

## Course description

### **The Basics of Leadership and Management Communication**

The Basics of Leadership and Management Communication is an interdisciplinary, interactive module designed to raise critical awareness of the crucial role of language and communication in leadership and management.

The main aim of the module is to equip students with theories from both leadership and management, communication and discourse theory, and provide them with opportunities to link language-focussed theoretical knowledge to business contexts.

The module focuses on the role language plays in organisations: both as constitutive of organisational processes and reality, as well as a “technical skill” in leadership and management. In this sense this unique module provides students with an opportunity to go beyond the traditional communication training materials, question *do and don't lists* and critically observe how language works in leadership and management.

Throughout the course, we will combine findings from academic disciplines in language and discourse studies as well as business and organisational studies. The module is therefore recommended for students interested in language and discourse, as well as students of business and management who would like to develop an awareness of the importance of language and communication for business success.

### **Course syllabus** (2 week course, 32 contact hours)

*Time and teaching method:* 4 hours of contact time 4 times a week, over 2 weeks, combining lecturing, seminar and tutorial work.

#### *Course objectives*

##### Knowledge and Understanding

Upon the successful completion of the module students will be able to demonstrate a knowledge and increased awareness of

- of the role of language and communication in a range of leadership and management contexts;
- theories and models of discourse analysis by which to analyse authentic leadership and management texts,
- a range of leadership communication skills;

##### Knowledge and Understanding

Upon the successful completion of the unit students will be able to

- notice and critically evaluate a range of spoken, written, computer-mediated and multimodal leadership and management texts;
- carry out independent research
- show awareness of the special demands and complexities of international leadership communication
- be able to connect their theoretical and practical work to your own performance
- experience corporate connections by engaging with authentic research data gathered from leadership settings.

## Topics for each session

### 1) *Language and Communication in Leadership and Management*

Main aims of the session:

- define the sources of power
- define and identify leadership and management communication genres
- distinguish between transactional and relational communication /Agentic and communal behaviour, and understand the role of both in leadership and management
- Analysis: email communication, The Call Centre (UK reality show)
- Practice: Crisis situation in a shopping centre

### 2) *Leading and Managing People*

Main aims of the session:

- get familiar with “Leader-Member exchange theory”
- appreciate the role of language in employee branding
- learn ways of exploring the hidden meaning in corporate documents through critical discourse analysis
- Analysis: mission statements, superordinate-subordinate interaction

### 3) *Language and Organisational Culture*

Main aims of the session:

- get familiar with Tuckman’s stages of group development
- understand the Elements of Organisational Culture like stories, metaphors, ways of communicating
- Analysis: problematic email interaction, Interview from a workplace

### 4) *Language and Organisational Culture II*

Main aims of the session:

- define Communities of Practice
- understand linguistic politeness
- think about the role of swearing, teasing and humour in leadership and management communication
- Analysis: Interaction extracts
- Practice: Role play (if possible these could be recorded and used as data for analysis in the next session)

### 5) *Negotiations*

Main aims of the session:

- understand the concepts and assess verbal and non-verbal immediacy
- make a difference between personal and instrumental goals in negotiation.
- learn compliance gaining strategies
- appreciate the role of non-verbal communication
- Analysis: if available, the recording from previous session

### 6) *Speaking to and Writing for the Public*

Main aims of the session:

- become familiar with basic concepts of Aristotelian rhetoric
- appreciate the role of metaphors and stories
- Analysis: Letter to shareholders

- Practice: produced an improved version of an organisational text
- 7) ***Leading in the digital age: Instant messaging and email***  
Main aim of the session:
- appreciate the complexity of virtual work
  - think about the problems caused by the lack of non-verbal communication
  - Analysis: email and instant message interactions
  - Practice: how to write an effective email
- 8) ***Consolidation and revision***  
Main aims of the session:
- revise leadership and management theories
  - revise linguistic and discourse theories and draw attention to the links between them
  - identify a range of leadership and management texts and explore them by applying the theories covered in class
  - discuss assessment criteria and essay topics

### **Assessment**

#### **10% Attendance and participation**

#### **90% 1500 word essay**

The essay is based on the analysis of a chosen texts, related to the topics covered in class. Possible texts include, but are not limited to:

- spoken interactions involving a leader/manager from TV shows, such as The Apprentice, The Call Centre or similar
- mission statements
- company visions
- company web pages
- email interactions
- CEO's letters
- Leader/Commencement speeches

The assessment is aimed to provide evidence that students can:

- identify a genre of leadership/management discourse and formulate a meaningful question about its effectiveness or purpose
- take a communication or discourse analytic viewpoint to address their question, but discuss their findings in the light of the business/organisational/management purpose of the text
- provide evidence of background reading and familiarity of aspects of their chosen topic, both from a professional/business/management as well as from a language-focused perspective
- demonstrate that they understand the applicability of their chosen communication or language focused approach to business contexts and their own leadership/management skills
- communicate their findings effectively

### Required reading list

Darics, E. and Koller, V. (in press). *Language in business, Language at work*. Palgrave

\*NB: If the book is not published by the time of the course, the manuscript will be made available for students\*

Campbell, K. S. (2015). Thinking and interacting like a leader. the TILL system for leadership communication (2nd ed.). Hilton Head, South Carolina: Parlay Press.

#### *Recommended readings*

Darics, E. (2016). *Writing Online: A guide to effective digital communication at work*. New York:

Business Expert Press.

Driskill, G., W., & Brenton, A. L. (2011). *Organizational culture in action. A cultural analysis*

*workbook* (2nd ed.). Thousand Oaks, California: Sage.

Holmes, J., & Stubbe, M. (2003). *Power and politeness in the workplace: a sociolinguistic analysis of talk at work*. London: Longman.

Koller, Veronika (2011). 'Hard-working, team-oriented individuals': Constructing Professional

Identities in Corporate Mission Statements. in Angouri, J., & Marra, M. *Constructing identities at work*. Basingstoke: Palgrave Macmillan. pp 103-126.

Mautner, G. (2016). *Discourse and management*. Hampshire, England: Palgrave Macmillan

Northouse, P. G. (2016). *Leadership: theory and practice*. Los Angeles: SAGE

Schnurr, S. (2009). *Leadership discourse at work. interactions of humour, gender and workplace*

*culture*. Basingstoke; New York: Palgrave Macmillan.

Walker, R., & Aritz, J. (2014). *Leadership talk: A discourse approach to leader emergence*. New

York, NY: Business Expert Press.