

## ML 511 – Communication and Influence School of Business and Management

6 Credits  
Effective Date: 7/1/2022  
Grading Type: Decimal  
Pre-requisite: None

*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.*

### Faculty Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

### Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

### 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](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

**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 electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## 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.

## Grading Scale

The grades earned for the course will be calculated using City University of Seattle’s decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>). Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

## Course Assignments and Grading

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

<b>Overview of Required Assignments</b>	<b>% of Final Grade</b>
APA Feedback Activity	1%
Communication and Culture: Executive Summary	14%
Persuasive Research Presentation	20%
Power, Privilege, and Influence Paper	25%
Solutions Outcome Report	30%
Knowledge Checks and Reflections	10%
<b>TOTAL</b>	<b>100%</b>

### SPECIFICS OF COURSE ASSIGNMENTS

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

#### **Project: 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 not an academic paper.

<b>Components</b>	<b>% of Grade</b>
Summary of the Topic	57%
Conciseness of Summary	21%
Writing and Organization	14%
References and APA	8%
<b>TOTAL</b>	<b>100%</b>

## Project 2: Persuasive Research Presentation

Students will develop and present a 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 (you pick the organization and pitch you want to make).

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 may be voice over PowerPoint or a video recording showing the student and the presentation materials (If doing voice over PowerPoint you must include appropriate visuals along with your evidence of the need for change). Please review the rubric for additional requirements. The videos must be uploaded to a streaming site and embedded in Blackboard (see image below).

The presentation should have at least three (3) quality references.

<b>Components</b>	<b>% of Grade</b>
Presentational Aspects	40%
Visual Supports	15%
Research and References	15%
Overall Effectiveness	23%
References and APA	7%
<b>TOTAL</b>	<b>100%</b>

## 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.

<b>Components</b>	<b>% of Grade</b>
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%
<b>TOTAL</b>	<b>100%</b>

**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.

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

### **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.

<b><i>Components</i></b>	<b><i>% of Grade</i></b>
Use of Course Concepts	100%
<b>TOTAL</b>	<b>100%</b>

# Course Policies

## Late Assignments

This course is in the Online Asynchronous format therefore there are no firm due dates. Instead, you will see a recommended due date. However, all work must be completed by the end of class. Work turned in after the last day may not be graded.

## 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

Students 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 Harassment

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](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

### **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 in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

### **Final Assignment 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 a 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](mailto:disability@cityu.edu) or 206.239.4752 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 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 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at [help@cityu.ed](mailto:help@cityu.ed) to request a user name and password.