

Title	Dynamic Organisational Identities
Codes	M-AE-E-201-B
Host	Future School
Location	Classroom

Basic info						
Course type	Credit	Contact hours	Student working hours	Unit type	Semester	Unit
Lecture and reading course	5	3/week	114	ES MA	1-3, Spring	X

Recommendation
This course offers an introduction to organisational identity and how it can be understood. It is especially relevant for students who want to collaborate with real communities and organisations, companies and translate organisational identity into shared visual and multisensory representations, brands, experiences.

Short description
The course explores how dynamic organisational identities are constructed, maintained and visually expressed in collaboration with real organisations. Peer learning, assigned readings and fieldwork help students connect organisational theory, qualitative research methods and co-created artefacts in design driven contexts.

Teachers			
Name	Contact information	Short BIO	Office hours
Dr. Balázs FEKETE	balazs.fekete@mome.hu	https://www.linkedin.com/in/bfekete	Tue. 16:30-17:30, M -135. On request via e-mail.

Course scheduling			
Course format		Weekly class appointments	
Classroom activities, group and individual consultations according to a pre-announced schedule.		?	
Details of each session's type and schedule, showing the teacher's role			
Week	Date	Weekly educational content	Studio/workshop
1	?	Introduction, course framing, key concepts of organisation and organisational identity, overview of readings and presentation tasks	classroom
2	?	Organisation theories, types of organisation, levels of analysis	Classroom

3	?	Organisational culture and organisational identity, layers of identity, Partner organisation selection.	Classroom
4	?	Dynamic organisational identity and visual identity, models and discussions	Classroom
5	?	Mid term project presentations, research plans and creative concepts	Classroom
6	?	Qualitative research methods I, semi structured interviews and observation	Classroom
7	?	Qualitative research methods II, field work, participatory and visual methods	Classroom
8	?	From data to insight, mapping narratives, culture and identity.	Classroom
9	?	Visual translation I, dynamic organisational metaphors	Classroom
10	?	Co-creation sessions, prototyping visual and spatial representations.	Classroom
11	?	Consultations	Classroom
12	?	Final presentations, evaluations, discussions	Classroom

Course completion requirements, prerequisites, and evaluation				
Students' duties				
Requirements, assignments	Form of evaluation	Evaluation criteria	Deadline	% in evaluation
Active in Class Participation and Peer Learning	Activity based	<ul style="list-style-type: none"> a. Regular attendance and preparation for each session. b. Active engagement in discussions, peer feedback and in class exercises. c. Contribution to a supportive learning environment. 	Continuous	25%
Individual Reading Presentation	Presentation	<ul style="list-style-type: none"> d. The student demonstrates an in depth understanding of the assigned theoretical or methodological text. e. The presentation connects the text to organisational identity, culture or visual representation in a clear and accessible way. f. Personal interpretation and critical reflection are visible, including questions or tensions raised by the reading. g. The student facilitates a short peer learning activity or discussion that helps others work with the text. 	Personally assigned weeks, TBD	25%
Fieldwork Research with a Chosen Organisation (Groupwork)	Written assignment	<ul style="list-style-type: none"> a. Clarity and feasibility of the research focus and questions in relation to the chosen organisation. 	9th week	25%

		<ul style="list-style-type: none"> b. Quality of research planning. c. Evidence of qualitative data collection such as interviews, focus groups and observation with appropriate documentation. d. Ability to identify key patterns, tensions and questions in the organisational reality and identity. e. Reflexivity about the student's own position and the social purpose of the collaboration. 		
Visual/Spatial/Multisensory Output (Groupwork)	Project presentation / demonstration	<ul style="list-style-type: none"> a. organisational context, research process, main findings and limitations. b. The visual / spatial / multisensory output offers a coherent representation of the organisation's identity and culture c. There is evidence of co-creation or at least meaningful feedback from members of the organisation. d. The work reflects on social usefulness and possible next steps for the organisation or community e. Presentation delivery is clear, well structured and respectful of the partner organisations. 	12th week	25%
(Optional) Optional short stand-up report style input (Individual)	Short oral presentation	Students can earn extra points with a short reflection on a relevant case, article or fieldwork episode that connects organisational identity and visual representation.	continuous	Max. 5%
General requirements				
Coursework based assessment, the course concludes with a coursework grade. Deliverables are distributed throughout the semester, with participation and reading presentations evaluated during the sessions and the main project work evaluated on the basis of the fieldwork portfolio and the final written and visual report. All major assignments must be completed to receive a passing grade.				

Course materials and literature

Mandatory literature

Putnam, L. L., & Mumby, D. K. (Eds.). (2013). *The SAGE handbook of organizational communication: Advances in theory, research, and methods*. Sage Publications.

Fekete, B. (2024). *Dynamic Turn in Visual Identity — Design Communication-based Development of Participative Dynamic Visual Identities* [PhD Thesis, Budapesti Corvinus Egyetem]. <https://doi.org/10.14267/phd.2024065>

Course notes and presentations

Lecture slides, assignment briefs, case studies and research templates provided by the lecturer and made available via the official course platform in Teams.

Recommended literature

Alvesson, M. and Willmott, H. (2002) 'Identity Regulation as Organizational Control: Producing the Appropriate Individual', *Journal of Management Studies* 39(5): 619—44.

Andreasen, A. R. (2012). Rethinking the relationship between social/ nonprofit marketing and commercial marketing. *Journal of Public Policy and Marketing*, 31(1), 36–41. Scopus.
<https://doi.org/10.1509/jppm.09.035>

Brown, A. (2009). Organizational identity. In S. R. Clegg, C. L. Cooper (Eds.) *Organizational identity* (pp. 175-191). SAGE Publications Ltd, <https://doi.org/10.4135/9781849200455.n11>

Cheney, G., & Christensen, L. T. (2001). Organizational Identity: Linkages Between Internal and External Communication. In F. M. Jablin, & L. L. Putnam (Eds.), *The New Handbook of Organizational Communication: Advances in Theory, Research, and Methods* (pp. 231-269). SAGE Publications.

Cheney, G., Christensen, L. T., & Dailey, S. (2014). Communicating Identity and Identification in and Around Organizations. In L. L. Putnam, & D. K. Mumby (Eds.), *The SAGE Handbook of Organizational Communication: Advances in Theory, Research, and Methods* (3 ed., pp. 695-716). SAGE Publications.

Cornelissen, J.P. (2006), Metaphor and the Dynamics of Knowledge in Organization Theory: A Case Study of the Organizational Identity Metaphor*. *Journal of Management Studies*, 43: 683-709. <https://doi.org/10.1111/j.1467-6486.2006.00607.x>

Dennis A. Gioia, Shubha D. Patvardhan, Aimee L. Hamilton, and Kevin G. Corley, 2013: Organizational Identity Formation and Change. *ANNALS*, 7, 123–193, <https://doi.org/10.5465/19416520.2013.762225>

Dutton, J. E., Dukerich, J. M., & Harquail, C. V. (1994). Organizational Images and Member Identification. *Administrative Science Quarterly*, 39(2), 239–263. <https://doi.org/10.2307/2393235>

Fekete, B. (2022). Digital dynamic visual identities: Prospects at the frontiers of marketing and design. *Budapest Management Review / Vezetéstudomány*, 53(11), Article 11.
<https://doi.org/10.14267/VEZTUD.2022.11.04>

Felsing, U. (2009). *Dynamic Identities in Cultural and Public Contexts*. Lars Müller Publishers.

Hsieh, H.-F., & Shannon, S. E. (2005). Three Approaches to Qualitative Content Analysis. *Qualitative Health Research*, 15(9), 1277–1288. <https://doi.org/10.1177/1049732305276687>

Léris, C., & Kreutz, E. de A. (2021). The Realms of Participation in Visual Identity Design. Corporate Reputation Review. Scopus. <https://doi.org/10.1057/s41299-021-00134-4>

Martins, T., Cunha, J. M., Bicker, J., & Machado, P. (2019). Dynamic Visual Identities: From a survey of the state-of-the-art to a model of features and mechanisms. Visible Language, 53(2), 4–35.

Learning outcomes	
Knowledge	<ul style="list-style-type: none"> • understanding of organisational culture and organisational identity and their different layers • familiarity with how organisational identity relates to visual and spatial representation • familiarity with key qualitative research approaches used to investigate organisational reality and identity
Skills	<ul style="list-style-type: none"> • Design and conduct small scale qualitative fieldwork with a real organisation or community. • Use interviews, focus groups and observation to explore organisational culture and identity. • Analyse and synthesise qualitative data into shared maps, narratives and insights. • Translate organisational insights into visual and spatial representations in a design driven way. • Facilitate co creative discussions with organisational members about their identity and representation. • Present their process and outcomes in a clear written and visual format for both academic and practitioner audiences.
Attitude	Students develop an open, respectful and reflexive attitude towards organisations and communities they work with. They aim to understand partners on their own terms, practice ethical sensitivity and maintain a socially responsible mindset in their research and design decisions.
Autonomy and Responsibility	Students learn to plan and manage their own fieldwork and project work with a high degree of autonomy while taking responsibility for ethics, data protection and partner expectations. They are able to work independently or in small teams, negotiate roles and deadlines and reflect on the impact of their work on the organisation and its members.

Exemption
<p>No exemption may be granted from participation in or completion of the course.</p> <p>Exemption may be granted from completing certain tasks or attending specific sessions.</p> <p>Certain tasks may be replaced by equivalent activities.</p> <p>Full exemption may be granted</p>

Curricular connections		
Unit	Parallel courses	Course proportion in unit

Theoretical lecture and reading seminar	x	X
Course prerequisites	Is it available as an elective?	Course prerequisites
x	Yes/No	x

Guidelines and rules for the use of artificial intelligence in the course

General regulations: According to the Moholy-Nagy University of Art and Design's Artificial Intelligence and Plagiarism Policy.

Other information, comments

In case of questions, comments or problems, contact the lecturer via e mail. Extra curricular consultations are held on request, by individual appointments. The official communication channel of the course is the Teams group. All absences, partner related issues and schedule changes must be discussed as early as possible and at least 2 weeks before the relevant date whenever possible.