Proposal

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| **Title:** | Appling *Pre-suasion* by Cialdinito augment experience-based learning in OB |
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| **Format:** | Activity/Exercise for online class on graduate level |
| **Time:** | 60 minutes |
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| **Abstract:** | It has been almost 30 years since Cialdini’s I*nfluence* emerged as a leader in applied persuasion and communication leadership techniques. In 2016, he penned *Pre-suasion* to look at what influences people to ‘pre-frame’ their thinking. This session will briefly summarize the book, its takeaways and share applicable ways to use the material in an OB or management classroom. You will have the chance to discuss and takeaway techniques to use in your class next semester. |
| **Keywords** | pre-suasion; experience-based learning; organizational behavior |

**Introduction.**

Are you eager to try out new teachings concepts from the forefront of education? As it turns out, the pre-framing of course content contributes at least equally to student engagement as the teaching concept and content itself. No matter how well thought and designed assignments and exercises were, the true driver of student engagement singles down to pre-framing the course content by saying or doing just the right thing *before* we want them to do an exercise.

Instead of using persuasion to do something, the buy-in process starts much earlier by pre-framing the provided context in a supportive way using, pre-suasion (Cialdini, R. 2016), a concept coined by Robert Cialdini, Professor Emeritus of Psychology at Arizona State University. The application of the six principles of persuasion (Cialdini, R. 1987) to experience based learning through student simulations ensures a high degree of effectiveness and teaching success.

The exercise demonstrates a successful student simulation as an example of the highly effective application of pre-suasion to experience based learning in the context of teaching organizational behavior on graduate level in a non-traditional online teaching environment.

**Theoretical Foundation**

The theoretical foundation divides in three parts: Pre-suasion, influence, and experience-based learning. The first one, pre-suasion, means the process of arranging for recipients to be receptive to a massage before they encounter it.

The second part applies Cialdini’s six principles of persuasion and influence (Cialdini, R. 1987) are applied to designed and conducting effective exercises in an interactive yet engaging online class. These principles are: reciprocity, commitment, consistency, social proof, authority, liking, and scarcity.

The third part, experience-based learning, refers to the practical application of teaching concepts to a simulated real-world situation in which students gather valuable experience how to handle specific situation they will encounter in their professional life. Together, pre-framing, the six principles of persuasion, and experience-based learning have improved student engagement, teaching effectiveness, and student success.

**Teaching Implications.**

**Briefly specify the relevant background literature that the exercise is based upon and how your session contributes to effective teaching and learning in the field of management.**

The session contributes value to effective teaching in three ways:

1. Presents best practices to improve student engagement, teaching effectiveness, and student success.
2. Uses an example simulation to experience the best practices in action
3. Shares a practical framework an instructor can use to design effective student simulations

**Learning Objectives.**

**Specify the learning objectives for the exercise by articulating the expected changes in knowledge, attitude, or skill that are associated with participation in the activity. What teaching topics are relevant to your session?**

We will show how to use the book *Pre-suasion* in an online or in-person classroom. These techniques could be used for OB, leadership, or a general management – to help the professor bring out topics from the course in an integrated way to apply influence over others.

**Session Description.**

**Provide an overview of what you will actually do in the MOBTS conference session. Include a timeline for the session and how participants will be involved. Remember, reviewers are looking for participant engagement in these sessions.**

This session will be part education, part discussion and part interaction. The first 20 minutes will review the core concepts from the book and talk about some of the key findings of the book. Specifically, topics include the power of questions to redirect attention and bias without even thinking about it. Another topic is on “blinkered attention” – a method that professors can inadvertently use by distracting students with too many areas of focus – thus losing the initial point. We will discuss some of the pros and cons of these techniques – what has worked in the classroom, and updates from what has not worked.

The second 20 minutes will be a general discussion of the topics. We will have a handout to review the summary, and lead an open discussion on techniques – ones to use in the classroom, for the classroom, and for the students. The final 20 minutes will be an application & discussion period – we will break the individuals into groups to talk about the techniques that they believe they could use immediately – and talk through the needs, uses, pros and cons of implementing the techniques in the class.

**References**

Cialdini, R. (2016). Pre-Suasion: A revolutionary way to influence and persuade. Simon and Schuster.

Cialdini, R. (1987). Influence (Vol. 3). Port Harcourt: A. Michel.