# LDRS 410 Facilitator’s Guide

# **Unit 1: Persuasion & Positive Influence**

#### **Activity 1.2: Syllabus Review**

Your facilitator will review the Syllabus during class and answer any questions you may have. Pay close attention to Assignment dates

#### **Activity 1.4: Break Out Sessions (in-class activity)**

During the first class, you will discuss key concepts from the PowerPoint and will participate in Break Out Sessions for each topic.

This is a great time of learning from other members of the class. Every team member is required to participate in group discussions, meetings, and all written group assignments. Always show respect for all members of the class; both in your speech and manner. Team Leaders will make the effort to engage all participants in your group and provide helpful feedback and support to others.

During discussions, everyone is encouraged to raise thoughtful questions, share ideas, synthesize key points from course texts and discussions, and expand the group’s perspectives.

**There will be 5 Break Out Sessions.**

Teams will review the following Topics and report on their findings:

1. What is your vision for LDRS 410?
2. Leading from above, the side and below.
3. Informational Approach versus Inspirational Approach.
4. Four Critical Mindsets to Inspire (ROUND ROBIN).
5. Rules to Replace Negative with Positive Thoughts.

Activity 1.7: Mini Presentation (in-class activity)

In class, the facilitator will divide the class into three teams. Each team will be assigned the following topics from the article written by Wrench, Goding, Jonshon, Attias Article (n.d.).

1. Social Judgment Theory
2. Cognitive Dissonance Theory
3. Elaboration Likelihood Model

Teams will create a mini-presentation (no visuals) each taking a turn to explain what their theory is by role-playing the theory.

Activity 1.8: Case Study

Read the following case study. Which theories of persuasion would help solve the problems presented? 5 Groups will consider the questions at the end of the Case Study. (Each group will take **one** question 1 through 5). Note that this is an ungraded learning activity, but is designed to help you succeed in your assessments for this course.

**Case Study**

See Case Study in Moodle (Retrieved from<https://www.sagepub.com/sites/default/files/upm-binaries/4985_Dainton_Chapter_5.pdf>)

# **Unit 2: Persuasion & Positive Influence**

#### Activity 2.1: “Speaking as a Leader”

**In Class Activity:** Ask students to work with a partner using Humphries (2012) book to share their responses to the questions. Encourage students to consider the application of these ideas, or discuss their experiences (e.g. times they have no practiced a speech, etc.).

#### Activity 2.2: My Listening Skills

Students will share one of the (scored 4 or 5 questions) with the class on the listening skill they are going to work on.

#### Activity 2.3: Levels of Listening

**Complete the following activities in class:**

(a) **Break Out Session:**

**Active Listening Skill Set**.

The facilitator will put students in Group. Each Group (1 through 6) is assigned each active listening key word (*Pay attention, Suspend Judgment, Reflect, Clarify, Summarize, and Share*). After reading Hoppe (2014) students will role play, modelling to the class the meaning of each word assigned.

(b) **Speed Dating Game**:

**Barriers to Active Listening** (Hoppe, 2014 pg. 13 – 15). How to play: This Speed Dating session consists of a series of brief one-on-one interactions between students. After talking with one student for several minutes, students rotate to another. Students will discuss briefly the Barriers to Active Listening, (*The Image of Leadership, Silence as Agreement, External Pressures, Lack of know-how, Individual Make-up, Time and Place, Emotion, Cultural Differences).*

#### Activity 2.4: Types of Decision-Makers

#### Lab Activity: Role Play

5 Groups will break out and will create a mini-play (5-minute role play) showing the attributes of the different decision-making types. The groups will be assigned **one** of the decision-maker types.

Lab Activity: **Beat the Clock**

1. As a way for students to recall important vocabulary terms, students will form groups of 4 or 5 to play a game of **Beat the Clock**.

Each group is provided with five blank cards to write the words: *Charismatic, Skeptic, Thinker, Follower, Controller.* Each group will also write the definitions on separate sheets of paper provided. One student in each group volunteers to be the caller and the rest of the team work together to identify the correct definition. Groups will exchange cards and definitions. The facilitator will start the timer at 3 mins. The first team to get the words and definitions in order wins. Team yells “TIME” when they complete the task.

**Note:** Facilitator will provide; Index Cards; felt pens and 8 by 11 paper.

perceive your ideas. It gives you access to the reservations and objections that others might have. And it deepens your understanding of the person you’re speaking to.

## Assessment

**Assignment #3: Introduction to the Field Interview Report Due on Unit 7**

Review the Field Interview Report Assignment with students. Students will submit the two names who they will be interviewing, to you at the end of this Unit 2.

# **UNIT 3: Leader Script**

#### **Activity 3:1: Researching Grabbers**

In the Learning Lab, you will be asked to work in small groups to go online and research Grabbers in news articles, books, blogs, etc. You may want to do an initial search now and bring your notes to class.

Note for Facilitator: Ask students to work in small groups to go online and research 3 Grabbers in news articles, books, blogs, etc. Students will create a Word Document recording these Grabbers. Students will share a short class discussion sharing the grabbers.

#### **Activity 3:4: Analyzing Famous Speeches**

In class students will watch the video “I have a dream” (insert link to video) and are invited to make notes.

**Background of Martin Luther King Jr.:**

Martin Luther King Jr. a Baptist preacher, lead the civil rights movement through nonviolence and civil disobedience. He was assassinated in 1968. King inspired his audiences telling them; “I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin, but by the content of their character.”

Students divide into tri-ads and will answer the following questions for class discussion.

1. What was King’s Grabber?
2. What was King’s main argument in the speech?
3. What was the main theme of King’s speech?
4. How did King use pathos (appealing to emotions), logos (Word of God, or divine reason and creative order) and ethos (character) in his speech?
5. What repetitious words did King use in his speech?
6. What was Kings call to action?

#### **Activity 3.3**

Small Groups will create their own Grabbers for 3 different topics, chosen by students. Students will write grabbers on a wall chart. The teams will explain their Grabbers to the class and the class will choose the most effective Grabbers (1 for each group).

#### **Activity 3.4**

The teams will present and explain their Grabbers to the class and the class will choose the most effective Grabbers (1 for each group).

#### **Activity 3.5**

Groups will research one other famous speech that has changed the course of history and answer the same questions for King speech (see six questions above).

#### **Activity 3.6**

Groups will report to class with a mini presentation on the famous speech they researched.

**Note to Facilitator**

Facilitatormay give famous speech suggestions if groups need the help:

* *We shall Fight on the Beaches – Winston Churchill*
* *I am the First Accused – Nelson Mandela*
* *Gettysburg Address – Abraham Lincoln*
* *JF Kennedy - Inaugruration Speech*

# **Unit 4: Elevator Pitch**

#### Activity 4.6: 5 Canons of Rhetoric

Read the 5 Canons of Rhetoric (link to pdf) and take notes. In class, you will break into 5 groups of 2. Each group will take one of the 5 Canons of Rhetoric definition: *Inventio; dispositio; elocutio, memoria, actio* and will explain their meanings and how they can help create a perfect speech. (Roman orator Cicero, in his treatise, *De Inventione,*written around 50 BC).

Each group will present their Rhetoric definition to the class.

## Assessment

#### Assignment #3: Elevator Pitch

After you have revised your pitch in class with the help of peer feedback, you will be asked to deliver your Elevator Pitch with your partner. One student will be the Pitcher and one will be the Person being pitched to.

Be sure to refer to the rubrics for Oral Presentations. (link to pdf)

Facilitator will remind students of Rubrics for Oral Presentations. Will remind the students to: Take your time, make it conversational, avoid jargon, be confident.

Facilitator will record these presentations for marking. Students have exactly 30 seconds to deliver their pitch. Facilitator will stress the time frame.

#### Assignment #4: Persuasion Topic

Remind students: Persuasion Topic due at the beginning of this class. Please put your Topic name in the Dropbox provided for this Unit. (2% out of 15%)

# **UNIT 5: Negotiating**

**Note to Facilitator:**

Since many students may not know the cultural references listed in Topic 1, brainstorm with students which stars in their culture fit the descriptions.

Choose from the following Lab Activities:

#### **Activity 5:1: Cross that Line**

Cross That Line works great in any environment, including high school and even business meetings. Divide your group up into two teams. Each team picks a team leader. Place the teams on opposite sides of the room and run a piece of rope down the middle of the room. Players cannot move to the other team’s side. The leaders stand across from each other during this game. Each team tries to negotiate with the leader of the other team to make him move to their side. They can debate, cajole and even bribe the leader into changing sides. All bribes must be honored by the team for them to successfully win the game. The other team tries to negotiate with the other captain, making this game a frantic and an exciting debate game.

#### **Activity 5:2: Tennis Game**

Tennis is a great metaphor for the art of negotiation. Use this metaphor to help improve your group’s negotiation skills. Set your team across from each other at a table. Select a negotiation topic, such as who is going to pay for the sodas after the meeting. Randomly choose a team to start. The first team member makes an offer, such as “we’ll pay for 60 percent of the sodas, as long as we get to take half of the bottles in for a refund.” The player directly across from him on the other team makes a counter proposal to the player next to the “serving” player as quickly as possible. This game must be done fast. This player then makes another proposal to the player across from him. Continue this order until the very end, when the proposals cycle through again. It continues cycling until one team accepts the proposal.

**Activity 5:3: Auction Game**

The auction game can give your group a true understanding of the importance of negotiation. Play this game only in a workplace with people who can afford to lose a little money. Everyone puts at least $1 in the game pot. After this has finished, players bid on how much they are going to pay to buy the pot. The twist to this game is that the highest bidder and the second highest bidder pay the final bid amounts. However, only the highest bidder wins the money. This game drives players to negotiate prices with people who are willing to spend money and either split the pot or get a percentage. Naturally, the second highest bidder will want to get an equal amount of money, but this is entirely up to the highest bidder. Players learn the importance of negotiation in a very short time.

Note that you may want to bring other prizes for the classroom or ask students to bring something from home. Or use monopoly money.

**Activity 5:4: Charades Game Who am I?**

2 teams of 5 or 6

The charade game allows teams to act out the different types of negotiators without speaking a word. Team members guess at what negotiation style the actor is acting out. (King of the Hill, Earnest and Honest, Linear logical, Emotional Ping Pong, People Pleaser, Expeditor, Rocking Chair)

## Assessment

See Assessment section for Case Study Team assignment.

# **UNIT 6: Debating**

**THE CHOICE**

Process: Divide class into small groups and provide the following information to them. They must make a choice about the distribution of the scholarship money based on the information provided. (link to pdf U6\_the-choice)

Optional activity:

<https://www.esu.org/wp-content/uploads/2019/01/Cross-The-Circle-If%E2%80%A6.pdf>

## Assessment

### Assignment #1: Debate Presentations

See this section in Moodle for the process of the debates in class.

# **UNIT 7: Leadership Networking**

#### ***Activity 7:1 Assessing Your Network***

**[Note to Facilitator: Put class in triads and ask them to share their answers to #1.]**

#### ***Activity 7:3 Six Requirements of Leadership Networking***

In triads, students will review the six requirements, taking notes. In class, you will work in triads, each taking one concept and summarizing your findings.

**Facilitator: Assigns the following to the students:**

Triad 1: Leadership Networking Demands Authenticity

Triad 2: Leadership Networking Trades in Resources

Triad 3: Leadership Networking Calls for Thoughtful and Deliberate Use of Power

Triad 4: Leadership Networking Requires Skillful Communication

Triad 5: Leadership Networking Calls for Savvy Negotiating Skills

Triad 6: Leadership Networking Means Managing Conflict.

#### ***Activity 7:4 Barriers to Building a Leadership Network***

Review the five Barriers of Building a Leadership Network (2007, p. 16-20) and take notes. In class, you will work in teams (5 teams), each taking one concept and reporting to the class your findings.  
  
**Facilitator Assigns:**

Team 1: Operational Differences

Team 2: Level Differences

Team 3: Demographic Differences

Team 4: Personal Preferences

Team 5: Other Barriers

#### ***Activity 7.6: Speed Networking Exercise***

It is time to put what you have learned into practice. The students' goal is to create a comfortable interaction, in which each person shares something about themselves.

Students will move around the room in a “Speed Networking” (similar to “Speed Dating”) format; one on one.

**Facilitator shares** questions (see slide) they can ask each other:

* *How did you choose Trinity Western University?*
* *What organizations do you belong to?*
* *Why did you join these organizations?*
* *What other activities do you participate in?*
* *What are your plans for the next one to two years?*

Students will switch every 2 minutes, until each person has had a chance to meet everyone in the room.

Students will debrief after the speed networking and the Facilitator will invite students to share their reactions answering:

1. *How much did you learn in 2 minutes?*
2. *Did it feel like a conversation?*
3. *Did it get more comfortable as you interviewed people?*
4. *Was it easier to connect with some people?*
5. *What made it easier or more difficult?*

**If time, students can brainstorm about other questions.**

#### ***Activity 7.7: Strategies for Developing your Leadership Network***

Watch the Ted Talk video: [*The Secret to Great Opportunities*](https://www.ted.com/talks/tanya_menon_the_secret_to_great_opportunities_the_person_you_haven_t_met_yet/reading-list). Take notes, as in the lab you will discuss your thoughts, as well as the strategies and goals found on pages 25–28.

Note for Facilitator:

Students discuss their home written notes on the video “Ted Talks; The Secret to Great Opportunities…” and will also discuss strategies and goals found on pages 25–28.

For homework students will set goals and make a plan. See “Making a Plan” on p. 29 (2007).

This homework activity will be submitted for marking. (Participation Mark 1%)

#### ***Activity 7.8***

Students will choose a Topic for Debate. Teams will be chosen too.

If time permits: Students have group time to work on their Debate Outline and Script.

# **UNIT 8: Diversity**

**Facilitated Learning Lab Activities:**

**Activity 8.1:** Chain Diversity Activity – Unique me

**Activity 8.2:** Perception Game

**Activity 8.3:** First Impressions Activity – Herman Grid

**Activity 8.4:** Connect the Dots – Thinking out of the box

**Activity 8.5:** Stereotyping What they know or what they’ve heard

**Activity 8.6:** Chapter 9 - Team Reading/Reporting Activity

**Activity 8.7:** Debate Teams chosen and Teams their Topic

**Activity 8:8:** Group Case Study Teams and Study chosen

Note some activities are from [Educational Diversity Activities](https://diversity.missouristate.edu/activities.htm)

## Topic 1: Defining Diversity

#### Activity 7.1: Chain of Diversity (Lab activity)

In the Bible, it clearly states, “I am fearfully and wonderfully made” (Psalm 139:14). When I first read that scripture, I realized how truly unique I am. And guess what? You are unique, too. In this first activity, you will discover and recognize the many ways in which you are similar and different from each other, and as well how your uniqueness as an individual.

**Facilitator** (Attach PDF instructions for the game Chain of Diversity (15 – 20 minute activity)

See Online instructions [here](https://diversity.missouristate.edu/academic-diversity-activity-chain-of-diversity.htm)

## Topic 2: Stereotyping

#### Activity 7.2: The Perception Game

**Perception Game (10 minutes)**

Begin the exercise be having [three] volunteers come to the front, facing the audience. Each is given one sheet of colored paper. You will then instruct them to follow your directions exactly as you say. Before you give the instructions, they must close their eyes.

Advise the students in the audience that no comments can be made on their behalf. And, laughing is allowed!

Have the [students], with eyes closed, hold their sheets of paper in front of them. Then instruct them to fold the paper in half; then in half again. They must then turn the paper x number of times to the right and left; each time tearing off a piece of paper in the corner. Repeat this three or four times and end by having the volunteers fold the sheet in half one more time and tearing off a piece in the middle. During this whole process, never say specifically which corner to tear.

With their eyes closed, ask them to unfold their sheet of paper while holding it in front of them. They may then open their eyes, only to discover that each design is totally different.

**Facilitator asks students answer Round Robin:**

1. Why is each design totally different?
2. Did they not have the same instructions?
3. Didn’t they all follow those instructions?
4. Then why do we have totally different pieces?

Retrieved from

<http://www.uh.edu/cdi/diversity_education/resources/activities/pdf/PerceptionGame.pdf>

#### Activity 7:3: First Impressions (10 – 20 minutes)

In the next Activity; the Herman Grid, you will realize we often see something that does not exist.

**Facilitator:** Students are invited to share their examples of their scenarios with First Impressions. (see online instructions [here](https://diversity.missouristate.edu/academic-diversity-activity-first-impressions.htm)) Attach PDFs

#### Activity 7.4: Connect the Dots

In this exercise, students will experience the fact that we often subconsciously limit our perspectives and alternatives.

In the Connect the Dots activity you will do in your lab, you will be confronted with a problem to solve and will have to change your perspectives to solve it.

**Facilitator:** (see PDF for Connect the Dot instructions) Online instructions [here](https://diversity.missouristate.edu/academic-diversity-activities-nine-dots.htm).

#### Activity 7.5: Stereotyping

What is stereotyping?

**Facilitator** writes down student’s answers.

As a young child, I was told by my parents to stay away from Catholics. Growing up in Scotland, Catholic and Protestants often segregated themselves from each other. I would ride the public transit to school, and the Catholic children would sit at the back of the bus, and the Protestant children would sit at the front. We all knew who we were because of the school jackets we wore!

Believing Catholics were terrible people, stayed with me for many years until I finally realized stereotyping is an untrue belief and prejudice against others. I guess I missed many great opportunities to build lasting relationships merely because of stereotyping. As leaders, we must first recognize, stop judging and then correct the errors of our ways with regards to stereotyping.

Note for Facilitator

**Stereotyping**

In this next activity, students will recognize the widespread use of stereotypes. Students will engage writing on sheets of paper on the walls of the room “What they know or what they’ve heard about a particular group.”

“Each sheet of paper could be titled: Women, Men, Teenagers, African American Males, Asian Americans, Latino Americans, Catholics, Christians, Jews, Arabs, Moslems, Amish People, Wealthy People, Poor People, The Homeless, People on Welfare, People with a physical challenge, Californians, Southerners, People 75 years and older, People who live in the Country, People who live in the City, etc. At the end of the activity, students will discuss stereotypes. We often become conditioned to think about stereotypes on an almost automatic basis when we see or hear about someone whose background is different from our own. We all use stereotypes at one point or another. The important thing is that we begin to become more conscious of the fact that we are often thinking “on automatic.”

The goal at the end of this activity is to stop and ask if what we are thinking is a fact or a stereotype.

(Retrieved from Academic Diversity Activity: What Do You Know or What Have .... <https://diversity.missouristate.edu/academic-diversity-activity-know-heard.htm>)

**Facilitator** (see PDF) Upon gathering up wall sheets, the Facilitator will choose students to read the sheets out loud. The facilitator will ask the following questions:

1. What do many of the comments you have written on the lists represent?
2. Are they all true?
3. Where did they come from? (Responses might include parents, friends, teachers, books, the media, and others.)

## Topic 3: Diversity and Intercultural Competence (know-how)

#### Activity 7.6: Case Study

In your Learning Lab, you will participate in analyzing case studies, using the ideas presented in the text. Be sure to take notes and bring them to share with your peers.

To promote diversity, the facilitator will Use three different coloured candies (green, red, blue) to separate students into three groups. Each group will take a section of the Chapter:

**Group 1:** Read and report to the class main points on pages 222 – 227 of Chapter 9 writing down the key points on the board.

**Group 2**: Read and report to the class main points on pages 228 – 234 of Chapter 9 writing down the key points on the board.

**Group 3**: Read and report to the class main points on pages 234 – 240 of Chapter 9 writing down the key points on the board.

Next, groups will look at three Case Studies:

Group 1 Case Study 1

Group 2 Case Study 3

Group 3 Case Study 4

Groups will make a mini presentation on their findings.

## Assessment

**Assignment: Debate Assignment**

**Debate Teams and Topics**

The class will be divided into debate teams, usually 3 students on each team. Two teams will debate. The instructor will provide a list of topic options and each team will defend their point of view.

For example:

*Team 1 states***:** “The most important characteristic of a good team is having a wide variety of backgrounds”.

*Team 2 states*: “We believe that a wide variety of backgrounds is not the most important characteristic of a good team. We feel that being able to get along is the most important”.

**See Assessment section for notes on Preparation for Debate**

**Facilitator:**

* Choose Debate Teams.
* Students will choose and submit their Topic.
* Topics to choose from are posted on Moodle.

**Assignment: Case Study Assignment**

**See Assessment for details**

Each team will be responsible to evaluate a case study by following the case study evaluation guidelines (How to Approach Case Studies) given below. The team will make a presentation to the class and will hand in a report of their evaluation. The approach to the case study should be based on the communication: persuasion and positive influence and the concepts that you have been learning in class.

Important points:

Presentation: The teams must be prepared to answer questions from the other teams. Each team must prepare 5 questions to ask the team presenting. Presentations will take place during the last 2 classes.

Report: The report must follow the APA guidelines (includes not plagiarizing)

1. Each member of the team must state which topic they completed in the report.
2. The entire report must be a cohesive compilation of all the writing done by the members of the team (for example, flow well from one point to another).
3. Report should be between 4-5 pages.
4. The report is due on the last day of class.

**Facilitator**

* Teams will be chosen for the Group Case Study Assignment.
* Students will choose their Case Study. These are posted on Moodle.