



APPLIES TO ACADEMIC YEAR 2009/2010

## **BMP 2500 Rhetoric, Communication and Management**

### **Programme**

Bachelor of Management

### **Responsible for the course**

### **Department**

### **Term**

According to study plan

### **ECTS Credits**

30

### **Language of instruction**

Norwegian

### **Introduction**

This Bachelor's program takes a holistic approach to communication and leadership. Students will learn how and why communication is the essence of leading people.

Members in modern knowledge organizations seek more than economic safety, they seek meaningful work. It is the task of the leader to create and communicate this meaning. The focus of this program is thus on leadership as sense-making activity, on the ability of the leader to evoke engagement and identification through storytelling and symbols. A good leader is also a good listener. Thus our idea of communication integrates co-operation and respect where the leader's task is to enable dialogue and mutual learning between different parties.

Historically, rhetoric has been the prime leadership discipline, with an advanced theory of delivery and argumentation. This course extends this tradition and combines it with other communication theories from the humanities and social sciences. We focus on applying theoretical models to real life experience and practice.

### **Learning outcome**

#### **Knowledge outcome**

After having completed the course, students will have:

- basic knowledge of rhetorical theory and terminology
- basic knowledge of central concepts within the field of communication
- insight into relevant research within rhetoric, communication and leadership
- an understanding for language, style and coherence aimed at persuasion in speech and writing
- an understanding for the impact of rhetoric and dialogue at work.

#### **Skills outcome**

After having completed the course, students will possess:

- rhetorical skills relevant for communication at work and for other contexts where messages are to be presented. They will be able to:
- present a problem clearly and sensibly
- plan, develop and deliver a speech or a presentation
- argue effectively and credibly
- construct their own speaker roles with respect to context
- engage their audience both orally and textually
- do rhetorical analysis in order to evaluate how speaker, text and audience connect with and influence the whole
- demonstrate dialogical skills and understanding.

#### **Attitudinal/value outcome**

After having completed the course, students will:

- identify good rhetoric from bad rhetoric
- understand of the importance of meaningful and effective language use
- understand the importance of a work environment based on dialogue and respect
- contribute to the building of leadership ethos within an organization

### **Prerequisites**

Work experience. No other prerequisites are needed.

## **Compulsory reading**

### **Books:**

- Andersen, Øivind. 1995. I retorikkens hage. Oslo : Universitetsforlaget. Kapittel 1-2, 5 og 7 (ca 100 sider)
- Helder, Jørn og Leif Pjetursson, red. 2002. Modtageren som medproducent. 2. udg. Fredriksberg : Samfundslitteratur. Kapittel 1-3 og 7 (ca 200 sider)
- Isaacs, William. 1999. Dialogue and the art of thinking together : a pioneering approach to communicating in business and in life. New York : Currency. Utdrag, ca. 200 s
- Johannesson, Kurt. 2006. Tala väl : ti lektioner i praktisk retorik. Stockholm: Norstedt. 205 sider
- Johansen, Winni og Finn Frandsen. 2007. Krisekommunikation : når virksomhedens image og omdømme er truet. Fredriksberg : Samfundslitteratur. Kapittel 1-2, 4-5 (ca 200 sider)
- Kjeldsen, Jens E. 2006. Retorikk i vår tid : en innføring i moderne retorisk teori. 2. utg. Oslo : Spartacus. minus kap. 10
- Svennevig, Jan. 2009. Språklig samhandling : innføring i kommunikasjonsteori og diskursanalyse. 2. utg. Oslo : Landslaget for norskundervisning : Cappelen Akademisk. Kap. 1-6, 185 s
- Tietze, Susanne, Laurie Cohen and Gill Musson. 2003. Understanding organizations through language. London : Sage. 180 s.

### **Collection of articles:**

- Argyris, Chris.. 1991. Teaching smart people how to learn.. Harvard Business Review.. 10 sider
- Asmuss, Birte og Jakob Steensig, red. 2003. Samtalen på arbejde : konversationsanalyse og kompetenceudvikling. København: Samfundslitteratur. Kap. 9 og 10, 42 s
- Brønn, Peggy og Roberta Wiig, red. 2005. Corporate communication : a strategic approach to building reputation. 2. utg. Oslo: Gyldendal akademisk. kap. 4 og 9, 42 s.
- Czarniawska, Barbara. 1997. Narrating the organization : dramas of institutional identity. Chicago : University of Chicago Press. Kap. 2 i Narrating the organization. Dramas of institutional identity, s. 30-53
- Denning, Stephen. 2004. Telling tales. Harvard Business Review. 7 sider
- Gardner, Howard. 1995. Leading minds : an anatomy of leadership. New York : BasicBooks. Kap. 2: Human development and leadership, s. 22-40
- Greene, Richard og Florie Brizel. 2001. Words That Shook the World: 100 Years of Unforgettable Speeches and Event. New York : Prentice Hall. John F. Kennedy: "Ich bin ein Berliner" (10 sider)
- Johansen, Anders & Kjeldsen, Jens (red.). 2005. Virksomme ord. Politiske taler 1814-2005.. 1. Oslo: Universitetsforlaget. Gunnar Stålsett: Ved et vendepunkt (4 sider)

## **Recommended reading**

### **Books:**

- Aristoteles. 2006. Retorikk. Oslo : Vidarforlaget
- Bakken, Tore. 2006. Risikokommunikasjon : en analytisk tilnærming til studiet av matsikkerhet. Oslo : Unipub
- Hargie, Owen and David Dickson. 2004. Skilled interpersonal communication : research, theory, and practice. 4th ed. London : Routledge
- Johansen, Anders. 2002. Talerens troverdighet : tekniske og kulturelle betingelser for politisk retorikk. Oslo : Universitetsforlaget
- Platon. 1999. Samlede verker : B 1 Forsvarstalen. Oslo : Vidarforlagets Kulturbibliotek

### **Course outline**

1. Module. Credibility and argumentation
- Ethos, logos and pathos in rhetoric
- Credibility – ethos and authenticity
- Ethos and authority; ethos and honor; ethos and sincerity
- Argumentation – the good argument
- The speech as a management tool

### **Obligatory literature:**

- Andersen, Øivind. 2007. I retorikkens hage. 6. Oslo: Universitetsforlaget. Kapittel 1-2, 5.
- Kennedy, John F. "Ich bin ein Berliner". I Greene, Richard og Florie Brizel. 2001. Words That Shook the World: 100 Years of Unforgettable Speeches and Event. New York : Prentice Hall. 10 s.
- Kjeldsen, Jens E. 2006. Retorikk i vår tid: En innføring i moderne retorisk teori. Oslo: Spartacus forlag. (minus kap. 10)
- Stålsett, Gunnar: Ved et vendepunkt. I Johansen, Anders & Kjeldsen, Jens. 2005. Virksomme ord. Politiske taler 1814-2005. Oslo: Universitetsforlaget. 4 s.

## 2. Module. Style and delivery

Style and genre

Rhetorical tools, tropes and figures

Leadership, metaphors and storytelling

Non-verbal communication and presentation techniques

Obligatory literature:

Czarniawska, Barbara. 1997. Narrating the organization: dramas of institutional identity. Chicago: University of Chicago Press. Kap. 2 i Narrating the organization. Dramas of institutional identity, s. 30-53.

Denning, Stephen. 2004. Telling tales. Harvard Business Review. 7 s.

Gardner, Howard. 1995. Leading minds : an anatomy of leadership. New York : BasicBooks. Kap. 2: Human development and leadership, s. 22-40.

Johannesson, Kurt. 2001. Tala väl. 10 lektioner i praktisk retorik. Norstedts. 205 s.

## 3. Module. Language, communication and leadership

Sense making and leadership

Language and reality

Language and power

Culture and communication

Obligatory literature:

Andersen, Øivind. 2007. I retorikkens hage. 6. Oslo: Universitetsforlaget. Kapittel 7.

Svennevig, Jan. 2001. Språklig samhandling: Innføring i kommunikasjonsteori og diskursanalyse. Oslo: Cappelen Akademisk. Kap. 1-3, og 6. 110 s.

Tietze, Susanne, Laurie Cohen og Gill Musson. 2003. Understanding organizations through language. London: Sage. 180 s.

## 4. Module. Dialogue and interpersonal communication

Dialogue and social relations

Conversational strategies and management communication

Unity and conflict in dialogue

Dialogue and mutual learning

Obligatory literature:

Argyris, Chris. 1991. Teaching smart people how to learn. Harvard Business Review. 10 s.

Asmuss, Birte og Jakob Steensig, red. 2003. Samtalen på arbejde : konversationsanalyse og kompetenceudvikling. København: Samfundslitteratur. Kap. 9 og 10. 42 s.

Wiig, Roberta. 2005. I Brønn, Peggy og Roberta Wiig (red.) 2005. Corporate communication: A strategic approach to building reputation. 2. utg. Oslo: Gyldendal akademisk. Kap. 4 og 9. 42 s.

Isaacs, William. 1999. Dialogue and the art of thinking together. New York: Currency. Kap. 1-8. 202 s.

Svennevig, Jan. 2001. Språklig samhandling: Innføring i kommunikasjonsteori og diskursanalyse. Oslo: Cappelen Akademisk. Kap. 4-5. 75 s.

## 5. Module. Communication and society

Paradoxes in communication

Conflict and conflict solution

Crises communication

Obligatory literature:

Haug, Magne. 2007. Hva forskning lærer oss om hvordan informasjonskampanjer kan lykkes, - og hvorfor de ofte mislykkes. Fra: Arne Simonsen (red.) "Staten vil deg vel, så gjør som den sier. Offentlige kampanjer i 50 år. Ss. 102-121. Oslo: Norsk kommunikasjonsforening. 19 s.

Johansen, Winni og Finn Frandsen. 2007. Krisekommunikation. Når virksomhedens image og omdømme er truet.

Forlaget Samfundslitteratur. Kap. 1-2, 4-5. Ca 200 s.

Norman, Victor D. 2004. Blue Notes. Politikens paradokser. Bergen: Vigmostad & Bjørke. Kap. 5,7-8. ss. 101-116, 132-154. 37s.

## Computer-based tools

Blackboard.

## Learning process and workload

The course consists of 150 hours of instruction over two semesters. The course mixes lectures, practical exercises, group work and student presentations. Students are expected to work with their writing portfolio throughout the course and follow up on readings for each module.

## Examination

Students hand in their individual writing portfolio which counts 60% of the total grade.

The portfolio is submitted to process evaluation and consists of:

Part 1: A text analysis written individually or in pairs (2 students) and counts 20% of the total grade of the course.

Part 2: A written speech to be delivered orally on a topic chosen by the student, and a journal that accounts for the work process of the speech. The assignments are individual and counts 40% of the total grade of the course.  
In addition, each student is evaluated on a five hours in-class written exam which counts 40% of the total grade of the course.

**Exam code(s)**

BMP 25003 – process evaluation which counts 60% of BMP 2500, 30 credits.

BMP 25004 – individual written exam which counts 40% of BMP, 30 credits.

Both exams must be passed in order to get a passing grade for the course.

**Examination support materials**

No aids are allowed in the written in-class exam.

**Re-sit examination**

Written exam at next ordinary exam.

All individual assignments of the writing portfolio must be submitted again.

Both exams must be passed in order to get a passing grade for the course.

**Additional information**