



## **MGMT 5112D – Power & Influence in Organizations – F1 / 2019**

Instructor: Richard Clayman, FLMI, FICB, MBA

Office: n/a

Phone: n/a

Email: richardclayman@cunet.carleton.ca

Office Hours: By appointment

Classroom: TBC [please check the system prior to the first class]

Class Times: Class 1: Mon. Sept. 9: 6:05pm to 8:55pm

Class 2: Mon. Sept 16: 6:05pm to 8:55pm

Class 3: Mon. Sept. 23: 6:05pm to 8:55pm

Class 4: Mon. Sept. 30: 6:05pm to 8:55pm

Class 5: Mon. Oct. 7: 6:05pm to 8:55pm

**Class 6: Fri. Oct. 18: 11:35am to 2:25pm**

**[NOTE CHANGE OF DAY / TIME DUE TO THE THANKSGIVING HOLIDAY]**

### **Graduate Calendar Course Description**

MGMT 5112 [0.25 credit]

Power and Influence

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).

Prerequisite(s): [MGMT 5100](#),



**Course Description:**

In this fully redesigned course, we seek 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 look at the ways by which power – personal or positional - is created and relate it to the student whether they are an experienced manager or someone just starting their career. We explore effective influence strategies, how to use them to sell issues upward and outward, and how to defend against them. The student will experience the link between political skills and the concepts of leadership and followership, and assess their own skills and outlooks through relevant self-assessments. We include 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.

**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. Specifically, the student should expect to achieve – following full engagement and participation - the following learning outcomes by the end of the course:

- Define the elements of both power and influence that can arise within a group
- Identify and describe the construct of a political landscape
- Learn influence tactics, when and why they may be used, and how to defend against them
- Examine the benefit of a social network for both business performance and career development purposes, and understand the process by which such networks are diagnosed, developed and maintained
- Explore the link of between personal and positional power to leadership, and then link leadership to the concepts of political will and skill

**Course Restrictions:**

Student must be actively enrolled in the MBA program in good standing, or receive permission from the Graduate Office to register for this course.

**Course Prerequisites:**

Precludes additional credit for BUSI 5101. Sprott will enforce all prerequisites [MGMT 5100](#).

**Textbook(s) / Required Readings:**

There is *no assigned textbook* for this course but all readings noted in the **Course Components Chart** [posted to cuLearn] are *required reading*.

The designated Harvard Business Review articles can be easily sourced / paid for in one spot via the course pack link below. They must not be shared, photocopied and distributed in any way (see "IMPORTANT" note below). Non-Harvard articles can be sourced for your own use, free of charge, from the Library's online search service "Business Source Complete" using the "AN" number noted in the Course Component Chart. They may also be available through the Ares link on cuLearn – please check that before you start searching for individual articles.

Your link to access the 2019 Harvard course pack is: <https://hbsp.harvard.edu/import/643840>

The course is listed as MGMT5112D under my name. You may see a reference to the University of Ottawa – please ignore that as it has no bearing on your Sprott material.

You are encouraged to use *only* this link to purchase because the costs for the material (since they are in a designated course pack set up for this class) are discounted in price from the normal cost charged if you went online and purchased them separately / directly.

**IMPORTANT:** Academic integrity applies to respecting copyright. For that reason, each student must purchase their own course pack; they can neither provide nor accept copies of course pack articles between classmates. Purchases are tracked and students who do not purchase their own will be in violation of Carleton University's academic integrity policy.

You'll note that some readings have been written some years ago. These choices are purposeful. These are classic publications that have proven their unique ability to frame a key lecture concept to an effective degree not matched by more recent articles.

**Exam date:** There is no exam associated with this course

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

**Grading Scheme:**

Student Deliverable	Due Date	% of final grade
<b>Individual Assignment:</b> Thomas Green: Power, Office Politics: a Career in Crisis	<b>Due: Monday, Sept. 30, 2019</b> Hard-copy to be handed in at the start of the class	<b>55%</b>
<b>Group Assignment:</b> Team-Determined Case Study Project	<b>Due: Friday, Oct. 18, 2019</b> Hard-copy of report to be handed in at the start of the class	<b>35%</b>
<b>Group Assignment:</b> In-Class Team Presentations	<b>Due: Friday, Oct. 18, 2019</b> Hard-copy of presentation material to be handed in at start of the class	<b>10%</b>
<b>TOTAL</b>		<b>100%</b>

**Term projects / assignments:**

**Students are advised to always retain a hardcopy of their assignments.**

<b>INDIVIDUAL ASSIGNMENT – THE THOMAS GREEN CASE – 55% of final grade</b>
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**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 graduates may easily find themselves.

**ASSIGNMENT STRUCTURE**

Each student will submit their own assignment on an individual basis. The paper shall be no longer than 7 pages of text in length, excluding any title pages, appendices, bibliographies, etc. The paper should be 1.5-spaced, 11-point legible font and 1-inch margins on both sides to facilitate the entry of grading comments. The format should be essay-style rather than case study-style. Please respond directly to the following questions (use each as its own heading is recommended):

1. What are the respective social styles of Thomas Green and Frank Davis, and how do you see those social styles reflected in their at-work personalities and work styles, as well as their conflict?

[NOTE: Personality [or social style] refers to a person's patterns of thinking, feeling, and acting / reacting; that tends to influence our work style. Work style is how we organize work, manage time, what we value at work, how we interact and contribute to the team]

2. Fully describe all the various bases of and influences relating to the "power" and of both Thomas Green and Frank Davis, both those that you have witnessed - or can assume - from the case.
3. In your analysis of Thomas Green's actions and job performance within the case, accurately describe all of his key mistakes and / or missteps.
4. An 'agenda', in political terms, is the rationale or strategy one has that drives their organizational behaviors. Agendas are not explicitly stated in the case. What do you imagine - or perceive - could have been all the possible underlying agendas of Davis and McDonald that might explain their actions or behaviors up to this point?
5. If you were Thomas Green, what specific plan would you develop to save your career? Fully explain your steps, timing of approaching which contact targets, etc.

<p style="text-align: center;"><b>TEAM CASE STUDY PROJECT</b> <b>WRITTEN GROUP ASSIGNMENT - 35% of final grade</b> <b>TEAM CLASS PRESENTATION - 10% of final grade</b></p>
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**TEAM FORMATION:** By our second class, students will form self-determined teams of between 4-5 members; the exact number will be determined once the class list is set. 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 a chosen "name" of their team, the full names and student numbers of each team member.

**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. 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. BY having every team focus on a different subject, we capture the advantage of peer learning on that day by seeing how power and influence play out in varied circumstances.

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

Your submission should demonstrate the application of learned course material to the practical problems presented in the case study. The purpose of this report is to identify the major problems and issues that are evident in the case and to interpret and analyze them through the use of concepts and theories learned in this course to help solve them. Guidance is further provided on page 4 under the heading "Additional Format Help".

**ASSIGNMENT:** Each team will submit one written report between that holds a maximum of 10 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 form of citation (APA is recommended but whatever formal system you adopt, ensure you are consistent in its use). 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 / project must include a signed copy of the non-plagiarism [academic integrity] pledge.

**FOCUS:** 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 or available research.
- What did the organization do, if anything, to address this problem?
- What are the 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 similar situations in future?

### **IMPORTANT NOTE REGARDING PREPARATION FOR THIS GROUP CASE:**

Groups that do well on this assignment usually start on it no later than mid-course. They consult with each other early on and regularly (and, if necessary, 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 an assignment traditionally receives a more stringent ('tougher') grading review.

### **Group Case Class Preparation**

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 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 will be set by the professor. 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').

### **Peer Evaluations - Important**

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 (that is, an average of below '4' on questions 1 through 5 inclusive) peer evaluations from the majority of peers in their group should expect to have their grade on the Group Case Analysis and Team Presentation lowered. More details will be provided in our first class.

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 anonymous questionnaires) is a sign of managerial cowardice. Learn to give each other feedback and learn to grow from such occasions.

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.

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.

### **Preparation and participation:**

Classes will involve considerable discussion of concepts, cases, and personal experiences. Your active input is important to the learning environment, as other students and I can learn from your knowledge, opinions and insights. Additionally, research has shown higher levels of learning can be achieved when an individual is actively engaged and sharing aloud their understandings and perceptions. Students are expected to have pre-read all readings for a lecture and be fully ready to be called upon to discuss their perspectives or respond to questions.

On my part, I commit to all students a high energy engagement and facilitation, and the creation of a safe environment in which the student can confidently share opinions and ask questions. Equally important are a student's effective listening skills as they relate to providing your peers with an equally safe platform. As it happens, listening skill is a key ingredient in successful leadership.

### **Attendance / Missed classes**

The course is full in terms of content, but short on time (only 6 weeks). Your attendance and active participation are critical to successful course performance. Therefore, for any class missed, the student will be required to submit a Personal Application Assignment (PAA) on **ALL** readings attached to the missed class(es).

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:

- In your own words, what is the essential theme of hypothesis that the author(s) is (are) trying to present? Are you in agreement (or do you disagree) and why?
1. Referencing course concepts, what is the article's importance to our understanding of leadership?
  2. Using a clear example from your personal or professional experience, in what way have you seen the reading's theme play out in real life?

**NOTE: While there is no grade attached to this 'penalty' work, no final grade will be provided until all PAAs have been submitted (before our last class) and represent a satisfactory effort.**

### **Achieving a Passing Grade - Important:**

***To pass this course, students must achieve a passing grade on the individual component of their course submission as well as on their overall course 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 when they failed the individual assignment.

### **Missed assignments and deferred examination:**

Students are expected to submit all required team & individual assignments by the time / day they are due. The student is required to provide the professor a valid reason for an anticipated delay a minimum of four (4) full days prior to that assignment's due date, except in the case of a documented emergency. Otherwise, no accommodation will be made for any missed deliverable. Late assignments will incur penalties to the earned grade as follows:

Handed in: 1st day (within 24 hours) of due date: - 25% deduction off the earned grade

Handed in: 2<sup>nd</sup> day (between 24-48 hours) of due date - 50% deduction off the earned grade

Handed in: 3<sup>rd</sup> day (48 hours + of due date) - 75% deduction off the earned grade

Handed in: 4<sup>th</sup> day (72 hours + of due date) – 100% deduction off the earned grade

### **CONTACTING THE PROFESSOR**

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

**IMPORTANT:** I will NOT check ANY other school location for emails or posted messages.

I usually answer within 24 hours or sooner. However, if there is an unusual occasion time where you write to me but do not get a response within a full day, feel free to send your message again and remind me. I will sometimes contact the entire class by email through cuLearn, so be sure to check your Carleton email regularly.

If you have questions about how to apply course concepts when working on your Group Case Analysis, please be sure to consult with the rest of your group before contacting me – you are expected to be working as a team; and there is a good chance someone in your group can help you, which can facilitate learning for both you and other group members. If that doesn't get you the answer you sought, don't hesitate to contact me.



## **ADDITIONAL INFORMATION**

### **Course Sharing Websites**

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) 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 in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/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.

#### **Important to note about effort as a team member:**

If it is determined that a team member provided unsatisfactory work on the group project, their assignment of grade may be lowered compared to the rest of the team

Similarly, if a member of the presentation team appears unprepared or unprofessional, the professor reserves the right to lower their grade for the group presentation compared to what the rest of the team receives.

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

A = 85-89 B = 73-76 C = 63-66 D = 53-56

A - = 80-84 B - = 70-72 C - = 60-62 D - = 50-52

F = Below 50

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 obligation**

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 obligation**

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>

### **Academic Accommodations for 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. [carleton.ca/pmc](http://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 is 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/>

## **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must 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 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; 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>

### **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 may wish to do so by visiting - <http://carleton.ca/ccs/students/>

**Important dates and deadlines**

<https://sprott.carleton.ca/students/mba/dates-deadlines-policies/>

**Professor's Bio**

A copy of the professor's bio will be posted to cuLearn.



## Individual or 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](http://www.carleton.ca/studentaffairs/academic-integrity)

Name (print) \_\_\_\_\_

Signature \_\_\_\_\_ Carleton Student ID # \_\_\_\_\_ Date \_\_\_\_\_

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Name (print) \_\_\_\_\_

Signature \_\_\_\_\_ Carleton Student ID # \_\_\_\_\_ Date \_\_\_\_\_

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Name (print) \_\_\_\_\_

Signature \_\_\_\_\_ Carleton Student ID # \_\_\_\_\_ Date \_\_\_\_\_

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**MGMT 5112  
Power and Influence**

**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<br>Disagree | Disagree<br>Somewhat | Neither agree<br>nor disagree | Agree<br>Somewhat | Agree<br>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