

Syllabus

SCHOOL OF BUSINESS AND MANAGEMENT
ML 511: Communication and Influence

3 Credits
Effective 10/1/2018

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

COURSE DESCRIPTION

Individual and team success often relies on the ability of managers and leaders to communicate with others face-to-face and online. Interaction with others can determine how you are perceived and every interaction is an occasion to develop trust and grow positive influence. Whether communicating with one person or to an audience, communicating effectively is a powerful skill for achieving objectives. This course develops students' ability to focus on their outcome, tune in to their audience and develop their message for clarity and impact. Student's ability to create an environment for open discussion and ongoing dialogue is crucial for communication success. The communications skills covered in this course will increase students' ability to exercise choice and control for every type of conversation, influence without authority and improve quality of relationships and productivity.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under *Course Information* in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged "Purchase from the Canadian Bookstore." Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Exhibit professional competency and a sense of professional identity
- Demonstrate critical thinking and are information literate
- Demonstrate diverse and global perspectives
- Have strong communication and interpersonal skills
- Demonstrate a strong commitment to ethical practice and service in their professions and communities
- Be lifelong learners

COURSE OUTCOMES

In this course, learners:

- Address an organizational dilemma by developing a win/win solution and presenting that to the stakeholders.
- Research, design, and deliver a persuasive presentation that influences the audience of the topic's relevance while overcoming stakeholder resistance.
- Assess your own power bases and influence style and consider strategies for expanding them.
- Describe how communication networks, organization structure, and organizational culture influence interaction.

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Communication and Culture: Executive Summary	10%
Persuasive Research Presentation	20%
Power, Privilege, and Influence Paper	20%
Solutions Outcome Report	30%
Instructor Determined Assignments	20%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Project 1: Communication and Culture: Executive Summary

Students will write an Executive Summary on the topic of communication's influence on organizational culture for the CEO of a ____ organization (your choice of industry). An executive summary is a short document or section of a document, produced for business purposes, that summarizes a longer report, proposal or research in such a way that readers can rapidly become acquainted with a large body of material without having to read it all.

Students will be graded on how concise and comprehensive they can be at presenting this topic. Research citations and references are expected. The paper should be in the format of an executive summary.

<i>Components</i>	<i>% of Grade</i>
Summary of the Topic	40%
Conciseness of Summary	30%
Writing and Organization	20%
References and APA	10%
TOTAL	100%

Project 2: Persuasive Research Presentation

Students will develop and present an 5 to 10-minute persuasive presentation (pitch) to convince senior organizational leadership that a change is needed (e.g. a new business process, product, and/or service).

In the process of persuading, the student must provide concrete and tangible ideas for the organization including evidence supported by research.

The presentation must include at least four aspects of persuasion, (including clear awareness of audience and establishing credibility), data to support the proposed organizational change, and logically supported conclusions. The presentation must be a screen recording showing both a video of the student and the presentation materials. The videos must be uploaded to and posted to Blackboard. A selection of the student's class mates will then anonymously evaluate the effectiveness of the pitch.

The grade for this assignment will be partially based on this peer feedback. Evaluators will be judging:

- a) nonverbal cues;
- b) clarity and effectiveness of visual supports;
- c) use of research to support claims;
- d) how persuaded they were that the change is a good idea;
- e) presenter's persuasiveness overall; and
- f) staying within in the allotted time.

The instructor will also grade the student using the rubric. The instructor's grade will account for 70% of the student's grade. The other 30% will be from peer feedback.

Components	% of Grade
Nonverbal Cues	20%
Visual Supports	20%
Research and References	20%
Student Persuasion	20%
Overall Persuasion	10%
References and APA	10%
TOTAL	100%

Project 3: Power, Privilege, and Influence Paper

Through research and personal reflection, students will determine their current bases of power, privilege, and influence. They will then write a paper that have two sections:

Section 1: Students will reflect on their life and explore the power bases and areas of privilege they are presently a part of and identify two more they can gain access to (e.g. I currently have power as the professor of this class but I also have access to the program director and advising. So, I have a level of power over students directly in class but could access more). Once the student determines their power bases, they will research those types of power and write a paper summarizing the power bases they have access to and also power bases they want to gain access to.

This section of the paper will have four (4) parts:

- a) an introduction detailing the current bases of power and privilege the student can access both actively and passively (e.g. in the US, race can give you both privilege and power, however, you don't get to choose your race so your access to that power and privilege may not be by choice);
- b) a research-based examination of the type of power and privilege these bases give the student and how that power and privilege can be used both positively (the light side of leadership) and negatively (the dark side of leadership);

- c) a discussion of how the student wants to ethically develop their power to enhance their career; and
- d) a conclusion discussing areas the student wants to obtain power in as their career develops.

Section 2: Students will determine their influence style using the class readings and additional research. They will define their style of influence and develop two strategies to expand their current influence. Influence can be personal and/or professional.

This section of the paper will have four (4) parts:

- a) an introduction describing the student's current style of influence;
- b) an analysis of the areas in which the student currently has influence;
- c) a discussion of two strategies the student can use to expand their influence; and
- d) a conclusion detailing how increased influence could help in future career development.

Students will write a 6 to 8 pages (not including the cover and reference pages), using APA style, 12-point double spaced Times New Roman font, and include a minimum of five (5) quality references.

Components	% of Grade
Current Power Base and Privilege Reflection	15%
Research on Power and Privilege	15%
Reflection on Future Career Needs and Choices	15%
Strategies to Expand Influence	15%
Reflection on Influence	10%
Analysis of Influence	10%
Writing and Organization	10%
References and APA	10%
TOTAL	100%

Final Project: Solutions Outcome Report

Students will conduct research to discover an issue in which two or more groups are in negotiation (this can be in the news or in an organization you are familiar with). Students will then use what they have learned in class to hypothesize a win/win solution. The solution must be supported by research that includes background on both sides and any support needed to show the proposed solution will benefit both sides.

Students will write up this research into a business report that could be provided to stakeholders on both sides of the issue. The Report should be formatted into the following sections:

- a) an executive summary (written last but presented first);
- b) an overview of the issue with additional research;
- c) a synopsis of the demands of each side;
- d) the recommendations for a win/win solution including steps both sides could take toward implementation; and
- e) a conclusion.

This report will be written in a business report style and should include images, color, sections, and headings. The report should also include a minimum of five (5) quality references in APA style with citations.

Components	% of Grade
Recommendations	30%
Synopsis	20%
Executive Summary	15%
Overview of Issue	15%
Writing and Organization	10%
References and APA	10%
TOTAL	100%

Formative Assessments

Class participation through formative assessments is an integral part of this course. Formative assessments can be journals, papers, activities, quizzes, discussions, wikis, or other activities determined by the course manager and instructor. Each formative assessment includes its own rubric and/or due date as outlined within the activity to balance participation and enhance learning. Whether in class, online, or in a mixed mode setting, students will be graded on their ability to present, explain, or defend alternative viewpoints and the degree to which they have mastered the concepts and principles inherent in the study of leadership. Written work is assessed on relevance to the subject presented, adherence to writing mechanics and organization, and professional presentation.

Components	% of Grade
Use of Course Concepts	100%
TOTAL	100%

COURSE POLICIES

Late Assignments

Doctoral students are required to submit all assignments by the due dates stated in the course schedule. A late assignment is one that is submitted after the due date or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student needs to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis.

Being busy, pressured with outside work, technical issues, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in

advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5% deduction in grade each day or part of the day that the assignment is late up to a maximum of 25% off. Coursework received after 10 days will not be graded and will receive a zero grade, unless prior arrangements have been made.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

Participation

Participation is determined through your active engagement in classroom activities each week. This can be measured through your discussion board posts or by submitting an assignment when due.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Academic Integrity Policy* under *Student Rights & Responsibilities*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance* under *Student Rights & Responsibilities*.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.