
Crisis Communication Plan	PPT presentation Case studies, analyses	



Reputation Management & SCCT	PPT presentation examples, identification exercise	
Working with the Media and Audience-specific Strategic Message Development	PPT presentation, multimedia presentation, brainstorming	
Choosing and Preparing a Spokesperson	PPT presentation, interactive presentation, brainstorming, analysis	
Initial Crisis Response	PPT presentation interactive presentation	
After the Crisis	PPT presentation, interactive presentation, brainstorming, analysis	
Image Restoration	PPT presentation, multimedia presentation, brainstorming	
Perceptions of Risk and Crisis; the Cultural Context	PPT presentation, examples from various cultures, brainstorming	
Managing the Post-crisis Challenges and Opportunities	PPT presentation, multimedia presentation	
Crisis and Ethical Issues	PPT presentation, case studies	
Final revision and course feedback	Feedback session	
<b>Bibliography:</b> <ol style="list-style-type: none"> <li>1. Benoit, William L. <i>Accounts, Excuses, and Apologies: A Theory of Image Restoration Strategies</i> (2nd edition). Albany: State University of New York Press, 2015.</li> <li>2. Coombs, W. Timothy, (2010). "Crisis communication and its allied fields", in in W. T. Coombs &amp; S. J. Holladay (Eds.), <i>Handbook of crisis communication</i> (pp. 17-53). New York: Wiley-Blackwell, 2010.</li> <li>3. Coombs, W. Timothy, "Parameters for crisis communication", in W. T. Coombs &amp; S. J. Holladay (Eds.), <i>Handbook of crisis communication</i> (pp. 17-53). New York: Wiley-Blackwell, 2010.</li> <li>4. Davis, Aeron, <i>Political Communication. A New Introduction for Crisis Times</i>, Polity, 2019.</li> <li>5. Kim, H. J., &amp; Cameron, G. T. (2011). "Emotions matter in crisis: The role of anger and sadness in the public's response to crisis news framing and corporate crisis response" in <i>Communication Research</i>, 38(6), 826-855. 2010.</li> <li>6. Pop – Flanja, <i>Crisis Communication during the COVID-19 Pandemic. Case Studies on France, the United Kingdom and Romania</i>, Cluj-Napoca, Presa Universitară Clujeană, 2021, ISBN 978-606-37-1100-8.</li> </ol>		



7. Stadler, Stehanie, *Conflict, Culture and Communication*, Routledge, 2020.

8.2 Seminar/Laboratory	Teaching methods	Observations
Seminar introduction and overview	Presentation of contents, student feedback	
Best Practices in Crisis Communication	Cases for class analysis, group work, identification, explanations, factsheets	
Special Situations and Avoiding Mistakes	Cases for class analysis, group work, identification, explanations	
Individual Case Study Presentations	Individual contributions, group work	
Individual Case Study Presentations	Individual contributions, group work	
In Class Crisis Communication Simulation	Simulation, group work, brainstorming	
Final revision	Feedback session	

#### Bibliography:

1. Coombs, Timothy, "Transmedia storytelling: a potentially vital resource for CSR communication" in *Corporate Communications: An International Journal*. 24. 10.1108/CCIJ-11-2017-0114, 2019.
2. Colorado Nonprofit Association, *Crisis Communication Plan. Nonprofit Toolkit*, <https://coloradononprofits.org/resources/crisis-communications-plan-sample/>;
3. Wouter Jong and Kjell Brataas, Victims as Stakeholders: Insights from the Intersection of Psychosocial, Ethical, and Crisis Communication Paths, *Journal of International Crisis and Risk Communication Research*, 2021, VOL 4, NO 1, 73–92, <https://doi.org/10.30658/jicrcr.4.1.3>
4. Diers, A. R., & Donohue, J., "Synchronizing crisis responses after a transgression: An analysis of BP's enacted crisis response to the Deepwater Horizon crisis in 2010", in *Journal of Communication Management*, 17(3), 252-269, 2013.
5. Fearn-Banks, Kathleen, "The crisis communications plan", in K. Fearn-Banks, *Crisis communications: A casebook approach* (4th ed.), (pp. 301-339). New York: Routledge, 2011.
6. Seeger, M. W., "Best practices in crisis communication: An expert panel process", in *Journal of Applied Communication Research*, 34(3), 232-244, 2016.
7. Pop – Flanja, Delia, "Terrorist Attacks – A Challenge in Crisis Communication", in *Redefining Community in Intercultural Context RCIC'19 Migration & Intercultural Dialogue Vol. 8*, ed. „Henri Coandă” Air Force Academy Publishing House, Braşov, 2019, pp. 219-225. ISSN 2285-2689 ISSN-L 2285-2689
8. Pop – Flanja, Delia, „Crisis Communication. A Case Study on the Colectiv Blaze”, in *Studia Universitatis Babeş-Bolyai, Studia Europaea*, Cluj-Napoca, Cluj University Press, LXIV, 1, 2019, pp. 114-131, DOI 10.24913/subbeuropaea19.1.07.



**9. The correspondence between the content of the course and the expectations of the academic community, professional associations and representative employers in the field:**

This course aims to develop essential abilities meant to foster the students' integration into the professional environment, by means of the various written and oral crisis communication elements it relies on. The latter are presented in an interactive manner, the contents are up-to-date, the teaching methods are modern and the involvement of students is constant. Moreover, the course makes use of knowledge students have acquired from other courses within the curriculum and it is meant to facilitate the comprehension of other subjects in the field, from a terminological/linguistic point of view.

**10. Assessment**

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Percentage of the final grade
10.4 Course	Knowledge of the course	Written exam	5p.
10.5 Seminar/ Laboratory	Activity during seminars	Continuous evaluation	4p.
<i>Ex officio: 1 point</i>			
10.6 Minimum standard of performance			
For grade 5: <ul style="list-style-type: none"> <li>• <i>active attendance at 20% of seminars</i></li> <li>• <i>ability to answer medium-difficulty questions</i></li> </ul>		For grade 10: <ul style="list-style-type: none"> <li>• <i>active attendance at 50% of seminars</i></li> <li>• <i>seminar presentation</i></li> <li>• <i>ability to answer high-difficulty questions</i></li> </ul>	

Date

Course holder signature

Seminar holder signature

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Date of departmental approval

Head of department signature

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