



MBA

Power and Influence in Organizations – MGMT 5112D - F1 / 2014 Starting on Sept. 11, 2014 / Thursdays: 2:35pm – 5:25pm

Instructor: Richard Clayman, FLMI, FICB, MBA
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Office Hours: By appointment

Course Description:

In this fully redesigned course, we strive to raise our students' cognitive awareness of the political landscape they will face in virtually any career by investigating the roles of power and influence. We explore the process by which power – personal and positional - is converted to 'influence' and used as a foundation for political behavior. These important concepts are uniquely related to the student be they an experienced manager or just starting their career.

Learning Objectives: We explore effective influence strategies: how to recognize them, use them to 'sell' issues upward and outward, and to defend against them. We also explore the ways we manage our externally perceived "image". Also included are practical insights as to how social networks are diagnosed, built and maintained in order to leverage power. We then tie together all these concepts by understanding the links between political will and political skill, and how they contribute to either constructive or destructive political behaviors within organizations. Unique self-assessments will help to further engage the student by helping them to measure their own perceptions and understanding.

Course Restrictions: Student must be formally registered for this course.

Course Prerequisites: Enrolment in the MBA. Precludes additional credit for BUSI 5101. [MGMT 5100](#), or MGMT 5101 and MGMT 5102.

The Sprott School of Business enforces all prerequisites.

Textbook: There is no textbook for this course.

Mid-course and final exams: There are no examinations associated with this course.

Required readings:

All readings noted in the following course schedule are required.

For most required readings sourced from the Harvard Business School, a course pack has been set up for you to access online.

Your link to access this course pack is:
<https://cb.hbsp.harvard.edu/cbmp/import/ptos/26783763>

A document outlining additional access guidance will be placed on cuLearn.

You are encouraged to use this link because the costs for each article (because they are in a designated course pack specifically set up for this class) are at a fraction of the normal cost charged if you went online and purchased them directly.

Please note that some of these Harvard articles are only available for purchase, while you might be able to source some other Harvard articles for free from Library Services via the Business Source Complete database (as you can for all of the non-Harvard articles). But I made it easier for you by collecting the Harvard-based papers in an easily-accessed, low-cost course pack.

For copyright purposes, articles must not be shared, photocopied or distributed in any way.

You'll note that some of the readings have been written some years ago. There is a good reason for that. In spite of their age, they represent classic publications that serve to effectively underline key lecture concepts and have well borne the test of time and changing social / business trends.

Drop Course Policy:

You may drop this course up until the END of the second week of classes. Students that drop a class in the third week will receive a WDN but will automatically have the grade changed to ABS. A grade of ABS is considered a failing grade. Students with relevant medical issues and supporting documentation may petition the School to have the ABS grade changed back to WDN.

Grading Scheme:

Student Deliverable	Due Date	% of final grade
Individual Assignment: Thomas Green: Power, Office Politics and a Career in Crisis	Due: Oct. 2, 2014 Hard-copy to be handed in at the start of that class	35%
Group Assignment: Team-Determined Case Study Project	Due: Oct. 16, 2014 Hard-copy to be handed in at the start of that last class	55%
Group Assignment: In-Class Team Presentations	Due: Oct.16, 2014 Hard-copy of PowerPoint / presentation material to be handed in at the start of that last class	10%
TOTAL		100%

Preparation and class participation:

The student is expected to have comprehensively reviewed the required reading(s) for that lecture week in advance of the class that pertains to those readings. The student should be fully prepared to speak to the issues of those readings if called upon. In addition to seminars, some class time will be devoted to discussions and / or exercises that require students to use their skills. It is imperative that you attend class, arrive prepared, participate in activities and speak up – not necessarily in every class - but certainly on a regular

basis across the duration of the course. Your contributions should exemplify quality, not quantity; they should showcase your own considered insights and your ability to connect with the required readings.

Attendance - Penalty for missed classes

This course is full in terms of content, and each successive lecture is, to a large degree, built upon the comprehension of the previous lectures. The student's attendance in class and their ensuing active participation are critical to successful course performance. Therefore, for any class missed, the student will be required to submit Personal Application Assignments (PAAs) on all of those missed class' readings. There is no grade or course credit awarded on this 'penalty' assignment.

The format for the PAA – for **each** reading of the class(es) missed will be a maximum of one page, single spaced, 11-font which answers the following three (3) questions:

1. In your own words, what is the essential theme or hypothesis that the author(s) is (are) trying to present? Are you in agreement (or do you disagree) and why?
2. Referencing course concepts, what is the article's importance to our understanding of the topic of power and influence?

Assignment #1:

INDIVIDUAL ASSIGNMENT – THE THOMAS GREEN CASE – 35% of final grade

Brief Case: Thomas Green: Power, Office Politics and a Career in Crisis.

Sasser, E., Beckham, H. (2008).

Harvard Business Publishing (pp.1-11).

Objective: The goal of this project is to raise your awareness of the politics that may come into play when a person starts a new job in a new organization, or even a new role within a different department / division of the same organization. Such situations are ones in which our MBA students may easily find themselves.

Deliverable:

Each student will submit their own assignment on an individual basis. The paper shall be no longer than 6 pages of text in length, excluding any title pages, appendices, bibliographies, etc. The paper should be double-spaced, 11-point legible font and 1-inch margins for grading comments.

The format should be essay-style. Please respond directly to the following questions (using them as headings for each section is recommended):

- What are the work styles and personalities of Thomas Green and Frank Davis?
- What are the bases of power of Thomas Green and Frank Davis?
- What is your analysis of Thomas Green's actions and job performance in his first five months? What mistakes has he made?
- What are the possible underlying agendas, respectively, of Davis and McDonald?
- If you were Thomas Green, what actions, if any, would you take in reaction to the situation in which you now find yourself?

Assignment #2:

Group Submission: Team Case Study Project
WRITTEN GROUP ASSIGNMENT - 55% of final grade
TEAM CLASS PRESENTATION - 10% of final grade

Team Formation: Students shall form self-determined teams of no less than 4 and no more than 5 members each, within the week following the first lecture. Every student is responsible for finding a place on a team, as individual assignments will not be accepted. If any student finds themselves without a team, that student will be assigned to a team at the sole discretion of the professor. Once the team is formed, an appointed 'captain' will email the professor with the name of the team, the full names and student numbers of each team member. Once the list is received, your team membership is fixed and you cannot change members.

Case: The course objective is to allow all students to see elements of power and influence from different perspectives and situations. Toward that end, each team will research its own target subject. When teams make their class presentations, all students have the chance to learn something new. You should choose that subject / event from within the last 10 years; all target subjects must be pre-approved by the professor. Any subject outside this 10 year timeframe will receive additional scrutiny and may not be approved. It is advisable to choose your target subject early on as only one team will be permitted to analyze a specific target subject.

Objective: The goal of this project is to have you look at the issues of power, influence and politics within a real life organization, the same kind of entity in which you, as a manager, could find yourself. This case study is intended to provide you with an opportunity to assess how political 'learning' is acquired in real terms within the context of different organizations.

Your submission should demonstrate the application of learned course material to the practical problems presented in the case study. Guidance is further provided under the heading "Additional Format Help".

Deliverable: Each team will submit one written report that holds a maximum of 12 pages, double-spaced, 11-point legible font with 1 inch margins. All facts and ideas that are not original must be cited using a consistent citation format (APA is recommended). All references to course concepts, slides, or readings must be properly cited. The case must be coherent, well organized, easy to read, and free of grammatical and spelling errors. The case study must include a signed copy of the academic integrity form. **Late papers will not be accepted for either grading or course credit.**

Content: The purpose of this report is to identify the major power / influence problems and issues that are evident in the case and to interpret and analyze them by directly linking your observations and insights with theories or concepts gleaned from lecture material and readings. While external research is not required, there is no prohibition from doing so. As each target subject will likely present a unique situation the following questions should be taken only as a guideline (the singular of each term can be equally assumed if applicable)

- Who are the key players involved?
- With what type of organization and industry are they involved?
- What are their positions within that organization?
- Are there other key stakeholders to this case? If so, describe them in order to provide the reader with proper context (ie: roles / relationships; importance to the key issue)
- What is your analysis of the problem(s) or issue(s)?

- What are your observations / insights / judgments as to why the problem or issue arose (what caused it)? Justify all points made with direct links with / citations to / support from relevant theories, concepts, readings or available research.
- What did the individual or organization do, if anything, to address this problem?
- What are the most important lessons learned from this case?
- As a consultant to that organization, what would be your specific (but realistic) recommendations to implement, in order to avoid this from happening again in the future? In fact, is it reasonable to think it can be avoided in future?

GROUP CASE CLASS PRESENTATION:

On the last scheduled class date, each group will present their case summary to the instructor and class. It will be PowerPoint-based, with a hard-copy of the slides submitted to the instructor at the start of the class along with a hardcopy of the team's final assignment report. The 'order-of-go' for the teams will be decided by a random draw at the start of that class. The professor will not accept special requests to present at specific times. The time limit for this presentation is strictly 15 minutes. All team members must share equally in the presentation duties.

A team will be graded on elements related to:

- Originality of presentation format (feel free to take a creative or unique approach)
- Content of unique or profound observations / analysis
- Concept clarity (ie: how easy is it for someone unfamiliar with the topic to understand its key elements and overall importance to the study of power & influence?)
- Communication / presentation skills, and the degree to which the presentation appears well-rehearsed and professionally presented.
- Respect for the time limit.

There will be no required dress code (in other words, it is not necessary to 'dress up')

OTHER IMPORTANT INFORMATION REGARDING THE TEAM PROJECT:

Peer evaluations:

When your group work is concluded you are required to submit a peer evaluation form on which you will evaluate the contributions to the project made by each of the other members of your group. This is a clear effort to promote workload fairness and discourage free-riders. You will be required to submit with your final 'package' each team member's Peer Evaluation either sealed in its own envelope or stapled shut to maintain confidentiality. Group members who receive unsatisfactory peer evaluations from others in their group should expect to have their grade on the Group Case Analysis reviewed and possibly lowered (see paragraph below on Peer Evaluation Scoring Protocol).

Once teams are formed, no group member may be "fired", and no individual submissions of this case assignment will be permitted. You must find a way to work together. Why? A critical organizational skill in today's business world is the ability to work effectively and collaboratively within a team. Achieving experience with this skill should be, in fact, part of your business school training. Good team dynamics are essential; you can also refer to:

http://sprott.carleton.ca/academic_programs/groupwork.

You are strongly advised to speak to me about team problems as soon as they arise, rather than waiting until it is too late for me to help. I will do my best to help mediate problems as needed.

Peer evaluation grading discounts and related protocols

(Credited source: Dr. Michael Miles, Telfer School of Management, University of Ottawa)

1. The impact of low peer evaluations upon a student's grade from group course work
2. The requirement that a student must pass all individual work components in order to pass the course (a group grade alone should not cause a 'pass')

All group work generates a group mark. The group mark will initially be the same for all members of the group. It represents a product of your team's output.

Through the Peer Evaluation Form (contained later in this syllabus) you are asked to comment specifically on the quality and consistency of input from each of the group members to the final team product.

A student's average rating across the first five questions on the Form will be used to adjust that student's grades on the course's group deliverables. Specifically, an average rating between 1.5 and 2.4 will result in a 10% grade reduction. An average rating of 0.5 to 1.4 will result in a 25% reduction. Finally, an average rating of 0.4 or below will result in a 50% reduction. Please note that giving a fellow student a final rating of 2 or below **MUST** be accompanied by a clear, respectful, and useful explanation (using behavioral examples). Otherwise, that rating will not be considered and that student's grade may not be lowered.

Only the course instructor and the program director will know which students provided specific ratings. The other side of anonymity, however, is that no comment should arrive on the evaluation form without having been discussed with the individual involved. "Feedback" given in written form on the Peer Evaluation form without having been previously given verbally to the student involved is unacceptable. Giving "honest and respectful" feedback is the job of any good manager. Doing it behind a person's back (through mechanisms such as an anonymous questionnaire) is a sign of managerial cowardice. Learn to give each other feedback and learn to grow from such occasions. You must confirm on your Peer Evaluation Form that you have discussed the low rating with the affected student.

Please note as well that students must achieve a passing grade on the individual components of their course submissions as well as on their team project grade. It is not acceptable for a student to use the group component of their grades to raise their final overall grade to a passing level. Students who do not achieve a passing grade on their individual assignment in a class will be assigned a grade consistent with their individual grade achievement. For example, if a student receives an aggregate grade of 75% based on a combination of an 80% score on group assignments but only a 60% score on their individual assignments, the final grade assigned will be 60%.

Additional Assignment Format Help

When writing up the case, **DO NOT** just repeat the facts from the case – assume that I am fully familiar with the same case. However, simply answering questions without clear links to relevant course learning (concepts, theories, class discussions, etc.) will cause the paper to fall well short of its grade potential. General guidelines (not all may be applicable) for responding to a case study are:

1. **Assessment: Defining the issue(s) / Problem Statement:**
 - What is the main problem/opportunity facing this firm/manager?

- Are there any other important issues that should be considered?
- What are the underlying reasons for this problem? Differentiate the symptoms from the problem itself.
- Given the specific problem / opportunity faced by this firm/manager, what are the critical issues the company/manager needs to consider?
- Differentiate between importance and urgency for the issues identified. Important issues are those that have a **significant** effect on: firm profitability or competitive advantage. Urgent issues must be addressed immediately. Note: Importance does not equal urgent.

2. Analysis: Make use of relevant theory and concepts from the course to explain the nature of each issue and the overall problems and causes

- In analyzing the case data, you are trying to use the course material to answer the following:
 1. Why or how did these issues arise?
 2. Who is affected most by this issues?
 3. What are the constraints and opportunities implicit to this situation?
 4. What do the numbers tell you? (if applicable)

3. Generation of Solution

- This section deals with ways in which the problem can be resolved.
- Your previous analysis should lead you to some ideas to address the problem/issues as defined, while taking into account the facts and considerations of the analysis. Be creative, but realistic.

1. Your solution should make use of the various theories and concepts that we have studied in combinations that will effectively solve the problem / issue. Use the course content (and your research) to:

- Convince the reader that your solution will address the problem / issue
- Consider the most likely outcome of your proposal
- Keep in mind that any solution chosen will need to be implemented at some point, and if serious obstacles exist to successfully doing this, then you – as the ‘consultant - are the one who will be disadvantaged for suggesting it.

4. Recommendations

- Provide broad details of how your solution is to be implemented, including a time frame for implementation and any potential hazards to be avoided (i.e. short term AND long term)
- Potential problems or risks of implementation must be identified

Important: Groups that do well on this assignment usually start on it about mid-course at the very latest. They consult with each other early on and regularly (and, if necessary, with the instructor) when they have questions about the application of course concepts, and take the time to read / assess one another’s work in order to ensure that it is of high quality. Attempting to “knock this assignment off” during the last week of the term will almost certainly result in disaster. Because ‘several heads should be better than one’, such team assignments traditionally receives a more stringent grading review.

General Evaluation Rubric Structure – All assignment

Unless otherwise noted, the grading of all student submissions will be filtered by the following general assessment overview:

Below Expectations:

- Ambiguity, confusion, poor explanations of one or more of the key issues involved
- Missing commentary for one or more key issues
- Non-existent, irrelevant, incorrect or weak use of academic references
- Business writing style is not strong and / or weak use of learned material / terminology

Meets Expectations:

- Each key issue to be addressed is reasonably clear; only some ambiguity is present
- Business writing style is deemed to be acceptable a Master's level
- Academic references are relevant and appropriate in scope

Exceeds Expectations:

- Each key issue is very clearly / succinctly explained; no ambiguity is present
- Student presents unique perspectives, opinions or observations
- Business writing style is at a strong level

General Grading Structure – all assignments

- Any paper (and by extension any question or rubric 'section' of any paper) that gets completely missed will get zero
- If the rubric or assignment question is indeed answered but below that of what we expect of a Masters submission, then only grades of, for example, 70%, 65%, 60%, 55%, 50% or less will be awarded. For any grade level, no "in between" grades will be awarded
- Papers will be awarded a fixed grade of 75% if it meets the basic expectation for a Masters-level paper
- Papers that provide something more in terms of unique perspectives, insights, or research references will tend to garner a grade of 80%
- Papers that stand out from their peers in terms of the above description AND is deemed to excel at structure, logic, supporting references or uniqueness will earn a fixed grade of 85%

Under this grading schedule, the awarding of a grade of either a 90% or 95% is possible but would be an uncommon exception.

COMMUNICATION TO / FROM THE PROFESSOR

COMMUNICATION – FROM ME TO YOU

General information may be communicated during class on a regular basis. However, learning tips, critical additional information, updates about the class and details regarding upcoming assignments, etc. may also be sent to all students via a broadcast email or via cuLearn. Please make sure you check your Carleton email and postings regularly. For privacy and record-keeping reasons, I will only respond to Carleton University emails, not personal ones.

COMMUNICATION – FROM YOU TO ME

The easiest way to contact me is by email directly to richard.clayman@carleton.ca

I usually answer within 24 hours but often much sooner than that. However, if there is an unusual occasion time where you write to me but do not get a response within a day or so, feel free to send your message again and remind me. All emails to me should **only** be sent to: richard.clayman@carleton.ca I will **not** be checking any other email source.

MGMT 5112 – TENTATIVE COURSE SCHEDULE – FALL 2014**

WEEK	REQUIRED READINGS	Activities or Deliverables
<p style="text-align: center;">1</p> <p>Thurs. Sept.11 2014 2:30pm- 5:30pm</p>	<p>Defining the elements of power and influence:</p> <ol style="list-style-type: none"> Hall, Linda A., (2000). What it really means to manage: Exercising Power and Influence, Harvard Business School. Article # 9-400-041(available via Harvard Course Pack) 	<p>Pre-stage self assessment: tendencies toward gaining power & influence (to be handed out in class)</p>
<p style="text-align: center;">2</p> <p>Thurs. Sept. 18 2014 2:30pm- 5:30pm</p>	<p>The Political Landscape</p> <ol style="list-style-type: none"> Krackhardt, D. (1990, June). Assessing the Political Landscape: Structure, Cognition, and Power in Organizations. <i>Administrative Science Quarterly</i>, 35(2), 342-369 (from Business Source Complete Database; Library Services) 	
<p style="text-align: center;">3</p> <p>Thurs. Sept. 25 2014 2:30pm- 5:30pm</p>	<p>Influence Tactics</p> <ol style="list-style-type: none"> Gardner III, W. (1992, Summer). Lessons in Organizational Dramaturgy: The Art of Impression Management. <i>Organizational Dynamics</i>, 21(1), 33-46 Rao, A., Schmidt, S., & Murray, L. (1995, February). Upward Impression Management: Goals, Influence Strategies, and Consequences. <i>Human Relations</i>, 48(2), 147-168 Mikes, A., Hall, M., & Millo, Y. (2013). How experts gain influence. <i>Harvard Business Review</i>, July-August, 2013 (available via Harvard Business School course pack) 	<p>Self-assessment: Self-monitoring Inventory (to be handed out in class)</p>

	ASSIGNMENT 1 CASE: Sasser, E., Beckham, H. (2008). Brief Cases. <i>Thomas green: Power, Office Politics and a Career in Crisis</i> . Harvard Business Publishing (2095-PDF-ENG); available via Harvard Business School course pack)	
4 Thurs. Oct. 2 2014 2:30pm- 5:30pm	Social Networks <ol style="list-style-type: none"> 1. Cross, R. & Prusak, L. (2002). The People Who Make Organizations Go – or Stop. <i>Harvard Business Review</i>, June 2002 (available via Harvard Business School course pack) 2. Morse, G., with Duncan Watts (2003). The Science Behind Six Degrees. <i>Harvard Business Review</i>, February, 2003 (available via Harvard Business School course pack) 3. Cross, R. (2003). Who talks to Whom About What. <i>Harvard Business Review</i>, Fall, 2003 (available via Harvard Business School course pack) 4. Hill, L. (May 31, 1994). Exercising Influence. Harvard Case 9-494-080 (available via Harvard Business School course pack) 5. Thomas, D. (May 18, 2009). Mapping Your Network. Harvard Business School # 9-409-129 (available via the course pack) 	<p style="text-align: center;">Thomas Green Case - Assignment #1 is due today at start of class</p> <p>Please bring the paper “Mapping Your Network” to class with you in some form that allows you to enter information directly onto it</p>
5 Thurs. Oct. 9 2014 2:30pm- 5:30pm	Power and Leadership <ol style="list-style-type: none"> 1. Perrewé, P., Ferris, G., Funk, D., & Anthony, W. (2000, August). Political skill: An antidote for workplace stressors. <i>Academy of Management Executive</i>, 14(3), 115-123 2. Ferris, G., Davidson, S., Perrewe, P. (2005). Developing Political Skill at Work. <i>Training</i>. Nov. 2005, Vol. 42, Issue 11, p.40-45 3. Mayes, B.T., Allen, R.W. (1977). Toward a definition of organizational politics. <i>The Academy of Management Review</i>. Vol.2, No. 4. Oct. 1977, pp. 672-678 4. Treadway, D.C., Hochwarter, W.A., Kacmar, C.J. (2005). Political will, political skill, and political behavior. <i>Journal of Organizational Behavior</i>. Vol. 26, 229-245 (2005) [Note: you do not have to focus on the statistical research elements of the article] 	<p>Self-assessment: Political Skills Inventory</p>
6 Thurs.	CASE STUDY: IN-CLASS TEAM PRESENTATIONS SESSION <ol style="list-style-type: none"> a. Group Presentations on your team’s case study 	<p style="text-align: center;">Due today: Team assignment Report and in-</p>

Oct. 16 2014 2:30pm- 5:30pm	b. Written Reports to be handed in before start of class. The “package” must include: <ul style="list-style-type: none"> • Hardcopy of final assignment, with all members names / student numbers included on front page, and including one Team Academic Integrity Form signed by all members • Every member’s Peer Evaluation Form • Hardcopy of the PowerPoint used in the presentation 	class case presentation
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****While every effort will be made to adhere to this schedule, modifications may have to be made as the course unfolds.**

Missed assignments:

Assignments received after the due dates listed will not be accepted for grading or credit. Please advise me as soon as you foresee a problem with meeting any deadline and I will work you to clarify expectations.

Policy on Mobile Devices

The use of mobile devices IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If you carry such a device to class, please make sure it is turned off. If an emergency situation requires you to keep it turned on, please discuss this with your instructor prior to class.

Group Work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your instructor may assign one or more group tasks/assignments/projects in this course. Please note the peer evaluation issues noted above.

Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

Person with Disabilities

Students with disabilities requiring academic accommodations in this course are encouraged to contact a co-ordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary letters of accommodation. After registering with the PMC, make an appointment to meet and discuss your needs with me at least two weeks prior to the first in-class test or ITV midterm exam. This is necessary in order to ensure sufficient time to make the necessary arrangements. Please refer to <http://www.carleton.ca/pmc/> for all PMC information.

Religious Observance

Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

Pregnancy

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete *a letter of accommodation*. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

Personal / Team Academic Integrity Form



By signing this statement, I / we attest to the fact that I / we have reviewed the entirety of our completed work assignment and have applied all appropriate rules of quotation and referencing used at the Sprott School of Business.

I / we also attest the fact that all efforts related to this project have adhered to the policies for academic integrity as found at the website: www.carleton.ca/studentaffairs/academic-integrity

Name (print) _____

Signature _____ Carleton Student ID # _____ Date _____

Name (print) _____

Signature _____ Carleton Student ID # _____ Date _____

Name (print) _____

Signature _____ Carleton Student ID # _____ Date _____

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Signature _____ Carleton Student ID # _____ Date _____

Name (print) _____

Signature _____ Carleton Student ID # _____ Date _____

Name (print) _____

Signature _____ Carleton Student ID # _____ Date _____



**MGMT 5112 D
Power and Influence
Fall 2014**

PEER EVALUATIONS

Please indicate the extent of your agreement with each of the following statements on the following scale:

- | | | | | |
|----------------------|----------------------|-------------------------------|-------------------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| | | | | |
| Strongly
Disagree | Disagree
Somewhat | Neither agree
nor disagree | Agree
Somewhat | Agree
Strongly |

1. This team member did a full share of the work or more.
2. This team member worked agreeably with team members on dividing work
3. This team member was available to meet with the team.
4. This team member participated in discussions about the project.
5. This team member consistently met deadlines for agreed responsibilities.
6. Given the opportunity I would hire this person.

Team Member	Enter the number (1 to 5) corresponding to the extent of your agreement with each of the questions for each your teammates					
	Q1	Q2	Q3	Q4	Q5	Q6

Important dates and deadlines

Fall 2014

June 24	Carleton Central opens at 8:30 a.m. for registration for graduate students, including Graduate Exchanges and Joint Programs (see Timeticket schedule).
Sept. 1	Statutory holiday, University closed.
Sept. 3	MBA Networking Workshop followed by Wine and Cheese (evening).
Sept. 4	MBA F1 classes begin. Follows Monday Schedule
Sept. 5	Mandatory MBA Skills Workshops (Day 1).
Sept. 6	Mandatory MBA Skills Workshops (Day 2).
Oct. 13	Statutory holiday, University closed.
Oct. 17	MBA F1 classes end.
Oct. 20-24	MBA F1 Exam and final project week. No regularly scheduled MBA classes with the exception of INAF/PADM classes.
Oct. 27-31	Fall break, no classes.
Nov. 3	MBA F2 classes begin.
Dec. 11	MBA F2 and F1 and F2 classes end.
Dec. 15-19	MBA F1 Exam and final project week.
Dec. 25-Jan. 5	University closed.