



1. General Information

Course Subject	BUSI
Course Number	2819
Course Title	Persuasion and Behavioral Change
Academic Years	2023-2024
Grading Method	Letter

2. Instructors

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Subclasses: 2A

4. Course Description

Course Description	This course aims at providing a systematic introduction of concepts, theories and practices in persuasion, from the perspectives of social psychology and communication, with a focus on equipping students with the ability of applying persuasion knowledge in various business and interpersonal contexts. Classic theories in persuasion, attitude change, and behavior change, together with practical frameworks will be introduced before drawing connection to the business examples. Students will practice persuasion via developing strategic planning for business cases and conducting persuasive writings and presentations.
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5. Course Objectives

1. To provide students with exposure to basic and classic theories in persuasion, attitude, and behavior change;
2. To introduce students with current empirical studies in persuasion, attitude and behavior change;
3. To develop students' ability to apply persuasion theories to various business and interpersonal contexts;
4. To equip students with skills in persuasive writing and presentation;
5. To increase students' leadership by enhancing their power of influence and effective communication skills.

6. Faculty Learning Goals

- Goal 1: Acquisition and internalization of knowledge of the programme discipline
- Goal 2: Application and integration of knowledge
- Goal 3: Inculcating professionalism
- Goal 4: Developing global outlook

6. Faculty Learning Goals
Goal 5: Mastering communication skills
Goal 6: Cultivating leadership

7. Course Learning Outcomes						
Course Teaching and Learning Activities	Aligned Faculty Learning Goals					
	1	2	3	4	5	6
CLO1. Describe and explain basic concepts and classic theories in persuasion in oral as well as in written forms;	✓	✓			✓	✓
CLO2. Articulate the connection between persuasion theories and real life phenomena in business context;	✓	✓	✓		✓	✓
CLO3. Apply persuasion strategies and influence tools to specific business problems as reflected in written proposal, presentation, and campaign design;	✓	✓	✓		✓	✓
CLO4. Master effective persuasive writing and presentation skills in typical communication settings in an international business context.	✓	✓	✓	✓	✓	✓

8. Course Teaching and Learning Activities		
Course Teaching and Learning Activities #	Expected Study Hours	Study Load (% of study)
T&L1. Interactive lectures	39	32.5
T&L2. Group project, case analysis and homework	40	33.3
T&L3. Self study	41	34.2
	Total: 120	Total: 100

9. Assessment Methods			
Assessment Methods	Description	Weight %	Aligned Course Learning Outcomes
A1. Persuasion Theory Review and Application (Individual) (WL)	You will need to find a human behaviour/persuasion phenomenon of your interest and try to identify the existing folk and/or scientific theories to explain the phenomenon. You may also come up with your own version of the explanation/theory for the phenomena and see how it can be tested and further applied. This work is worth 40% of your course grade.	40%	1,2,3,4
A2. Case Presentation - Persuasive Proposal (Group) (OL)	You will need to work in a group to conduct a presentation regarding a change proposal. You will work with the group to brainstorm and discuss the topic and presentation methods, practice. The presentation takes 20-25 minutes. All team members need to be involved in the presentation. Use presentation strategies we discuss in class to enrich the content and to generate attitude or behavioral change. Your speech will be graded on a group basis, as well as on each member's individual contributions. You will also be responsible for providing feedback to other groups' presentations and conduct peer	40%	1,2,3,4

9. Assessment Methods

	performance review for your team members and your own work. The presentation is worth 40% of your course grade.		
A3. Class Participation	All class members are expected to read the materials (readings or cases) assigned for each class meeting. Participants need to contribute to the class discussion throughout the term: 1) share with the class your ideas, viewpoints, and experiences; 2) ask and answer questions; 3) conduct summary and sharing on designated chapters of the "Influence" book, and so on. The quality and quantity of your discussion participation throughout the term is worth 20% of your course grade.	20%	1,2,4

Assessment Rubrics

A1. Persuasion Theory Review and Application (Individual) (WL)	
A+,A,A-	<p>Content: Strong evidence of a thorough grasp of persuasion concepts and theories; clear identification of phenomena to be addressed; strong arguments provided; and accurate use of scales for measuring concepts (variables) for testing hypothesis; sources/literature is skillfully integrated or synthesized to discuss theoretical concepts or to support findings; strengths and weakness of the proposed theory are discussed.</p> <p>Organization Clear outline of main content in the paper; sections of the paper are identifiable and well written (introduction, method, expected results, discussion, conclusion); effective use and phrasing of headings and sub-sections; effective transition.</p> <p>Language: All arguments are logical and coherent; writing is always very clear, concise and easy to follow; appropriate use of phrases and grammatical structures; follows the correct font and line spacing requirements.</p> <p>Mechanics Follows citation and referencing requirements for in-text citation and reference list; original/reused visuals have a title and are clearly referenced in the text (e.g., As shown in Figure 1)</p>
B+,B,B-	<p>Content: Evidence of a good grasp of persuasion concepts and theories; In general, clear identification of phenomena to be addressed; mostly strong arguments provided; and mostly accurate use of scales for measuring concepts (variables) for testing hypothesis; sources/literature is integrated or synthesized to discuss theoretical concepts or to support findings; strengths and weakness of the proposed theory are discussed.</p> <p>Organization Sections of the paper are identifiable and mostly well written (introduction, method, expected results, discussion, conclusion); in general, effective use and phrasing of headings, sub-sections and effective transition.</p> <p>Language: Arguments are mostly logical and coherent; writing is very clear, concise and easy to follow overall; mostly appropriate use of phrases and grammatical structures; follows the correct font and line spacing requirements.</p> <p>Mechanics Follows citation and referencing requirements for in-text citation and reference list;</p>

Assessment Rubrics

	original/reused visuals have a title and are clearly referenced in the text (e.g., As shown in Figure 1)
C+,C,C-	<p>Content: Demonstrate evidence of a reasonable grasp of persuasion concepts and theories; focal phenomena addressed; arguments and scales for measuring concepts (variables) provided with mistakes and based on insufficient research; sources/literature not sufficiently integrated or synthesized; strengths and weakness of the proposed theory not fully discussed.</p> <p>Organization Sections of the paper are not clearly identifiable (introduction, method, expected results, discussion, conclusion); inconsistent or confusing use and phrasing of headings, sub-sections; lack of transition.</p> <p>Language: Arguments lacks logical linkage; consistent errors in drafting; writing is mostly unclear or hard to follow; Lack of appropriate use of phrases and grammatical structures; fail to follow the correct font and line spacing requirements.</p> <p>Mechanics Follows citation and referencing requirements for in-text citation and reference list with mistakes; Titles of original/reused visuals are not consistently provided or clearly referenced in the text (e.g., As shown in Figure 1)</p>
D+,D	<p>Content: Demonstrate evidence of being able to assemble the bare minimum of information; focal phenomena not addressed; scales provided do not measure key variables; arguments and hypothesis is based on little evidence of critical thinking or research; sources/literature not integrated or synthesized; strengths and weakness of the proposed theory not discussed.</p> <p>Organization Sections of the paper are not identifiable (introduction, method, expected results, discussion, conclusion); fails to use proper of headings, sub-sections; lack of transition.</p> <p>Language: Arguments are illogical or incoherent in general; writing is unclear or hard to follow; inappropriate use of phrases and grammatical structures; fail to follow the correct font and line spacing requirements.</p> <p>Mechanics Clear errors in in-text citation, visual referencing, and reference list.</p>
F	<p>Content: Demonstrate evidence of poor knowledge and understanding of the topic, lack of coherence and organization in drafting, and the content is largely irrelevant to the requirement of the assessment. Work fails to reach degree level.</p> <p>Organization and Language: Significant rafting errors; writing is confusing; incorrect use of phrases and grammatical structures; fail to follow the correct font and line spacing requirements.</p> <p>Mechanics Significant errors in in-text citation, visual referencing, and reference list.</p>

10. Course Grade Descriptors

A+,A,A-	Strong evidence of superb ability to fulfill the intended learning outcomes of the course at all levels of learning: describe, apply, evaluate and synthesis, both in oral and written forms.
B+,B,B-	Strong evidence of ability to fulfill the intended learning outcomes of the course at all

10. Course Grade Descriptors	
	levels of learning: describe, apply, evaluate and synthesis, in oral and written forms.
C+,C,C-	Evidence of adequate ability to fulfill the intended learning outcomes of the course at low levels of learning; such as describe and apply, but not at high levels of learning such as evaluate and synthesis, as reflected in written or oral form.
D+,D	Evidence of basic familiarity with the subject.
F	Little evidence of basic familiarity with the subject.

11. Course Content and Tentative Teaching Schedule						
Topic/ Session	Date	Time	Content	Readings	Assignments	Other information
1			Course Introduction. Basic issues in persuasion – Basic distinctions.	Syllabus Frymier & Nadler, Cp.1 Cialdini, Cp. 1		Activity: Class sharing on persuasive phenomenon (OL)
2			Basic issues in persuasion – Concepts and measures. Attitude-Behaviour Connection.	Frymier & Nadler, Cp. 2 Frymier & Nadler, Cp. 3		Activity: Exercise on measuring attitude related concepts and group discussion (WL/OL)
3			Persuasion Theories and Practices - Social Judgement.	Frymier & Nadler, Cp. 7 & 8	Group formation	Activity: Class discussion on phenomena to which the theory may apply (OL)
4			Persuasion Theories and Practices – Discrepancy Model. Persuasion Theories and Practices - Consistency and Cognitive Dissonance.	Additional readings on discrepancy models (Moodle) Frymier & Nadler, Cp. 9		Activity: Class discussion on phenomena to which the theory may apply (OL)
5			Persuasion Theories and Practices: Self-Perception Persuasion Theories and Practices: Reasoned Actions and Planned Behavior.	Frymier & Nadler, Cp. 10		Activity: Class discussion on phenomena to which the theory may apply (OL)

11. Course Content and Tentative Teaching Schedule

6			Persuasion Theories and Practices - Elaboration Likelihood Model. Theory Application Exercise (In-class sharing) (OL).	Frymier & Nadler, Cp. 11	Theory Review and Application	Activity: Class discussion on phenomena to which the theory may apply (OL)
7			Influence and behavior change in organizations and commercial settings - Influence	Cialdini, Cp. 1 (Group 7) & Cp. 2 (Group 4) Cialdini, Cp. 3 (Group 2) & Cp. 4 (Group 1)		Group presentation on selected topics of influence (OL)
8			Influence and behavior change in organizations and commercial settings - Influence	Cialdini, Cp. 5 (Group 6) Cialdini, Cp. 6 (Group 3) & Cp. 7 (Group 5)		Group presentation on selected topics of influence (OL)
9			Influence and behavior change in organizations and commercial settings - Switch		Persuasive Proposal Presentation	Activity: Change proposal based on the "Switch" framework and group sharing (WL/OL)
10			Influence and behavior change in organizations and commercial settings - Switch Persuasive messages in oral and written form - Source Factors	Locker & Kienzler, Cp. 11 Frymier & Nadler, Cp. 4 & 5		
11			Persuasive messages in oral and written form - Content and Styles Ethics in Persuasion	Frymier & Nadler, Cp. 13		Activity: Class discussion and debate on persuasion ethics (OL)

11. Course Content and Tentative Teaching Schedule						
12			Group Presentation (OL)			Group 6, 3, & 7
13			Group Presentation and Class Summary (OL)			Group 4, 5, 1, & 2

12. Required/Recommended Readings & Online Materials	
Reading	<p>Brett, J. M. (2001). Negotiating globally: How to negotiate deals, resolve disputes, and make decisions across cultural boundaries. San Francisco: Jossey-Bass.</p> <p>Fisher, R., Ury, W.L., & Patton, B. (1991). Getting to Yes: Negotiating an Agreement without Giving in. Boston: Houghton Mifflin.</p> <p>Malhotra, D. (2016). Negotiating the impossible: How to break deadlocks and resolve ugly conflicts (without money or muscle). Berrett-Koehler Publishers.</p> <p>Pruitt, D., Rubin, J., & Kim, S. H. (2004). Social conflict: Escalation, stalemate, and settlement. McGraw-Hill.</p> <p>Raiffa, H. (1982). The art and science of negotiation. Cambridge: Harvard University Press.</p> <p>Cases and negotiation simulation materials come from ACRC, Harvard Business Review, and Kellogg Business School DRRC negotiation exercise materials. Each student will need to pay HK\$25 for each DRRC negotiation simulation assigned in class. Approximately 5 DRRC simulations will be used throughout the semester. Cash payment will be collected from each student by the instructor at the end of the semester.</p>
Textbook	Thompson, L. L. (2021). The mind and heart of the negotiator. Upper Saddle River: Prentice Hall.

13. Means / Processes for Student feedback on Course	
✓	Conducting mid-term survey in additional to SETL around the end of the semester
	Online response via Moodle site
	Others

14. Course Policy

Attendance: Attendance and participation are vital if you are to do well in this course and enhance your effective business communication skills. Students who miss THREE classes without legitimate documentations will receive a warning letter from the faculty. Not meeting attendance requirement may result in a failure for this course.

Four legitimate excuses for missing class: illness, religious observance, participation in University activities at the request of the University authorities, or compelling circumstances beyond the student's control. Written documentations will not be accepted after the 7th calendar day after the due day, at which time the lateness/absence will be considered unexcused. In the case of an emergency, you are responsible for contacting your instructor as soon as possible.

Late Assignment Policy: For any written assignment, for every calendar day that the assignment is late, 20% of the assignment grade (e.g., lose 6 points for a 30-point assignment) will be deducted. Except for document-supported illness or other emergencies, any student expecting to miss a course deadline must have the approval from instructor **prior to** the assignment due date. Failure to turn in an assignment on time without explicit exemption by the instructor may result in a grade of ZERO for the assignment. Make up exam will only be granted to those students with legitimate excuses deemed by the instructor with supporting evidence.

Academic Integrity: plagiarism in assigned work will result in a score of zero in that assignment, and a potential failure of the entire course. Academic dishonesty includes, but is not limited to: quoting scholarly materials without acknowledgement; and turning in work completed by another person but represented to be your own.

Accommodations for Students with Disabilities: Appropriate academic accommodations will be provided to students with documented disabilities. Please provide the official documentation by the end of the second week of class. Academic accommodations will not be provided without official documentation.