



APPLIES TO ACADEMIC YEAR 2010/2011

ELE 3706 Business Communication Skills for Leadership: Persuasion and Dialogue

Programme

Responsible for the course

Department

Term

According to study plan

ECTS Credits

7,5

Language of instruction

English

Introduction

Leaders must be able to honestly and persuasively present new ideas to their colleagues, motivate them, and prepare them for change. Just as important, if not more so, leaders must be willing to listen to the responses their colleagues have to these new ideas and have the skills necessary for participation in constructive dialogue with them. They must be able to defend their proposals and at the same time remain open to helpful criticism and suggestions. This course aims, therefore, to develop these essential communication skills for good leadership in our students. Students will draw upon theory, but this is a hands-on course, and the emphasis is upon the application of theory to relevant communication situations.

Learning outcome

Acquired knowledge

Specifically, students will acquire advanced knowledge about:

- public speaking: rhetoric, argumentation, critical thinking, debate.
- interpersonal communication: dialogue, listening.
- ethical communication.

Acquired skills

Upon completion of this course, students should be able to master the following communication practices:

- deliver effective formal presentations: handle criticism, engage in productive dialogue with the audience after the presentation.
- speak extemporaneously.
- think critically and ethically.
- give feedback constructively.

Reflection

Students will understand that their leadership abilities depend upon their communication skills and that it is the duty of a good leader to develop their own unique style of communication to a professional level.

Prerequisites

None.

Compulsory reading

Books:

Hasling, John. 2010. The audience, the message, the speaker. 8th ed. Boston : McGraw-Hill
Noonan, William R. 2007. Discussing the undiscussable : a guide to overcoming defensive routines in the workplace. San Francisco, Calif. : Wiley. Chapters 1-5, 10-11

Collection of articles:

Roberta Wiig Berg. 2010. Article Collection for Business Communication Skills for Leadership: Persuasion and Dialogue

Recommended reading

Books:

Arnett, Ronald C., Janie M. Harden Fritz, Leeanne M. Bell. 2008. Communication ethics literacy : dialogue and difference. London : Sage

Course outline

Tentative: 8 lectures, 7 workshops.

- Lecture #1: Introduction to the Course. Professional presentations: organizational elements.
- Lecture #2: Rhetoric, argumentation, critical thinking.
- Lecture #3: Delivery skills, body language.
- Workshop #1: Extemporaneous speaking. 1-min. speeches, feedback on body language, work on argumentation, critical thinking.
- Lecture #4: Ahead of time, students turn in 1st draft of their manuscript. In class - work on rhetoric using examples from manuscripts.
- Lecture #5: Dialogue.
- Workshop #2: Half of class: practice delivery of presentations. Feedback - body language, content.
- Workshop #3: Half of class: practice delivery of presentations. Feedback - body language, content.
- Lecture #6: Dialogue.
- Lecture #7: Ethical communication.
- Workshop #4: Debate. Exercises in challenging, defending.
- Workshop #5: Dialogue: constructive critique.
- Lecture #8: Ahead of time - turn in 2nd draft of manuscript. In class - work on rhetorical and organizational elements, using examples from manuscripts.
- Workshop #6: Half of class: practice delivery skills combined with critical thinking exercise.
- Workshop #7: Half of class: practice delivery skills combined with critical thinking exercise.

Computer-based tools

No specified computer-based tools are required.

Learning process and workload

There will be both lectures and workshops.

During the course of the semester, students will develop a presentation focusing on a proposal for change that lies close to their hearts - a suggestion for change or action in which they strongly believe. Students will focus on the development of a written manuscript and at the same time work on developing their delivery skills so that they, without the aid of the manuscript - using PowerPoint - can make a credible, persuasive presentation of their suggestion. Students will hone their rhetorical and argumentation skills so that they can not only incorporate critical and logical thinking into their presentations, but also listen to the response from their audience and constructively discuss/defend their proposal after it has been delivered. Furthermore, each student will be responsible for critiquing one of their peer's proposals in the discussion following each presentation. Finally, they will be asked to deliver a 7-10-page written reflection concerning the work they have done on this presentation during the course of the semester.

In order to successfully complete these goals, the students must become familiar with the theory presented in lectures as well as become proficient at applying the theory in the workshops, where formative feedback will be given throughout the semester.

Recommended workload in hours:

Activity	Hours
Participation in lectures	24
Preparatory reading	52
Participation in workshops	15
Preparation for workshops, including major speech, drafts for major speech, case development and analysis for interpersonal dialogue, and reflective paper on major speech	106
Final Presentation / discussion / critique	3
Total use of hours recommended	200

Use of hours

24 hours - Lectures
15 hours - Workshops
6 hours - Feedback
45 hours total

Examination

Evaluation Criteria:

The students' grades for the course will be based upon the manuscripts that they have developed during the course of the semester, as well as upon their delivery, dialogue with audience/opponent, critique of/dialogue with peer, and written reflections upon their

presentations.

- Quality of the Final Manuscript: 25% (Obligatory drafts submitted during the semester.)
- Quality of the Final Delivery: 25% (Obligatory workshop exercises.)
- Quality of the Presenter's Dialogue with Peers Following the Presentation: 25% (Obligatory workshop exercises.)
- Quality of Each Student's Critique of a Peer's Presentation: 15% (Based on course concepts. One hour before the final delivery of the presentations, the "opponents" will be given copies of the final manuscripts to help them prepare for critiquing the presentation. Names drawn from a hat.)
- Quality of Written Reflection on the Manuscript, Delivery, and Dialogue/Discussion following it: 10% (Based on course concepts.)

The final delivery of presentations will be administered in 3-hour sessions with groups of 4 students at each session. Each presentation will be 12-15 minutes, and the dialogue/discussion/critique following will be allotted ca. 10 minutes. This allows ca. 30 minutes for each student's final presentation.

Examination code(s)

ELE 37061 - Process evaluation, counts 100% to obtain final grade in ELE 3706, 7,5 credits.

Examination support materials

PowerPoint for presentation.

Re-sit examination

At the next regularly scheduled exam.

Additional information