

**Persuasion**  
**MBCM-60490**  
**Fall 2014 Mod 2**

*The Eugene D. Fanning Center for Business Communication*  
*Mendoza College of Business*  
*University of Notre Dame*

Welcome to my class. I look forward to teaching you this term!

**This course is scheduled for Mon/Wed, 1:00-2:50 p.m. in Mendoza Room 160.**

The instructor is Dr. Elizabeth A. Tuleja, Room 234 Mendoza College of Business; [etuleja@nd.edu](mailto:etuleja@nd.edu) Tel: 574.631.3385. Office hours are flexible so please E-mail or stop by at a time that is convenient for you (Mon-Thurs). Please note that I am *not* available on Fridays.

**Required Readings** (to be read before class – indicated on the course schedule for that day)

1. *The Art of Woo: Using Strategic Persuasion to Sell Your Ideas*, Roger Shell & Mario Moussa. **ISBN-13:** 978-0143114048 (bookstore or Amazon).
2. Handouts on Sakai – posted to the folder for each class session.
3. Selected course pack readings (there will be a fee for HBS case course pack and you can purchase them at <https://cb.hbsp.harvard.edu/cbmp/access/31329426> ). If you have problems you can contact them at: 800-810-8858 or [techhelp@hbsp.harvard.edu](mailto:techhelp@hbsp.harvard.edu) (If you already have an account with Harvard Business Publishing from another course, you can use the LOGIN NOW option; if not, then use REGISTER NOW.). Please don't wait until the last minute to access these documents – technical or account difficulties aren't reasonable excuses for not completing assignments/ class discussions.

### **Learning Objectives**

If you remain engaged in this course and participate to the fullest extent, the goal is to:

- Understand the role of persuasion as a change agent for influential communication.
- Learn practical applications of the science and theory behind persuasion and apply it to personal and business situations.
- Develop your intra- and interpersonal skills through reflective practice.

### **Teaching and Learning Philosophy**

As your instructor I want you to be interested and engaged in the subject matter. It's not just learning the quantitative and functional aspects of business that will get you ahead – you need to develop emotional intelligence and effective strategies for communication if you are to succeed in your next professional

position. Those are the aims of this course – to move you along intra- and interpersonal communication skills that are based upon reflective practice of your personal style and ability.

This course is currently under redesign and in the future will be called “Change Communication” and I want it to be practical and relevant, so I need your input! We will co-construct the learning in this course which means you will help me figure out what matters to you.

## **GENERAL COURSE REQUIREMENTS**

- Please submit assignments on time.
- Please attend all class sessions.
- Please come to class fully prepared to actively participate in discussion and activities.
- Please refrain from using computers, phones, and other electronic devices – it is a distraction to both your classmates and professor – it’s up to you and I won’t ‘police’ the class.
- Please demonstrate respect to both classmates and professor.
- Please remember that you do not deserve an ‘A’ in this class – it is based upon your performance and your professor’s seasoned experience and evaluation of it. Take personal responsibility for *your* learning.
- Please abide by Notre Dame Honor Code.
- Please have fun!

## **SPECIFIC COURSE REQUIREMENTS**

### **Quizzes**

There are two exams for the class. The exams will include multiple choice and true or false questions. Exams will cover material presented in class and from reading assignments (even if not discussed in class). The 2<sup>nd</sup> exam will include a few questions from the 1<sup>st</sup> exam. Why? I want you to remember the concepts!

### **Homework Assignments**

Homework is designed to put your daily readings into practice and help you be prepared to engage in class activities and discussion. Please post to the Assignment folder in Sakai BY the start of each class session as indicated in the syllabus. You will not be graded on these assignments but you will receive credit for doing the work on time –at the end of the Module I will check to make sure that you have made effort in good faith. While you will not receive feedback in writing, you will receive feedback in class through participation in large group discussions.

My experience both in academia an industry (facilitating and research) focuses on using reflective practice – read-think-write-reflect-discuss-reflect some more – which helps business professionals, such as yourself, pinpoint communication abilities in order to develop more effective strategies. Do the work, come to class, engage – you will be pleased with the results.

### **Group Project**

You will work in groups of 4 to 5 on a group project. The project requires defining a problem, posing and researching a solution, supporting your recommended solution with relevant evidence, and giving a written summary and a persuasive presentation of your solution. Details about the project will be distributed in

class and posted on Sakai. Typically, all group members will receive the same grade for the group project. However, the instructor reserves the right to grade group members differently based on individual contributions to the project.

## **COURSE POLICIES AND STANDARDS**

### **In-Class Participation and Attendance**

**Class participation** is a very important part of the learning process in this course. You will be evaluated on the quality of your contributions and insights. Quality comments possess one or more of the following properties:

- offer a different or unique, but relevant, perspective
- contribute to moving the discussion and analysis forward
- build on or challenge comments from other students
- apply concepts in the readings to cross-cultural experiences and insights
- give others a chance to talk so that we can have multiple points of view

While your participation grade is subjective, it will not be random or arbitrary. Nevertheless, students are in control of whether they objectively display certain behaviors or not. Simply being present in class does not mean active engagement or participation – even if you are an introvert or prefer to listen, we need your input.

**Attendance** is important for your learning and students are expected to attend all class sessions. If an emergency arises please inform me via e-mail prior to class.

### **Quality of Writing and Speaking Assignments**

All Fanning Center for Business Communication courses have an emphasis on effective writing and speaking. Considering that effective speaking and writing is an aspect of persuasion and a requirement for success in business, the quality of your speaking abilities and written assignments will be a major component of your grade – so it's not just the content, but how you have organized it, processed it (organization, clarity, mechanics, tone and scope), synthesized it to overall learning, and delivered it.

Please see the "Writing/Speaking Tips" and other helpful documents posted on Sakai. If you have any concerns about your writing skills, bring those concerns to the professor's attention **early in the course**. Check out the ND Writing Center, which has two locations in Coleman-Morse and the Hesburgh Library. <http://www.nd.edu/~writing/>. The hours are flexible and you can get all sorts of help there *but you need an appointment* – go to website or call 574.631.5390 to schedule an appointment.

Additionally – international students have a special opportunity to use the English for Academic Purposes (EAP Program). You must make an appointment for a tutorial session by going to the website: <http://cslc.nd.edu/eap/tutoring>. The EAP Fellows will provide linguistic feedback to help you improve your academic English. The EAP is located in 329 DeBartolo (CSLC – The Center for the Study of Languages and Cultures Office).

## **The Notre Dame Honor Code**

Much of the educational process in the Mendoza College of Business involves group discussion and collaborative activities. Neither the College nor the Fanning Center for Business Communication wish to hinder the learning that can and often does take place in that environment. Fairness, however, requires that certain limits be observed in the actual production of assignments.

Certain cautions should be followed when written work or slide presentations are being prepared for class:

- All sources for any written assignment must be cited (referenced within document and at end).
- No work should be copied word-for-word from a website or any other source unless it is offered as a quote and is properly credited.
- Files for written work should not be shared between students, unless the work is part of a group assignment.
- Graphs, tables, or charts copied from a website and used in a PowerPoint presentation should have the source cited on the slide.
- Regarding tests – all work must be done individually, and not shared whether verbally, written, electronically, or otherwise.

Evidence of plagiarism or cheating is cause for serious disciplinary action by the College. Please, do your own work. We strongly endorse and support the principles and process outlined in the *University of Notre Dame Graduate Business Honor Code*. Please read that document and use its precepts as a guide:  
<http://www.nd.edu/~hnr/code/docs/handbook.htm>.

## **GRADING PHILOSOPHY**

Your grade for any particular assignment in this course is a reflection of your professor's judgment of the quality of your work. We can only grade on the basis of what you give us, not on what you had sincerely intended to do. Submit your work on time, follow the assignment directions, do your own work, and you'll have little trouble achieving the course objectives.

Grades will not be distributed on a curve. You are attempting to meet our standards of quality work. Those standards have been developed over a period of more than 30 years, dealing with business, government, industry, the press and the public. We are asking you to do what your employers will ask of you: prompt, competent, effective work.

I am always happy to chat with you about an assignment. If you are interested in improving your learning, please set up a time to meet and come *with* that particular assignment and a few *specific* questions. This is about your learning and not about changing your grade.

Once a grade has been assigned and recorded, it cannot and will not be changed unless evidence is provided that your professor has made an error. A difference of opinion between you and your professor about the quality of your work is not evidence of error.

**Grading Scale**

*The Mendoza College of Business has set a 3.3-3.6 as the standard grade range for MBA students.*

A:	93.000	and	above	B-:	80.000	to	82.999
A-:	90.000	to	92.999	C+:	77.000	to	79.999
B+:	87.000	to	89.999	C:	73.000	to	76.999
B:	83.000	to	86.999	C-:	70.000	to	72.999

**Grading Weights**

Homework & Readings .....	20%
Group Argument/Woo Worksheet .....	10%
Group Proposal .....	20%
Quiz #1 .....	20%
Quiz #2 .....	20%
Participation/Attendance .....	10%

## COURSE SCHEDULE AT A GLANCE

*Our syllabus is subject to change depending on student engagement and needs.*

<p><b>(1) Monday, October 27 (WEEK 1)</b></p> <ul style="list-style-type: none"> <li>• Introduction to persuasion and influence</li> <li>• What is Woo?!</li> <li>• Form groups for projects</li> <li>• Simulation</li> </ul>	<p><b>Preparation:</b></p> <p>-Read <i>WOO: Introduction</i></p> <p>-<u>Due</u>: Homework Assignment #1 (post in Assignment folder in Sakai)</p> <p>All instructions for Homework follow at the end of this syllabus.</p>
<p><b>(2) Wednesday, October 29</b></p> <ul style="list-style-type: none"> <li>• Discuss Six Channel Survey</li> <li>• Persuasion Style Assessment</li> <li>• Mapping out your Team's Styles</li> </ul>	<p><b>Preparation:</b></p> <p>-Read <i>WOO: Chpts 1-2</i></p> <p>-Complete: <i>Six Channels Survey</i> (WOO, Appendix A)</p> <p>-Complete: <i>Persuasion Styles Assessment</i> (WOO, Appendix B)</p> <p>-<u>Due</u>: Homework Assignment #2 (post in Assignment folder in Sakai; print and bring to class)</p>
<p><b>(3) Monday, November 3 (WEEK 2)</b></p> <ul style="list-style-type: none"> <li>• Group Project Planning – Meet with Directors of Kaneb Center</li> <li>• Problem Statement and Introduction</li> <li>• Developing Trust &amp; Credibility</li> </ul>	<p><b>Preparation:</b></p> <p>-Read <i>WOO: Chpts 3, 4, 5</i></p> <p>-Read <i>Learning Ecosystems Technology</i> (Sakai) and <u>be ready to discuss</u> potential ideas for your group project and meet Directors from the Kaneb Center who will explain the problem.</p>
<p><b>(4) Wednesday, November 5</b></p> <ul style="list-style-type: none"> <li>• The Art of Woo: Balancing Interests &amp; Needs</li> <li>• Make it Memorable</li> </ul>	<p><b>Preparation:</b></p> <p>-Read <i>WOO: Chpts 6, 7, 8</i></p> <p>-<u>Due</u>: Homework Assignment #3 (post in Assignment folder in Sakai; print and bring to class)</p>
<p><b>(5) Monday, November 10 (WEEK 3)</b></p> <ul style="list-style-type: none"> <li>• Influence &amp; Ethics</li> <li>• TARES Test</li> </ul>	<p><b>Preparation:</b></p> <p>-Read <i>WOO: Chpts 9, 10</i></p> <p>-<u>Due</u>: Homework Assignment #4 (post in Assignment folder in Sakai; print and bring to class)</p>

<p><b>(6) Wednesday, November 12</b></p> <ul style="list-style-type: none"> <li>• Developing a Strong Argument, Toulmin Model, Idea Mapping</li> <li>• Point/Counter Point</li> <li>• Discussion</li> </ul>	<p><b>Preparation:</b> -Read <b>ALL</b> Handouts (Sakai) regarding <i>Arguments, Toulmin, etc.</i></p> <p><b>QUIZ #1</b> (all material up to date)</p>
<p><b>(7) Monday, November 17 (WEEK 4)</b></p> <ul style="list-style-type: none"> <li>• Influence and Colleagues</li> </ul>	<p><b>Preparation:</b> -Read HBS Case – <i>Kay Sunderland – Making the Grade at Attain Learning</i> ((HBS Course Pack)</p> <p>-<u>Due</u>: Homework Assignment #5 (post in Assignment folder in Sakai; print and bring to class)</p>
<p><b>(8) Wednesday, November 19</b></p> <ul style="list-style-type: none"> <li>• Frames for Persuasion</li> <li>• Ethos/Logos/Pathos</li> <li>• Monroe</li> </ul>	<p><b>Preparation:</b> -Read Cialdini, <i>“Harnessing the Science of Persuasion”</i> and <i>“Language of Persuasion”</i> (HBS Course Pack)</p>
<p><b>(9) Monday, November 24 (WEEK 5)</b></p> <ul style="list-style-type: none"> <li>• Influence and your Boss</li> <li>• Discuss Thomas Green Case</li> </ul>	<p><b>Preparation:</b> -Read Gabarro &amp; Kotter, <i>“Managing Your Boss”</i>, and Case: <i>Thomas Green: Power, Politics, Crisis</i> (HBS Course Pack)</p> <p>-<u>Due</u>: Homework Assignment #6 (post in Assignment folder in Sakai; print and bring to class)</p>
<p><b>Wednesday, November 26</b></p>	<p><b>NO CLASS – THANKSGIVING</b></p>
<p><b>(10) Monday, December 1 (WEEK 6)</b></p> <ul style="list-style-type: none"> <li>• Emotional Intelligence</li> <li>• Teamwork</li> </ul>	<p><b>Preparation:</b> -Read: Goleman, <i>“What Makes a Leader – Emotional Intelligence”</i> (HBS Course Pack)</p> <p>-<u>Due</u>: Homework Assignment #7 (post in Assignment folder in Sakai; print and bring to class)</p> <p><b>ALSO DUE: Team 1, 2, 3, 4 Homework #8 Group Argument/Woo Worksheet. I will give you immediate feedback before your presentation. Today you will bring your Team’s Argument/Woo</b></p>

	Worksheet to Class (just one per team )– please PRINT a hard copy to give to instructor <u>and</u> submit to your TEAM PROJECT FOLDER in Sakai (NOT in Drop-Box or Assignment folder). This counts as a graded TEAM assignment (10%) and you will get immediate feedback and a grade to help you revise for your discussion session/submission of group proposal.
(11) <b>Wednesday, December 3 (WEEK 6 con't)</b>  <ul style="list-style-type: none"> <li>Discussion: Team 1 &amp; Team 2</li> </ul>	<b>Preparation:</b>  <b>DUE: <i>Team 1 &amp; 2 final project submitted for today.</i></b> Teams 1 & 2 will each have half of the class to present and discuss their proposals with the class. You will prepare a simple <u>PPT presentation</u> and a <u>handout</u> (you will distribute the handout to your classmates that is basically a one page Executive Summary + Discussion Questions). The other two teams will give you feedback/critique.
(12) <b>Monday, December 8 (WEEK 7)</b>  <ul style="list-style-type: none"> <li>Discussion: Team 3 &amp; Team 4</li> </ul>	<b>Preparation:</b> <b>DUE: <i>Team 3 &amp; 4 final project submitted for today.</i></b> Teams 3 & 4 will each have half of the class to present and discuss their proposals with the class. You will prepare a simple <u>PPT presentation</u> and a <u>handout</u> (you will distribute the handout to your classmates that is basically a one page Executive Summary + Discussion Questions). The other two teams will give you feedback/critique.
(13) <b>Wednesday, December 10 (WEEK 7)</b>  <ul style="list-style-type: none"> <li><b>QUIZ #2</b></li> </ul>	<b>Preparation:</b>  <b>QUIZ #2</b> (all material up to date – there will be a few questions of review that are related to the first quiz’s readings but most will be on the rest of the course material)
<b>OR quiz could be on Monday, December 15<sup>th</sup></b>  <b>1-3pm (EXAM SCHEDULE)</b>	

<b>Assignment: Weekly Homework – short responses to readings/lectures</b>
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*To receive full credit, submit all homework assignments to the ASSIGNMENT folder in Sakai on the day it is due before class time. While you will not be graded on this work, nor receive feedback (we will do this in class), you still are expected to put your best effort forward. A paragraph or two will suffice – just demonstrate reasonable effort. This is an opportunity to engage fully (before – then during – and after class) to READ – REFLECT – WRITE – DISCUSS – REFLECT.*

#### Homework Assignment #1: Real-Life Influence Problem

What is a previous or current real-life problem or challenge that you are facing right now where you need/needed to persuade someone to adopt your idea, take action, or support a plan/proposal (etc.)?

What is/was the problem? Who is/was involved (status, etc.). Describe what went well or not. Why – why not? After reading the purpose of this course found in the syllabus – what are a few specific things that you hope to gain from taking this course?

#### Homework Assignment #2: Six Channels Survey & Persuasion Styles Assessment

Take the Six Channels Survey (Art of Woo, Appendix A) as well as the Persuasion Styles Assessment (Art of Woo, Appendix B) and score yourself – bring your results to class. While there is no copy of the text in Sakai (or BIC), I have placed a copy of these two surveys in Sakai. Write a paragraph explaining the channels that (a) you must use in order to be successful within your past organization (or current situation) and (b) what are your preferred channels that you are most comfortable?

#### Homework Assignment #3: The WOO's PCAN Model

Charles Kettering, a famous engineer (who invented the electric starter, car lighting and ignition systems) once said, "A problem well stated is a problem half solved." Now that you have been introduced to the problem raised by the Directors at the Kaneb Learning Center, UND, and have had time to talk with your teams about identifying what needs to be done, review the WOO's "PCAN" model (pp.164) and use this 4-step template to plan for your next group meeting. Print it out and bring to class for discussion.

#### Homework Assignment #4: TARES Test

Find and bring to class two examples of messages that fail the TARES test on at least one dimension. You can bring in a print ad, an article, an op-ed piece, or write a paragraph describing the message. Write a short paragraph for the message on why you believe it fails the TARES. Be prepared to share your examples with the class and discuss them.

#### Homework Assignment #5: Kay Sunderland Case

Write a 1-3 paragraph explanation of what you would suggest Kay Sunderland should do about her problem with Mike Morgan, but more importantly how she should do it (think about both character's management/work styles; their sources of power; their relationship). Use the Art of Woo to figure out how Kay can use her personal influence in this difficult situation. Print and bring to class.

#### Homework Assignment #6: Thomas Green Case

Write a 1-3 paragraph explanation of what you would suggest Thomas Green should do about his issue with the boss and how he should go about doing it. What advice could Green take from the Art of Woo and the Gabarro/Kotter article?

Homework Assignment #7: Emotional Intelligence EQ

Read the article about Emotional Intelligence by Daniel Goleman, *What Makes a Leader*. Think about the Five Elements of EQ at Work: Self-Awareness, Self-Regulation, Motivation, Empathy, Social Skill. Pick a situation that involved any of these where you (a) used effective EQ, and (b) where you did not use EQ effectively, and (c) what is your learning regarding how this can help you with your persuasive and influence skills. Write about it.

Homework Assignment #8: TEAM Argument/Woo Worksheet

Use the Argument and Woo worksheets as the master outline/plan for your proposal. In today's class you will submit your group's work that responds to each of the questions on these worksheets.

## THE ART OF WOO KEY POINTS

### The WOO Process

#### Step 1: Survey Your Situation (chapters 2, 3)

- a) Forge and polish your idea
- b) Map the decision process you face by understanding the social networks within the organization
  - Define the problem
  - Research relentlessly
  - Catch the idea as it flies by
  - Shape and Polish
- c) Assess your persuasion styles
  - **Driver** (highly assertive person who speaks her mind w/o concern for audience)
  - **Commander** (quieter use of the self-oriented mode)
  - **Promoter** (assertive, gregarious person who approaches persuasion from audience's point of view)
  - **Chess Player** (quieter use of the other-directed mode)
  - **Advocate** (moderately assertive person who is balanced between the self- and other-oriented modes)
- d) Confirm your own level of passion for the proposal. Be clear how you see yourself, your idea, your goals, and your organizational challenges.
  - -Who am I?
  - -What is my idea?
  - -What are my goals?
  - -What are my organizational challenges?

#### Step 2: Confront the Five Barriers (chapters 4, 5, 6)

- **Relationships** (Do they know you or your client? Like you? Trust you?)
- **Credibility** (Are you/client competent? Reliable? Expert?)
- **Communication Mismatches** (What's the audience's preferred style/channel of communication? Can you use humor? How might your audience view your enthusiasm or passion? If you can't assess this information, how will you deal with it?)
- **Belief Systems** (Does it align with core values or beliefs?)
- **Interests and Needs** (What are their needs and interests? What are their motivations?)

#### Step 3: Make Your Pitch (Chapters 7, 8)

- a) Present solid evidence and arguments
- b) Use devices to give your idea a personal touch

#### Step 4: Secure Your Commitments (chapter 9)

- a) Deal with politics at the individual level
- b) Deal with politics at the organizational level

**Six Channels Survey** (App. A) investigates which of the channels you are compelled (forced) to use at work and which you would actually use if you had the choice.

1. **Channel #1: Interest-Based Persuasion** – whenever you pitch your idea as addressing the other party's underlying needs
2. **Channel #2: Authority** you use authority based persuasion whenever you appeal to your formal position or authoritative rules or policies as a means of getting others to agree with your proposal.
3. **Channel #3: Politics** – political persuasion channel whenever you acknowledge that appearances may be as important as substance in your idea-selling strategy, work through coalitions and alliances, or make use of back channels and lobbying
4. **Channel #4: Rationality** – trying to influence someone's attitudes, beliefs, or actions by offering reasons and/or evidence to justify a proposal on its merits.
5. **Channel #5: Inspiration and Emotion** (The Vision Channel) – the appeal to an audience's overriding sense of purpose, values, or beliefs as the foundation for selling your idea.
6. **Channel #6: Relationships** – whenever you use similarity, liking, rapport, and reciprocity, or rely on your existing network of contacts and friends to open doors as part of an idea-selling strategy.

Summary – woo is about working hard to properly align interests, values, and relationships – and sending messages to others on channels they are tuned to.

**Persuasion Styles Assessment** (App. B) teases out which of five distinct persuasion roles you prefer to play:

1. **Driver** (highly assertive person who speaks her mind w/o concern for audience)
2. **Commander** (quieter use of the self-oriented mode)
3. **Promoter** (assertive, gregarious person who approaches persuasion from audience's point of view)
4. **Chess Player** (quieter use of the other-directed mode)
5. **Advocate** (moderately assertive person who is balanced between the self- and other-oriented modes)

If possible, when doing background research on key players, describe the Persuasion Styles of these members. This information is not always available when you do not have direct contact with a client or the client's client. So, you 'make do' with what knowledge you have.