Changing Attitudes through Literature

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Abstract

The research reported here was an experiment with literature. Its purpose was to discover an instrument for changing people’s attitudes and was in reaction to an ongoing popular assertion in Sierra Leone. That is, that the overall psycho-social wellbeing of the nation would be achieved through a general change of attitude on the parts of its people. In case literature can be effective in this role, its value may extend into solving various attitude-based problems. A piece of literature was selected in the form of a novel, the subject matter of which is the defence of women against oppression through male-chauvinistic traditions. The particular novel was used to treat undergraduate university classes in a test-retest quasi-experiment. On analysing the data, the null hypotheses corresponding to all the three objectives of the research were rejected. It was concluded that literature may serve as an effective instrument for changing the attitudes of people; that the change can be durable and that the effectiveness of the change may relate to the way in which people are exposed to the piece of literature. The findings showed to be dependable enough for trial applications to practical change-of-attitude challenges although the same findings also provided opportunities for further research into this use of literature

1. Introduction

The discipline of literature might be of benefit in relation to certain psycho-social issues commonly pointed out in society. A general assertion about attitude, which has developed in Sierra Leone from the early years of the 1991 to 2002 civil war to date, is the psycho-social issue under consideration. That is, that various forms of suffering experienced by the general population would get reduced or even removed if a general change of attitude came about on the parts of the people. Sustainable national development would also take off and progress positively. The assertion became popularised through public media, political propaganda, and domestic conversations. Government established the special organ called Attitude and Behavioural Change Secretariat through which the head of state took the action of dedicating the week of October 1, 2012 to the building of positive attitudes (SEM Contributor September 30, 2012). Certain preliminary questions are worth considering in respect of the assertion: (i) Is the need for change of attitude at a national level significantly evident in Sierra Leone? (ii) In particular, what instrument could be used to change the people’s attitudes? (iii) Will the instrument be accessible for a nation-wide application? The next sections discuss these questions.

1.1 Persistent prejudice

In order to assess the Sierra Leone background regarding attitude-base problems, key elements in Kendra Cherry’s (2014) definition of “prejudice” are applicable indicators to use: negative feelings, stereotyped beliefs and tendencies to discriminate against members of a group. In various ways these are persistently observable elements in the history and current affairs of Sierra Leone. Accordingly, any instrument that can cause an effective change-of-attitude nationwide should have the capability to address this persistent prejudice.

Evidence of this persistent prejudice – in the form of tribalism - can be seen in the lamenting words of Dr Siaka Stevens - the nation’s third Prime Minister and first President (he ruled from 1968 to 1981):

I failed to reconcen adequately with fanaticism, which no pragmatism can ever reconcile. And I had no adequate formula to overcome the tribalism that so eroded our national morale (Kapuwa, Brima 2007: 31).

In agreement, Joe A. D. Alie (2006: 48) records that both the second Prime Minister, Sir Albert Margai of the SLPP (Sierra Leone People’s Party) and his rival, Dr. Siaka Stevens, did discriminatorily
remove persons of their opponent ethnic and regional groups from key positions in the national army and the civil service, replacing these with persons of their own respective groups.

Down into recent times, Kanu, Mohamed Idriss (2012) observed that the political parties in Sierra Leone are intertwined with the ethnic groups of their leaders, and matters are more complicated by the growth of other rival groupings.

In more precise terms, the following pairs of antagonising social groupings - termed fault-lines here - are noticeable and some of these can make possible sites for conflicts that may lead to lasting discord between the social groups. The change-of-attitude instrument proposed for this work may be tested with one of these fault-lines listed below:

1. **The inter-ethnic fault-line:** This is commonly demonstrated during national election campaigns in the form of inter-regional and inter-ethnic struggles: Themnes, Limbas and other Northern ethnic groups (in support of the All Peoples Congress - APC) on the one hand, and on the other hand Mendes, Shabroes, Konos, Kissies and other Southern and Eastern ethnic groups (in support of the Sierra Leone Peoples Party - SLPP) are unmistakably against one another.

2. **The armed-forces-civil-population fault-line:** That is, the national army and the police force on the one hand and the civilian population on the other hand, have exhibited instances of harmful prejudice, resulting in violence and other forms of abuse - in at least three of the four military coups in the history of the country. For example, during the civil war mentioned above, the civilian population sought their defence through the paramilitary force named the Civil Defence Forces (CDF). The group got engaged in an exterminating warfare against the national army and police, since the civilians judged that the army and the police had betrayed them to the ruthless RUF rebels during the 1991 to 2002 civil war.

3. **The gender fault-line:** That is, women and men contest against one another – as could be seen in the advancement of women into competition with men for political power, job facilities, rights of inheritance and equity, in the fundamentally patriarchal society of Sierra Leone.

4. **The inter-generational fault-line:** That is, youth versus elders, as could be seen in the struggle of youth to free themselves from what they describe as the oppressive forces of the older generation. The youths aim to win themselves political power, and the right to participate in national decision-making, among other socio-political and social-economic values.

From among these perceivable antagonising groups, the gender fault-line was selected as the basis for this work, and literature is the proposed change-of-attitude instrument to be tested.

1.2 **Why propose literature for the experiment?**

A change of attitude instrument should be in conformity rather than conflict with modern-day principles of life: human rights, democratic principles, peace, etc. Certain commonly used change-of-attitude approaches seem too compulsive; facilitating coercion and discrimination making false appeals as well as conflicting with these principles of modern life. The approaches are as follows:

- Legislation and enforcement of laws, including punishment of persons with deviant attitudes
- The offer of rewards or favours to individuals or groups of individuals who show conformist attitudes.
- The use of directly coercive forces such as military or police intervention to enforce conformity.

Methods that are pro-human-rights, appealing to democratic principles and to peaceful co-existence of citizens are better propositions. In particular such a method should appeal to pedagogic development of citizens personal and collective attitudes.

Literature seems to carry these pro-human-rights appeals as well as find other favourable arguments, which are better explained at 2.0. For a brief logical thought, people’s beliefs and opinions (about persons, things, ideas, and places, etc.) are central in the meaning of “attitude” (John W. Santrock, 2000:550). Secondly, Arp and Johnson (2002:52-56) hold that fiction leads its consumers to a better understanding of the difficulties and pleasures of life, building in them empathy with other people, in a world in which friendliness mingles with hostility. By implication, literature may improve upon people’s beliefs and opinions (their attitudes). Hence, it was proposed for the research.
1.3 Nationwide accessibility of literature
In further support of the proposition, literature is a commonly accessible to all Sierra Leoneans, as it is to people of other nations. It is studied in schools and colleges, it being compulsory at the primary and junior secondary school levels. Rural and urban non-literate communities enjoy it in the form of diverse genres of folklore.

2.0 Applicable definitions of literature and of attitude
Applicable definitions of “literature” and “attitude” were sought from among others. For example, Esther Lombardi’s (21/06/11) definition of literature, which extends to include “technical or scientific works,” was rejected. Roberts, Edgar V. and Henry E. Johnson’s (2001: 2039) definition was found more useful; it emphasises emotional and intellectual qualities, oral and written forms of literature and a wide range of genres peculiar to the restricted meaning of the discipline termed literature. From Roberts and Johnson, the following informal definition of literature was adopted for the worked out:

*poetry, prose, essays, short stories, novels (fictional and biographical), drama, songs, myths, rituals, proverbs, riddles, and the like*, whether these occur in folklore or high culture, whether they are written or oral.

A corresponding search in respect of “attitude” converged upon Don Grimme and Sherly Grimme’s definition which, along with ‘thinking’, ‘beliefs’ and ‘opinions’, accommodates both emotion and behaviour and from it the following meaning of attitude was adopted:

*attitude refers to a person’s, thinking, beliefs, opinions, feelings; his/her way of evaluating and acting towards self, another person, a group of people, thing, event or idea* (such target entities are termed here *attitude objects*). The inclusion of action (behaviour) in this meaning, give it special value: this element is both perceivable and measurable. This meaning also implies that changing a person’s *thinking, belief and opinion* may be accepted as changing his/her feeling and behaviour (or action) alongside.

2.1 How attitudes may be changed and whether literature may be used to do so
Pertinent notions of cause, cure and prevention of undesirable attitudes were sourced from social psychology in Baron (2001:618): “realistic conflict theory”, “the self-serving bias” (both being causative notions) and “persuasion” (a curative as well as preventive notion).

The “realistic conflict theory” explains that *prejudice* is the outcome when social groups compete over ‘value commodities and opportunities’, such as the competition between men and women for political power, job opportunities and social status. Another cause of prejudice at the personal level is expressed in what is termed the *self-serving bias*. Kendra Cherry agrees with Baron that the self-serving bias is the common tendency to assign the causes for one’s successes to one’s inner properties such as traits and talents but assign and blame the causes for one’s failures on outside causes, such on members one’s opponent groups. More importantly, this bias carries the tendency to offend and revenge upon vindictive upon those out-group, causing them to react in self-defence against the vindictive action.

*Persuasion*, on the other hand, can be identified with solutions and prevention of negative attitudes. The article “Persuading, Influencing and Negotiating Skills” holds that persuasion is a skill by which people can be convinced to act appropriately.

In the context of this research it would mean using literature to convince others to change their opinions and beliefs, their emotions and behaviour (their attitudes) from undesirable to desirable ones. However, strong points of caution are to be followed with respect to three main aspects of this use of persuasion, summarised here from Baron (2001:629) and Benjamin B. Lahey (2003:617):

- **The persuasive message** (born in the literature text) should be attractive, emotional and subtle about its purpose of persuasion.
- **The deliverer** of the persuasive message (such as an author or story teller) should be an expert or a competent person respecting the message transmitted.
• The audience or consumer of the message, which is carried in the literary text, should be interested in the message and should have the capability to mentally engage with the contents of the message.

2.2 The (persuasive) capability of literature to change attitudes: cons and pros
While the capability of literature to persuade people and cause change of attitude finds support, it also meets strong opposition. Sylvan Barnet et al (1999:423) present information which claims that literature is practically disconnected from reality and cannot, as an instrument, bring about a change of attitude. Supportively, Jean- Procope, Martin¹ reports a research result: “If one views racial attitude as a single global dimension, all null hypotheses under investigation would be retained”. That is, the use of literature did not change the children’s views racial attitude.
On the contrary, Baran, Stanley (2002:118 -119) points out the success of “Uncle Tom’s Cabin” (a novel by Harriet Beecher Stowe), which influenced society in favour of the abolition of the historic Trans-Atlantic Slave Trade in the USA. From an empirical source, Lindsey Cameron et al (2006) support, reporting that English children (ages 5 to 11) who were treated with fictional “friendship stories”, showed signs of respect for the refugee children towards whom they had been strongly opposed and hateful hitherto and accepted to play with the same refugee children. In contradiction, attitudes of the control group members in that experiment tended to become more negative.

3.0 Research procedure and output
The research proceeded in the order shown in the following sections, leading to the outputs subsequently presented:

3.1 The objectives and the hypotheses
The objectives of the research were set to discover the following:
1. whether exposing people to the contents of a literature text – this time a novel – would lead to their change of attitude from attitudes they held before, to attitudes projected in the novel.
2. whether any change of attitude so realised would be durable.
3. whether any such change of attitude would relate to the way of exposing the people to the contents of the said literature text.

3.2 Limitations of the research
In both the universities where the research was conducted, strike actions occurred at different times, causing the tests to be conducted in weeks other than initially scheduled; at each centre, the attendance at both post-test and delayed post-test got reduced. However, neither the change of schedule nor the reduction in attendance imposed any impassable difficulties upon the research.

3.3 Selection of Mariama Ba’s So Long a Letter as the treatment material
Assessed alongside other well known feminist novels - such as Yeama Hunter’s Road to Freedom and Ngugi’s Petals of Blood - Mariama Ba’s “So Long a Letter” was selected as the treatment material, on account of the following qualities.
The novel showed conformity to the major guidelines for persuasion discussed earlier. Its subject matter treats current issues of common knowledge and interest regarding the oppression of women in Africa: extended family relationships; polygamous husbands; relationships between wives and husbands’ family members; infidelity; the practice of selecting wives for grown up sons; the custody of children after a divorce or after the death of the father; inheritance of widows by members of the husbands family.
In further alignment with the attitudinal change guidelines from social psychology, the message of the novel is remarkably attractive; it is credited (among numerous other commendations) as the first African writing to have won the Noma Award¹. The message content fulfils the properties required for persuasion: subtlety; strong emotional appeal, arousing the readers’ empathy, sympathy, anger, frustration and admiration. The resounding credibility of Mariama Ba as the deliverer of that literary

¹ http://digitalcommons.uconn.edu/dissertations/AAI8103204/ (06-07-11)
¹ http://www.kirjasto.sci.fi/mba.htm
message is by no means a minor requirement. Her novel is autobiographic: the characters and their frustrations, the plot and setting, all metaphorically represent her own learned and felt experiences. James Omboga Zaja (2003) commends the author for opening up the way for research into the man-woman relationship in Africa.

3.4 The design of the research and validity measures
The research was designed on the pattern of pre-test, post-test and delayed post-test. A questionnaire of 40 questions based on the “message” of the novel was used to test the possible effects of the novel on the attitudes of Year II literature students respecting the author's defence women. The overall scores of the respondents, representing their attitudes, were compared for the three tests. Experimental Group I members (at Fourah Bay College in Freetown) read the novel personally but did not discuss it. Experimental Group II members (of Njala University, Bo Campus) read the novel personally as well as discussed it in class. The untreated Control Group was located at Njala University, Njala Campus. The two closest groups were about 45km apart. The results of pilot studies earlier conducted at the Northerner Polytechnic (in Makeni) and the Eastern Polytechnic (in Kenema) were used to identify and correct errors in procedure.

3.5 Report and discussion of findings
The findings for the three objectives and corresponding hypothesis are presented here in the following figure, and in Tables 1 and 2.

![Figure: pre-test, post-test and delayed post-test averages of treatment groups](image)

Note:
(i) Control Group (no treatment): 1 = pre-test; 2 = post-test; 3 = d-post-test.
(ii) Experimental Group I (reading only): 4 = pre-test; 5 = post-test; 6 = d-post-test.
(iii) Experimental Group II (reading + discussion): 7 = Pre-test; 8 = post-test; 9 = d-post-test.

Note: Averages were rounded up to the nearest whole number.
Table 1: Paired t-test comparison of treatment groups by test sessions + H01 and H02

<table>
<thead>
<tr>
<th>Treatment group</th>
<th>Pair &amp; test session</th>
<th>n</th>
<th>mean</th>
<th>S. D.</th>
<th>t</th>
<th>p</th>
<th>Null Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group</td>
<td>Pre-test</td>
<td>31</td>
<td>123.42</td>
<td>11.03</td>
<td>1.348</td>
<td>.188 ns</td>
<td></td>
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<tr>
<td></td>
<td>Post-test</td>
<td>31</td>
<td>120.61</td>
<td>10.635</td>
<td>1.208</td>
<td>.244 ns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Delayed Post-test</td>
<td>17</td>
<td>119.00</td>
<td>11.407</td>
<td>1.098</td>
<td>.289 ns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D-Post-test Scores</td>
<td>17</td>
<td>119.00</td>
<td>11.407</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental Group I</td>
<td>Pre-test</td>
<td>31</td>
<td>118.19</td>
<td>10.472</td>
<td>-5.425</td>
<td>.000*</td>
<td>H01, rejected</td>
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<tr>
<td>(Objective A &amp; H01)</td>
<td>Post-test</td>
<td>31</td>
<td>122.52</td>
<td>10.627</td>
<td>4.257</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Objective A &amp; H01)</td>
<td>Delayed Post-test</td>
<td>22</td>
<td>115.77</td>
<td>10.614</td>
<td>-3.100</td>
<td>.005*</td>
<td>H01, rejected</td>
</tr>
<tr>
<td>(Objective A &amp; H01)</td>
<td>Post-test</td>
<td>22</td>
<td>122.32</td>
<td>12.647</td>
<td>3.100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Objective B &amp; HO2)</td>
<td>Post-test</td>
<td>22</td>
<td>120.86</td>
<td>10.521</td>
<td>-7.111</td>
<td>.485 ns</td>
<td>H02, rejected</td>
</tr>
<tr>
<td>(Objective B &amp; HO2)</td>
<td>D-Post-test Scores</td>
<td>22</td>
<td>122.32</td>
<td>12.647</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental Group II</td>
<td>Pre-test</td>
<td>33</td>
<td>123.85</td>
<td>10.539</td>
<td>-7.519</td>
<td>.000*</td>
<td>H01, rejected</td>
</tr>
<tr>
<td>(Objective A &amp; HO1)</td>
<td>Post-test</td>
<td>33</td>
<td>139.09</td>
<td>13.170</td>
<td>5.970</td>
<td></td>
<td></td>
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<tr>
<td>(Objective A &amp; HO1)</td>
<td>Delayed Post-test Scores</td>
<td>15</td>
<td>124.33</td>
<td>9.092</td>
<td>-3.251</td>
<td>.006*</td>
<td>H01, rejected</td>
</tr>
<tr>
<td>(Objective B &amp; HO2)</td>
<td>Post-test</td>
<td>15</td>
<td>138.87</td>
<td>15.802</td>
<td>-3.251</td>
<td>.750 ns</td>
<td>H02, rejected</td>
</tr>
<tr>
<td>(Objective B &amp; HO2)</td>
<td>D-Post-test Scores</td>
<td>15</td>
<td>138.87</td>
<td>15.802</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(1) * = p < .05  (2) ns = not significant

Table 2: Paired t-test comparison of the scores at test sessions and the treated groups + H03

<table>
<thead>
<tr>
<th>Test</th>
<th>Treatment group</th>
<th>n</th>
<th>mean</th>
<th>S.D</th>
<th>t</th>
<th>P</th>
<th>Null Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-test (Obj. 3 &amp; H03)</td>
<td>Experimental Group I</td>
<td>31</td>
<td>122.52</td>
<td>10.627</td>
<td>-5.519</td>
<td>.000*</td>
<td>H03, rejected</td>
</tr>
<tr>
<td></td>
<td>Experimental Group II</td>
<td>33</td>
<td>139.09</td>
<td>13.170</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delayed Pot-test (Obj.3 &amp;H03)</td>
<td>Experimental Group I</td>
<td>22</td>
<td>122.32</td>
<td>12.647</td>
<td>-3.532</td>
<td>.000*</td>
<td>H03, rejected</td>
</tr>
<tr>
<td></td>
<td>Experimental Group II</td>
<td>15</td>
<td>138.87</td>
<td>15.802</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pyramids 2 and 3, respectively representing post-test and delayed post-test scores of Control Group showed decline decrease of increase in relation to Pyramid 1 (pre-test). Correspondingly, the p values in the relevant rows of Table 1 (p = 0.188; p = 0.244; p = 0.289) These findings in respect of the untreated Control Group show that in the absence of exposure to the novel there is no increase (“change”) in the average measure of attitudes.

**Objective A: whether exposure to literature would caused change of attitude**

Contrary to Control Group, in Experimental Groups I and II, the post-test and delayed post-test scores are higher than the pre-test scores. That is, Pyramids 5 and 6 exceed pyramid 4; Pyramids 8 and 9 exceed Pyramid 7.
In confirmation, Table 1 projects that the change in attitude in Experimental Groups I and II from pre-test to post-test and from pre-test to delayed post-test are significant at p = 0.05. That is (i) for Experimental Group I, 122.52 > 118.19 with p = 0.000; 122.32 > 115.77 with p = 0.005 (ii) For Experimental Group II 139.09 > 123.85 with p = 0.000; 138.87 > 124.33 with p = .006. All of these results reject the Null Hypothesis Ho1.

The output from Control Group and the pre-test results of Experimental Groups I and II suggest that the undergraduate students could have been generally under the influence of the male-chauvinistic attitudes of their society and were largely opposed to principles of the liberation of women. However, they generally had a transformation of attitudes in favour of women, due to their exposure to the arguments of the feminist novel.

By implication, the failure of the “Black Literature” material (in 2.2)to persuade the black Grade Eleven children from their racist attitude towards white children could have resulted from those children living immersed in a continuous input of racist influence from their families and other neighbourhood residents. This could have reinforced the children’s own racist attitude against the influence of the literature materials.

On the other hand, the English children in Lindsey Cameron’s report (five to eleven of age), might have hated the refugee children as a result of the emotional status common with children and not so much as a result of continuous inputs of negative attitudes by parents and neighbourhood residents. Accordingly, when they were treated with fictional “friendship stories”, they showed signs of respect and accepted to play with the refugee children towards whom they had been strongly opposed and hateful hitherto. Their corresponding control group children showed to be more opposed to the refugee children.

The claim of disconnection between literature and reality in Sylvan Barnet et al (1999:423) thus stands contradicted. Instead, the results obtained here agrees soundly with Baran, Stanley’s (2002:118 -119) proclamation that pieces of literature such as “Uncle Tom’s Cabin” which contributed to the abolition of the Trans-Atlantic Slave Trade, are strong instruments for changing attitude at community levels.

**Objective B: Durability of change of attitude through literature**

Comparing pyramid 5 with pyramid 6 and pyramid 8 with pyramid 9 indicate that in both Experimental Groups I and II post-test scores show to be consistent with the delayed post-test score. In Table I the lack of significant change between the post-test and delayed post-test score support the output from the pyramids as well as reject Hypothesis H02. That is, in Experimental Group I, there is no significant difference between 120.86 (post-test) and 122.32 (delayed post-test) since p = 0.485. In Experimental Group II, there is no significant difference between 137.80 (post-test) and 138.87 (delayed post-test) since p = .750.

This implies that change of attitude resulting from the use of literature can be durable and therefore dependable as a method of changing people’s attitudes. The method is clearly applicable in teaching/learning situations at all levels and may be used to build desirable attitudes through persuasion at community levels; positive attitudes built in this ways may be transmitted to later generations, leading to stable social orders.

**Objective C: Whether method exposure to literature would influence change of attitude**

The findings from Objective C – comparing pyramids 5 with 6 and 8 with 9 - reveal higher average levels of attitude attained by Experimental Group II, the members of which individually read the novel as well as discussed it in class, above Experimental Group I, the members of which individually read the novel but did not discuss it.

The depictions in Table 2 indicate the significant differences between the post-test and delayed post-test levels of attitude attained in the two groups with reading-and-discussion group exceeding the reading-only group. That is, at post-test the Group II mean of 139.09 > 122.52 (Group I mean), with the p value of 0.000. At delayed post-test the mean Group II score of 138.87 > 122.32 (the Group I mean), with p = 0.000. Null Hypothesis H03 is thus rejected.

The results show that skills at discussing literary material in accordance with the change of attitude subject would be required in order to achieve high quality results. In a teaching/learning situation,
such as at schools and colleges, a study-skills programme emphasising discussion skills would be pertinent.

**Conclusions**

Transmitting persuasive messages through literature is apparently among the most effective ways of changing people’s attitudes. It seems to be preferable to the more coercive methods such as police or military oversight or the offer of awards to induce conformity to desirable attitudes. The literary approach appeals to normal teaching and can be applied in situations outside the classroom as well as throughout school and college life. It is applicable to people of all ages and available to all communities - literature or illiterate, rural or urban. This use of literature finds its root in social psychology which is the discipline to which attitude and the methods of changing it directly belong. As long as the particular piece of literature is suitably prepared for specific contexts, it seems that literature can redress diverse problems of attitude, such as those between the fault-line pairs in the “Introduction” section. A new approach to the teaching of literature targeting change of attitude can be more beneficial to human society generally than concentrating on the entertainment values of the discipline and its role of shedding light on life from the standpoints of the individual writers. Negative attitudes such as those of corruption, inter-ethnic and inter-racial prejudice, the refusal of communities to accept new methods of agriculture, medical practice, and such others may be redressed through literature. In this way too, members of the younger generation who may have learnt undesirable attitudes from the older generations of their societies can be helped to change to desirable attitudes.

**References**

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• “Persuading, Influencing and Negotiating Skills”. (Retrieved December 25, 2013) from (http://www. kent.ac.uk/careers/sk/persuading.html)