

**MGMT 5112A**  
**Power & Influence in Organizations**  
**F1 / 2021**

**Instructor:** Suzanne Peters MBA, ACC, MRes  
**Email:** [suzanne.peters@carleton.ca](mailto:suzanne.peters@carleton.ca)  
**Phone:** Please email or book a Zoom call  
**Office:** Zoom  
**Office Hours:** I have blocked time for students on Tuesdays and Fridays – please [click here](#) to schedule a chat during my virtual office hours  
**Class Meeting:** Mondays, 8:35 am-11:25 am, NI 1020

**Learning Modality:** Each week, attending class for this course will normally require the following time commitment (excluding readings and assignments):

- 3 hours in-person\*
- 0 hours online, synchronous (*i.e., delivered in real-time*)
- 0 hours online, asynchronous (*i.e., recorded content*)

\* For the Fall 2021 term, students who are unable to attend class in-person will be able to participate remotely.

**Course Calendar Description:**

The role of power and influence in organizations. Sources of power, the effectiveness of various influence tactics, the implications of powerlessness, types of empowerment, organizational politics and fostering constructive versus destructive political behaviour in organizations. *Precludes additional credit for BUSI 5101 (no longer offered).*

**Course Description:**

Power and influence are unavoidable forces in organizations. Your success and progress can be dramatically impacted by these forces. Knowing and understanding the roles of power and influence is important to your career progression. Some displays of power and influence are overt, others more subtle. It is important to be mindful and intentional about how you will react to power and influence around you, and how you will manage, grow and leverage your own power and influence. This course will balance lessons from theory and real-life examples, and we will learn together through extensive discussions. We will seek to challenge our perspectives, broaden understanding, develop useful tools for navigating power and influence... and we'll have fun along the way.

**Learning Objectives:**

The overall objective of this course is to raise the student’s awareness of the existence and importance of power, influence and political behaviour within any multi-person organization. Following full engagement and participation, each student should expect to achieve the following learning outcomes by the end of the course:

- Recognize and understand elements of power and influence in groups and organizations
- Conceptualize how you will work with power and influence as a leader
- Understand how to grow and leverage your influence, and how to deal with obstacles that may hinder your progress
- Explore the links between personal and positional power, and begin to enhance your understanding of your own approach to power and influence

**Course Prerequisites:** MGMT 5100

**Required Materials:** Readings will be made available through the MacOdrum Library

**Final Exam Date:** N/A

**Drop Course Policy:** The deadline for academic withdrawal is the last day of classes (each term).

**Grading Scheme:**

Exercise #1: Personal Reflection	10%
Contribution to Class Discussions	30%
Group Project	30%
Exercise #2: Individual Paper	30%
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<b>TOTAL</b>	<b>100%</b>

Each component of your grade will be assigned a percentage score. Your final course grade will be a weighted average of each of these components.

**Student Deliverables:**

Exercise #1

- Due: Friday, September 17 by 5pm EDT
- Format: Word/PDF, Approximately 300-500 words
- Task:
  - o Briefly describe your understanding of both power and influence
  - o Provide two examples of power and/or influence that you have experienced: one positive experience and one negative experience. Share details of each situation, the impact or manifestation of power/influence and your thoughts.
  - o You are welcome to include comments about what you liked or didn’t like, what you learned, what you would have done differently, what impressed you, what confused/challenged you, etc.
- Expectations: Clear, concise and professional writing; compelling and relevant content.

Class Discussions

- You are expected to be an active, respectful participant in class discussions.
- Provide valuable insights and raise questions that can help to enrich the learning experience for everyone in the class.
- The aim is quality contributions, not delivering more in terms of quantity or length of contributions.

### Group Project

- Due: Friday, October 22 (last class); files to be submitted before the start of class.
- Format: PowerPoint Presentation (or similar) and a 20-minute presentation. Each presentation will be followed by up to 5 minutes for the class to ask questions of the group.
- Group Composition: Randomly assigned with 3-4 students per group.
- Task:
  - o Choose a current situation playing out in a real organization. Consider a new leader, merger, product launch, high-profile project or issue, etc. Organizations should be vetted with the instructor before proceeding with significant work – each group’s organization will be unique to the class.
  - o Briefly describe the situation and then delve into the dynamics of power and influence that could come into play.
  - o Please book a group chat with the instructor to discuss your situation when you are in progress (ideally after you’ve done some initial research and thinking, but before completing the project).
  - o Before the presentation, each group must submit a document clarifying roles and responsibilities of each team member.
- Expectations: Aside from a professional presentation, you are expected to deliver a quality learning opportunity for your classmates. The topic should be interesting and have aspects that are transferable to other situations they may encounter in their careers.

### Exercise #2

- Due: Friday, October 22 by 5pm EDT
- Format: Word/PDF, Approximately 750-1000 words
- Task:
  - o Share several of your top takeaways from this course: what really stood out for you and why it matters.
  - o Explain/describe each item and include your personal perspective. For example, why it was interesting to you, what you will do with the learning, how it could impact your career or behaviour, etc.
  - o Be specific and include references as appropriate.
  - o Also include a recommendation for future sessions: What was missing from this course or could have provided extra value?
- Expectations: Clear and professional writing, compelling and relevant content. The aim is for you to articulate how this course was – and will continue you to be – relevant for you.

### **Late Assignments:**

To ensure fairness for all students, penalties will be applied to late assignments: Failure to submit an assignment on time will result in a penalty of five (5) percentage points for each day it is late. For example, an assignment that would normally merit a grade of 80% would receive a grade of 75% if submitted after the deadline on the due date, 70% if submitted the following day, and so on. Requests for extension will be considered in cases of illness, family emergency, or other exceptional circumstances.

**Preparation and Participation:**

Please join class ready to participate and having completed any readings or exercises that are required for the class. Any requirements will be provided at least two weeks in advance. Participation in discussions is a necessary and important part of the class for all.

**Contribution to Program Learning Goals ([MBA](#)):**

<b>MBA Learning Goal</b>	<b>Not Covered</b>	<b>Introduced</b>	<b>Taught but Not Assessed</b>	<b>Taught and Assessed</b>
<b>MB1 Leadership and Collaboration</b> <i>Graduates will be equipped for leadership and collaboration.</i>			✓	
<b>MB2 Communication</b> <i>Graduates will be effective communicators</i>		✓		
<b>MB3 Critical Thinking and Problem Solving</b> <i>Graduates will be skilled in critical thinking and problem solving.</i>		✓		
<b>MB4 Functional Knowledge</b> <i>Graduates will have functional knowledge of all areas of business.</i>		✓		
<b>MB5 Global Business</b> <i>Graduates will have an appreciation of the global environment of business.</i>		✓		
<b>MB6 Ethical Reasoning</b> <i>Graduates will be skilled in ethical reasoning and decision-making.</i>		✓		

## ADDITIONAL INFORMATION

### Course Sharing Websites:

Materials created for this course (including presentations and posted notes, case studies and assignments) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### Group Work:

The Sprott School of Business encourages group assignments. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also an effective way to learn integrative skills for putting together a complex task. Your professor may assign one or more group tasks, assignments, or projects in this course. 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.

#### Peer Evaluation for Group Work

To deter social loafing and ensure fairness in grading, you will be asked to assess the contribution of your fellow group members. This information will be used when assigning the grade for the final project. The procedure is as follows: Each student should take 100 points and allocate those points to the various members of the group (including him or herself) to reflect the contributions made by each member. For instance, if there are four members in a group and everyone contributed equally, each individual would receive 25 points. Conversely, if an individual contributed relatively little, the remaining group members might allocate few points to that member. To ensure that these peer evaluation scores are reasonable and free from personal bias, you will be asked to provide a detailed written explanation for your point allocation.

### Letter Grades:

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59	F = Below 50
A = 85-89	B = 73-76	C = 63-66	D = 53-56	
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52	

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

### Academic Regulations:

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

### **Requests for Academic Accommodation:**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

- **Pregnancy**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **Religious Obligations**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. <https://carleton.ca/pmc/>

- **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/>

- **Student Activities**

Carleton University recognizes the substantial benefits, to both the individual student and the university, that result from participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: <https://students.carleton.ca/course-outline/>

### **Academic Integrity:**

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—are a serious academic offence, weaken the quality of the degree, and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, 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: <https://carleton.ca/registrar/academic-integrity/>

**Centre for Student Academic Support:**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: <https://carleton.ca/csas/>

**Other Important Information:**

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean's approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton cmail account. If you do not have or have yet to activate this account, you can do so by visiting <https://carleton.ca/its/get-started/new-students-2/>

## COURSE SCHEDULE

Week	Date	Topic/Agenda	Pre-class Prep
1	Sept 13	Power & Influence – An Introduction  <b>Exercise #1 due by 5pm on Sept 17</b>	<i>Readings:</i> Pfeffer, Jeffrey. "Power play." <i>Harvard Business Review</i> 88.7/8 (2010): 84-92.  Bilton, Nick. "All is fair in love and Twitter." <i>The New York Times</i> (2013).
2	Sept 20	Personal Power & Your Influence	<i>Readings:</i> Pfeffer, Jeffrey. <i>Power: Why some people have it and others don't.</i> (2010). – Chapter 2  Drucker, Peter F. "Managing oneself." <i>Harvard Business Review</i> 83.1 (2005): 100-109.
3	Sept 27	Growing your Power and Influence	<i>Readings:</i> Pfeffer, Jeffrey. <i>Power: Why some people have it and others don't.</i> (2010). – Chapters 3 & 5
4	Oct 4	Positional Power & Leading with Power and Influence	<i>Readings:</i> Pfeffer, Jeffrey. <i>Managing with power: Politics and influence in organizations.</i> Harvard Business Press, 1994. – Chapter 18  Ibarra, Herminia. "The authenticity paradox." <i>Harvard Business Review.</i> 93.1/2 (2015): 53-59.
5	Oct 18	Power & Influence – Issues and Obstacles	<i>Readings:</i> Barsoux, Jean-Louis, and Cyril Bouquet. "How to overcome a power deficit." <i>MIT Sloan Management Review</i> 54.4 (2013): 45.  Walter, Jorge, Daniel Z. Levin, and J. Keith Murnighan. "How to reconnect for maximum impact." <i>MIT Sloan Management Review</i> 57.3 (2016): 18-20.
6	Oct 22	Group Presentations  <b>Submit presentations <u>before</u> class on Oct 22</b>  <b>Exercise #2 due by 5pm on Oct 22</b>	No readings (outside of your group work and assignment)