



APPLIES TO ACADEMIC YEAR 2013/2014

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

### **Programme**

Bachelor of Management

### **Responsible for the course**

Maria Isaksson

### **Department**

Department of Communication - Culture and Languages

### **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. Universitetsforlaget. Kapittel 1-2, 5 og 7 (ca 100 sider)  
Gabrielsen, Jonas, Tanja Juul Christiansen. 2010. Talens magt : indføring i mundtlig retorik. 2. udg. Reitzel. 191  
Isaacs, William. 1999. Dialogue and the art of thinking together : a pioneering approach to communicating in business and in life. Currency. Utdrag, ca. 200 s  
Johansen, Winni og Finn Frandsen. 2007. Krisekommunikation : når virksomhedens image og omdømme er truet. 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. Spartacus. minus kap. 10  
Svennevig, Jan. 2009. Språklig samhandling : innføring i kommunikasjonsteori og diskursanalyse. 2. utg. Landslaget for norskundervisning : Cappelen akademisk. Kap. 1-6, 185 s  
Tietze, Susanne, Gill Musson, Laurie Cohen. 2003. Understanding organizations through language. Sage. 180 s.

### **Collection of articles:**

Argyris, Chris.. 1991. Teaching smart people how to learn.. Harvard Business Review.. 10 sider  
Brønn, Peggy og Roberta Wiig, red. 2005. Corporate communication : a strategic approach to building reputation. 2. utg. Oslo: Gyldendal akademisk. kap. 9, 20 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. Vidarforlaget  
Bakken, Tore. 2006. Risikokommunikasjon : en analytisk tilnærming til studiet av matsikkerhet. Unipub  
Hargie, Owen and David Dickson. 2011. Skilled interpersonal communication : research, theory, and practice. 5th ed. Routledge  
Johansen, Anders. 2002. Talerens troverdighet : tekniske og kulturelle betingelser for politisk retorikk. Universitetsforlaget  
Platon. 1999. Samlede verker : Bind 1: Forsvarstalen. 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.  
Gabrielsen, Jonas og Tanja Juul Christiansen. 2010. (2. utgave). Talens magt. Indføring i mundtlig retorik. København: Hans Reitzels Forlag. 191 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.  
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. 9. 20 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:

Johansen, Winni og Finn Frandsen. 2007. Krisekommunikation. Når virksomhedens image og omdømme er truet. Forlaget Samfundslitteratur. Kap. 1-2, 4-5. Ca 200 s.

**Computer-based tools**  
itslearning.

### **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 as process evaluation and consists of three parts. Part 1-2 are submitted on a given date after the end of the course. Part 3 is performed in class in module 5.

Part 1: A text analysis written individually or in pairs (2 students). The choice of text shall be approved by the instructor responsible for the program. The analysis shall be up to 20 pages, excluding attachments. Counts 30% of the total grade of the course.

Part 2: A written speech (2 pp.) on a topic chosen by the student about a communication problem or challenge related to the workplace of the student. The assignment is written individually, but students receive feedback in groups and from instructor during modules 1-3.

Part 3: Oral delivery (7 min) of the written text of the speech with fellow students acting as audience in class. Performed and evaluated in module 5.

Parts 2-3 count 30% of the total grade of the course.

In addition, each student is evaluated on a five (5) hour in-class written exam which counts 40% of the total grade of the course.

### **Examination 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**