



Course Syllabus

Course Number	
Course Title	The Basics of Leadership and Management Communication
Class Number	
Credits	2
Course Hours	28
Course Instructor	Dr. Judith Ainsworth
Venue	
Language of Delivery	English

Level of students: At least Sophomore

Type of Class Arrangement: Tuesday, Wednesday, Thursday, Friday, 08:30-12:00, July 15-26 (8)

Teaching methods: lecturing, seminar and tutorial work

Course description

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 Objectives

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

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 their own performance
- experience corporate connections by engaging with authentic research data gathered from leadership settings

Course Schedule

To read before coming to class	Topics for Each Session
<i>Who is a Leader?</i>	<p>1) Language and Communication in Leadership and Management</p> <p>Main aims of the session:</p> <ul style="list-style-type: none"> • 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
Chapter 11A, 13B <i>Managing and Leading People</i>	<p>2) Leading and Managing People</p> <p>Main aims of the session:</p> <ul style="list-style-type: none"> • 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
Chapter 13 <i>Leading and Managing Groups</i>	<p>3) Language and Organisational Culture</p> <p>Main aims of the session:</p> <ul style="list-style-type: none"> • 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

Chapter 9A & B Chapter 13A & C <i>Conversations: opposing opinions, opposing interests</i>	4) Language and Organisational Culture II Main aims of the session: <ul style="list-style-type: none"> • 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: meeting or similar (if possible these could be recorded and used as data for analysis in the next session)
Chapter 9C <i>Transformational Leadership: The role of non-verbal communication</i>	5) Language and Organizational Culture III <ul style="list-style-type: none"> • non-verbal communication • watch role-play together and analyse non-verbal communication • note down the non-verbal communication of the participants and feed back to them
Chapter 14B Article: Getting Sí, Ja... <i>The Language of Negotiation</i>	6) Negotiations Main aims of the session: <ul style="list-style-type: none"> • 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 • Practice: Either do or analyse a negotiation.
Chapter 7B and 4C <i>Leading Virtual Teams</i>	7) Leading in the digital age: Instant messaging and email Main aim of the session: <ul style="list-style-type: none"> • 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
<i>Final Session and Review</i>	8) Consolidation and revision Main aims of the session: <ul style="list-style-type: none"> • 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

Methods of Assessment

Attendance and Participation 10%

Written Assignment 90% (1500 words excluding bibliography and appendices)

Summative feedback will be given through written comments on assessed work. Specific marking criteria can be found at the end of each assignment.

Assessment 1 BRIEF
Attendance and participation 10%

Mark	Descriptor
100	Awarded only to those who demonstrate full attendance and outstanding performance, engaging beyond the requirements of the module specification (e.g. serving as role models/leaders to other students in their discussion and group work; taking on unassessed responsibilities such as filling a voluntary presenting slot; or sharing additional resources such as readings, relevant websites, illustrations & examples for the use of the whole class). - full attendance in class - full attendance and contribution in study groups - sustained active participation and completion of all individual work to an exceptional standard
90	Awarded for - full attendance (allowing for one legitimate, explained absence before absence occurs) - full attendance and contribution in study groups - sustained active participation and completion of all individual work to an exceptional standard
80	Awarded for - full attendance (allowing for one or two legitimate, explained absence before absences occur) - full attendance and contribution in study groups - active participation in classes and completion of the majority of individual work to a high standard
70	Awarded for - very good attendance (at least 70%) - good attendance and sustained contribution in study groups - generally good participation in classes and completion of majority of individual work
60	Awarded for those - who attend at least 60% of classes - who attend most of the group meetings and actively participate - who generally participate actively when present in class and complete most of the individual work
50	Awarded to students who - attend at least 50% of classes, - attend meetings occasionally - participate at least satisfactorily when present and complete at least half of the individual tasks
40	Awarded to students - whose attendance falls below 50% of classes but who contribute satisfactorily when present and completed at least half of the individual tasks, - or who attend all or most classes but contribute minimally and complete less than half of the individual tasks.
20	Awarded to students who attend fewer than half of all classes, contribute sparingly and complete less than half of the individual tasks.
0	Awarded to students who do not attend, or who attend minimally and do not contribute.

Marking is based on:

- attendance in class (based on **class register**)
- attendance and work in study groups (based on **study group register**, see Appendix 1)
- evidence of **individual work** (online tests, work submitted in class as requested)
- **active participation** (active participation means that you are positively involved in both group work and full class discussion, making comments or asking questions that contribute to the learning process. We are more interested in quality than sheer quantity of contributions.)

Assessment 2 BRIEF
1500 word essay 90%

The essay is based on the analysis of a chosen text, related to the topics covered in the 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 you 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 your question, but discuss your findings in the light of the business/organisational/management purpose of the text
- provide evidence of background reading and familiarity of aspects of your chosen topic, both from a professional/business/management as well as from a language-focussed perspective
- demonstrate that you understand the applicability of your chosen language-focussed approach to business contexts
- incorporate and respond to peer feedback from presentation session
- communicate findings effectively

Formal requirements

- Cover page: title, student name and ID number, professor's name, submission date
- clearly identify the word count (chosen text appended and references are NOT part of the word count)
- point 12 size letters of a commonly used font
- 1.5 line spacing
- clearly structured with page numbers, subheadings, and separate page for references
- Proofread!

Suggested structure of the essay

1) COVER PAGE (not in word count)

2) Introduction

- Background for or context of the text chosen text
- Reason for your choice. Why is this text important?
- What does academic literature say about similar texts from a business/organisational/ management/discourse or linguistic viewpoint

3) Research question and method of analysis

- What would you like to explore? Why does the text warrant attention?
- How will you go about answering your question - what is your chosen method of analysis? Why do you think the method chosen will allow you to answer your questions?
- What methods did other scholars use to explore similar questions? Has scholarship looked at similar texts but using different methods? How will yours be different?

4) Analysis and discussion

- Sum up findings and show how these findings answer your research questions
- How do your findings relate to previous research?

5) Conclusion

- Were you able to answer the question?
- How can the findings be applied in leadership/management or corporate communication?
- What did you learn from the findings? How did this knowledge affect your leadership and management communication skills? Give specific examples.

6) Back matter (not in word count)

- **Bibliography**
- **Appendix 1: Original text**
- **Appendix 2: Grading Rubric for Essay**

Required reading list

Darics, E., & Koller, V. (2018). *Language in business, Language at work*. London: Palgrave.

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, V. (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.

Appendix 1. Study group register

NB: The register has to be brought along to each class and submitted after the final class. Your group is responsible for filling out the register each class.

Date	Name and signature	Comments and evidence of work
1		
2		
3		
4		

5		
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8		

Appendix 2

Grading Rubric for Essay

Engagement with literature	10	8	6	4	2	0
Evidence of reading - both in business/ management and discourse-related disciplines -, synthesized in a critically meaningful way						
Focus	10	8	6	4	2	0
A clear <i>focus</i> of the work related to a business Justification of a research question, clear and appropriate <i>aims</i> are given Well-supported <i>rationale</i> is given for the selection of text(s)						
Analysis	10	8	6	4	2	0
Justification of research methods Thorough analysis						
Organisation and presentation	10	8	6	4	2	0
Appropriate sections and headings Use of layout, paragraphing, line spacing etc. Standard of English acceptable; i.e. spelling, grammar, expression etc.						
Bibliography	5	4	3	2	1	0
Citation conventions observed						