### Assessment Instrument Cover Sheet

#### Course Code: GPSY 100 Course Title: Psychology and Society

#### Semester: Fall Academic Year: 2019/2020

#### Assessment Instrument: Case-study/Personal Research Project

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#### Course Instructor:

#### College/Department: GUCR

#### This assessment instrument assesses the following Course Learning Outcomes (CLO):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question SN** | **CLO #** | **CLO Description** | **Question Total Mark** | **Student Mark** |
|  | CLO 4 | Be familiar with the main theories of interpersonal attraction and social influence. | **15%** |  |
| **Total Mark** | | |  |  |

\*Linkages to Program Outcomes and Concentration Outcomes are provided in the Syllabus.

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**Assignment: Design your own “Case Study of Social Influence”**

Understanding and applying concepts of influence is a critical leadership skill greatly valued in organizations. The goal of this assignment is to write about a particular problem of influence and a recommended solution.

The purpose of this assignment is to develop:

* an understanding of the social psychological principles that underlie the processes of interpersonal influence;
* an awareness of the tactics used to influence behavior;
* the ability to analyze real situations and take action to bring about desired results; and,
* the ability to apply and think critically about influence tactics.

**Task:**

* Identify a situation or problem that you have had or are having where someone (usually another individual, but possibly a group) is not doing what you want them to do. Your goal is to use one or more concepts (see suggestions below) to identify a way for you to exercise influence and change the situation.
* Draw on a current situation in which you would like to be able to influence outcomes. **Do not** use a past situation or write with *hindsight* (the understanding that you have of a situation only after it has happened and that means you would have done things in a different way).
* Then, use two of your chosen concepts to imagine something practical and immediate that you can do to exercise influence.
* Next, either try it and report results, or role play your actions with a friend and discuss the results of the role play. Finally, analyze concepts you used, drawing on thinking encouraged by the exercise you designed and carried out.

Your paper should contain the following sections:

**1. Introduction**

Highlight the paper’s focus and purpose. Then, describe:

* The situation or problem on which you will focus: What is going on, who is involved, what is bothering you about the situation, and what do you wish was different and better?
* Describe the situation in a concrete but concise manner. Note that you do NOT have to figure out WHY this is happening.
* The influence concepts you will use: What concepts are you going to use?
* Do not just refer to the concepts, e.g., “Appeal to authority.” Explain the concepts in your own words. Draw on examples from your own experience or reading.
* Why does this influence concept seem applicable here? Take your time “unpacking” the elements of the problem you have described and showing the reader how they link to your concepts.

**2. The Exercise**

Try it out in real life, i.e., try to exercise influence. Do this in an ethical way. If you cannot try it out in reality, get a friend to help you role-play the situation. Write out for your friend a brief description of their role, and then act out what you plan to do one step at a time and have them react as if they are in their role. A role-play is not imaginary; it is a planned and scripted conversation. In either case, describe what happened.

* What you will say or do, in detail. Give the timing, the words you will use or the actions you will take. How is this based on the concepts, i.e., why do you expect that it will work?
* What indicators will you use to determine whether you exerted influence?

**3. Analysis**

* Did your attempt work? Did it produce the expected results? If not, what went wrong?
* Did the party you were trying to influence raise any defense mechanisms? How did or could you have neutralized these defensive actions?
* If applicable, explain how other influence tactics may have been useful or have come into play?

**4. Conclusion**

* Draw some conclusions regarding what you have learned about influence. Do you have any new questions to ask?

**Format**

* A cover page, providing all the student’s name, the date and a descriptive title.
* Pages are numbered (except the title page)
* The paper is double-spaced, 12-point type in a standard style and format
* APA style is used to cite sources within text and for your list of References at the end.
* For websites use:  
  [*http://www.easybib.com/reference/guide/mla/website*](http://www.easybib.com/reference/guide/mla/website)

**Organization and logic**

* Are all the expected parts of the paper present and in order?
* Are the results of your exercise presented in a clear and detailed way?
* Does the conclusion show what the student has learned, and possibly offer suggestions or ask relevant questions?

**Use of Language**

* Does the student use vocabulary that is appropriate for an audience? Is the paper free from slang
* Is language concise, and engaging?

**Mechanics (Extras)**

* Are grammar, syntax (sentence structure), and spelling standard written English?
* Has the student spell-checked AND proofread the final document?
* Is the plagiarism score below ≤25%?

**Websites/Smart-book to help you**

* <https://www.influenceatwork.com/principles-of-persuasion/> (watch the video-trust me)
* Smart-book-Part-3: Social influence- Chapters 11-15.

**The final paper is submitted as a Turnitin® Moodle online paper.**

**Rubric:**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| 1. Students mention and explain **at least two** tactics from Robert Cialdini’s or others’ concepts used to influence behavior | **2 x 3= 6** Marks |
| 1. Students make an attempt to analyze real situations and take action (**at least two**) to bring about possible desired results. | **2 x 2 =4** |
| 1. Students have the ability to apply and think critically about **influence** **tactics**. | **2 x 2= 4** |
| 1. All parts of the paper are in-order | **1** |
| **Plagiarism score ≥ 25%** | **ZERO (0%)** |
| *Total* | *15 Marks* |
| *Student Mark (15%)* |  |