



**Course Number:** LDRS 410

**Course Name:** Persuasion and Positive Influence

**Course Date:** tbd

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**Instructor:** Shelley Gossett, MAL

**Contact Information:** shelley.gossett@gmail.com

**Co-requisites or Pre-requisites:** Third year standing or permission of instructor.

**Semester Hours:** 3

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## **Course Description:**

A practical study of leadership methods and mediums used to persuade and positively influence others, examines how to promote understanding through listening, build trusting relationships, and create and convey messages that direct, guide, motivate, or inspire others to action. Personal selling and negotiating skills are also explored.

## **Course Learning Outcomes:**

### *1. Knowledge and its application*

- a. Examine the significant role communication plays in the leader's practice—among colleagues, subordinates, and superiors, as well as with external relations;
- b. Map, assess, and develop their professional and personal networks of influence;

### *2. Cognitive complexity*

- c. Develop skills to listen actively by paying attention, holding judgment, reflecting, clarifying, summarizing, and sharing their own point of view;
- d. Create and convey messages that direct, guide, motivate, or inspire others to action;

### *3. Social Responsibility and Global Engagement*

- e. Adopt wise and ethical practices that move people and organizations from ideas to action;

### *4. Leadership*

- f. Demonstrate skills of personal selling, from selling their own personal brand and abilities through to selling ideas, vision, values, and their organization's brand and offerings.

## Required Texts and Materials:

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Note: These books or e-books **MUST** be present with you during ALL Learning Labs.

Grayson, C., & Baldwin, D. (2007). *Leadership Networking: Connect, Collaborate, And Create*. Greensboro: CCL Press.

Hoppe, M. (2006). *Active Listening: Improve Your Ability to Listen and Lead*. Greensboro: CCL Press.

Humphrey, J. (2012). *Speaking as a leader how to lead every time you speak — from board rooms to meeting rooms, from town halls to phone calls*. Mississauga, Ontario: John Wiley & Sons Canada. (**Available on Audible**)

## Other Recommended Reading

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**Spicer, Keith** (1985). *Think on Your Feet: How to Organize Ideas to Persuade Any Audience*. Toronto, Canada. Doubleday.

**Spicer, Keith** (1992). *Think on Your Feet: Techniques to Analyze, Organize and Present Ideas Persuasively*. Toronto, Canada. Think on Your Feet International (1992).

**Uri, William L. & Fisher, Roger** (1991). *Getting to Yes: Negotiating Agreement Without Giving In*. New York, USA. Houghton Mifflin Company. (**Available on Audible**)

## Course Activities/Requirements:

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### FACILITATED LEARNING LAB FORMAT

Course materials, including readings and learning activities, will be provided online in Moodle. You will also participate in a variety of activities in your Facilitated Learning Labs. Here is a common format you will engage in in the lab:

1. You will be placed in various teams during the course.
2. The first part of the lab you and your team will be required to answer questions, prepare answers, and present your answers to class. Each team member must illustrate their participation by taking turns to present answers.
3. The second part of the lab will require the teams to review a *Case or article* or will be in lecture format. When a case study is assigned, your team will be required to explain the case, research, and provide your solutions. When article readings or other reviews are assigned, your team will be required to present a summary, answer questions about the article, role-play, or give a point of view.
4. The third part of the lab will involve an experiential exercise.

## LAB PARTICIPATION GUIDELINES

Since part of leadership is accepting and fulfilling your responsibilities to others, I have outlined your responsibilities as a student in this course.

1. Attend all Learning Labs and be on time! If lateness is a continual issue you **may lose marks from your participation mark, each time you are late.**
2. **Please bring required books to every lab.** You will use the books for group work and in-class activities. Please come to the lab prepared to contribute and encourage others. Participation will be marked during each lab.
3. The use of laptops, cell phones, and iPADS is permitted during this course. When you are not working on specific tasks that require this technology, you may NOT use them. Please be a responsible student. Thank you. **Note:** *Online shopping, playing video games or any other distraction is unproductive in your learning.*
4. It is appreciated that students do not leave the lab when other students are presenting. It is extremely disrespectful to those presenting when you are talking or walking in and out of the classroom. Please, wait for a break.
5. Taking notes during each class is advised.

## COURSE PARTICIPATION

It is important to attend all Learning Lab sessions. However, if you are going to miss a session, please email the facilitator and let him/her know **why** you will not be there. Participation marks are given in each lab, so missing two (2) or more classes with unexcused absences may result in a failing grade.

## COURSE PREPARATION

1. To be successful it is critical that you **read** course material assigned for each unit, prior to the learning lab. As you read the units online you will notice that you are asked to take notes, answer questions, and prepare for lab activities. It is crucial you complete these tasks before the lab, as you will be asked to apply the concepts to in-class exercises.
2. Please be prepared to hand in your assignments on time. This is important because the lab discussions and presentations are based on assignments.

## **ASSIGNMENTS**

1. Please check Assignment due dates with your Facilitator. Assignments not handed in on the due date and by the time required, will have marks deducted.
2. All assignments must be written using the APA format. Please read the APA format document carefully in Moodle. INCLUDE your name and ID on all assignments. I have added an **APA format sample paper** you must use for assignments.
3. Prior to submitting your work, please check your grammar, spelling, punctuation, and sentence structure. A great tool to support you with your grammar is: Grammarly. This program is a great investment for your Education and can be purchased at [www.grammarly.com](http://www.grammarly.com)  
Note: There is a free version too.
4. To avoid plagiarism, REMEMBER ALL Assignments must be **written in your own words** and **with your own ideas**. If you use ideas or quotes or paraphrase from other sources, you **MUST** indicate your source to avoid plagiarism. See TWU's plagiarism policy.

## **INDIVIDUAL AND TEAM PARTICIPATION**

Your lab participation is critical to your success in the lab because this course is experiential in nature. Every team member is required to participate in-group discussions, meetings, and in written group assignments. If a team member chooses not to participate, he/she will not receive the same group mark.

When participating, students are expected to show respect for all members of the class, both in your speech and manner, and for the facilitated process of critical thinking and dialogue.

Make the effort to engage all participants in your group and provide helpful feedback and support to others. You are encouraged to raise thoughtful questions, share ideas, synthesize key points from course texts and discussions, and expand the group's perspectives. You will be graded on your participation in teams and individually.

## **EXAM**

The exam **covers all course work**, including handouts, group work, textbooks, and learning from assignments. Therefore, it is important that you keep notes on your learning as we go through the course.

## **FIELD INTERVIEW**

You will be required to conduct **two** interviews with **two business leaders** in the **local community**. Please supply the email addresses of the persons you interview. Criteria and specific questions will be provided to you beforehand. You will hand in a summary report with the results of your interviews. **APA** is required in all assignments.

## Evaluation:

The final grade will be determined by the satisfactory completion of all requirements.

Assessment	% of Grade	Unit due
Elevator Pitch	5%	4
Negotiation Case Study	5%	5
Persuasion Presentation & Leader Script	15%	6
Field Interview Report	15%	7
Team Debate	10%	8
Group Case Study (Presentation & Report)	15%	8
Reflective Journal Continuum	10%	All units
Lab Participation	10%	All units
Final Exam	15%	End of course
<b>Total</b>	<b>100%</b>	

## Course Outline

*Note: All Designated Reading, must be read in advance of each class.*

***Check with your Facilitator for exact due dates.***

Unit #	Required Readings	Assessment
Unit 1: Persuasion & Positive Influence	Humphrey (2012) <b>Chapters 1 to 4</b>	<i>Reflective Journal Continuum</i>
Unit 2: Persuasion & Positive Influence	Humphrey (2012) <b>Chapters 5, 6, 7</b>  Hoppe (2006) <i>Active Listening (Read all)</i>	<i>Reflective Journal Continuum</i>  <b><i>Field Report Names</i></b>
Unit 3: Leader Script	Humphrey (2012) <b>Chapters 8-13</b>	<i>Reflective Journal Continuum</i>  <b><i>Persuasion Topic</i></b>
Unit 4: Elevator Pitch	Humphrey (2012) <b>Chapters 11-13</b>	<i>Reflective Journal Continuum</i>  <b><i>Elevator Pitch</i></b>  <b><i>Leader Script Outline for Persuasion Presentation</i></b>

Unit 5: Negotiations	Humphrey (2012) <b>Chapters 16-20</b>	<i>Reflective Journal Continuum</i>  <b><i>Negotiation Case Study</i></b>
Unit 6: Debates	Humphrey (2012) <b>Chapters 12 (review) 22 &amp; 23</b>	<i>Reflective Journal Continuum</i>  <b><i>Persuasion Presentations Leader Script</i></b>  <i>Start <b>Debate</b> Preparations</i>
Unit 7: Leadership Networking	Grayson, Baldwin (2007) <i>Networking. (read all)</i>  Humphrey (2012) <b>Chapters 24-25</b>	<i>Reflective Journal Continuum</i>  <b><i>Field Interview Report</i></b>
Unit 8: Diversity	Humphrey (2012) <b>Chapters 26 &amp; Conclusion</b>  Barrett. Leadership & Communication, Chapter 9	<i>Reflective Journal Continuum</i>  <b><i>Team Debates</i></b>  <b><i>Group Case Study (Presentation &amp; Report)</i></b>
		<b>Final Exam (3 Hours)</b>

## Policies:

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### TWU GLOBAL Standard Grading System

Letter Grade	% Range	Grade Point	Grade Description
<b>A+</b>	98-100	4.3	Unusually outstanding work; completely error-free work at the highest level attainable
<b>A</b>	94-97	4.0	Outstanding, excellent work
<b>A-</b>	90-93	3.7	Outstanding, excellent work with very minor flaw/s
<b>B+</b>	87-89	3.3	Very good work with few flaws
<b>B</b>	83-86	3.0	Good, competent work
<b>B-</b>	80-82	2.7	Good, competent work with noticeable flaws in one or more areas of content, syntax, formatting, and/or APA usage

<b>C+</b>	75-79	2.3	Adequate, reasonably satisfactory work with significant flaws in one or more areas
<b>C</b>	70-74	2.0	Adequate, reasonably satisfactory work with significant flaws in two or more areas
<b>C-</b>	65-69	1.7	Adequate, reasonably satisfactory work with significant flaws in three or more areas
<b>D+</b>	60-64	1.3	Minimally acceptable work
<b>D</b>	55-59	1.0	Minimally acceptable work
<b>D-</b>	50-54	.7	Minimally acceptable work
<b>F</b>	Below 50	0	Inadequate Work

### Grading and Late Assignments

Because the program is accelerated, prompt submission of assignments as well as grading and instructor feedback is important. However, life happens and sometimes accommodations need to be made. Regarding due dates, the following responsibilities and consequences apply:

1. The instructor will *strive* to return all on-time assignments (with a grade and comments where appropriate) to students **within 2 weeks** after the due date.
2. It is the student's responsibility to inform the instructor in advance of the due date that an assignment will be late and to **negotiate** an extension agreement with the instructor before the due date.
3. All assignments submitted after the posted due date (without an instructor approved extension) will be **deducted 2% for each day late**.
4. No assignments (without an instructor approved extension) will be graded if submitted later than seven days from the official course end date.

### Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar). Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke. The librarian can be contacted at: <http://libguides.twu.ca/help>

The TWU website also explains the TWU academic integrity and plagiarism policy at: <https://www.twu.ca/student-handbook/university-policies/academic-dishonesty-and-plagiarism>

### Campus Closure and Class Cancellation Policy

In the event of extreme weather conditions or other emergency situations, please consider the website the primary source of information.

Go to the TWU website for notifications: <https://www.twu.ca/campus-notification>

If a Learning Lab must be cancelled for any other reason, the facilitator will communicate this in advance. In the case of an unexpected cancellation, a sign will be posted on the classroom door.