



MBA

**MGMT 5112 – Power & Influence in Organizations
2016 Summer Intensive**

Instructor: Richard Clayman, FLMI, FICB, MBA

Office: n/a

Phone: n/a

Email: Richard.Clayman@carleton.ca

Office Hours: By appointment

Classroom: DT 328 but please check the system for final classroom location

Class Dates Summer 2016	Topic Sessions (see schedule, p.8-9)	Class Times
Friday, July 15 th	1	4:00pm – 7:00pm
Saturday, July 16 th	2 & 3	9:00am – 4:00pm
Friday, July 22 nd	4	4:00pm – 7:00pm
Saturday, July 23 rd	5 & 6	9:00pm – 4:00pm

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](#), or MGMT 5101 and MGMT 5102.

Course Description:

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 link these concepts by understanding the interrelationship between political will and political skill, and how they contribute to either constructive or destructive political behaviors within organizations.

Learning Objectives:

To contribute to students' leadership development by raising their 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, or MGMT 5101 and MGMT 5102.

Textbook / Required Readings:

There is no assigned textbook for this course but all readings noted in the lecture summary (pages 8 & 9) are required.

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"

Your link to access the Harvard course pack is: <http://cb.hbsp.harvard.edu/cbmp/access/50345062>

You are encouraged to only use this link to purchase because the costs for each article (since they are in a designated course pack set up for this class) are greatly discounted from the normal cost charged if you went online and purchased them directly. You may see a reference to the University of Ottawa – just ignore that.

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 can be 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 a 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

Grading Scheme:

Student Deliverable	Due Date	% of Final Grade
Individual Assignment: Thomas Green: Power, Office Politics: a Career in Crisis	Due: 11:59pm on July 30th, 2016 Hard-copy to be handed in at the start of the class	35%
Group Assignment: Team-Determined Case Study Project	Due: Noon on July 23rd, 2016 Hard-copy of report to be handed in at the start of the class	50%
Group Assignment: In-Class Team Presentations	Due: Noon on July 23rd, 2016 Hard-copy of presentation material to be handed after lunch but before the start of team presentations	15%
TOTAL		100%

INDIVIDUAL ASSIGNMENT – THE THOMAS GREEN CASE – 15% 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 those in which our MBA graduates can find themselves.

ASSIGNMENT STRUCTURE

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 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. Please respond directly to the following questions (recommendation: use them as headings for each section is recommended):

- What are the work styles and personalities of Thomas Green and Frank Davis?
[NOTE: Personality refers to a person’s patterns of thinking feeling, and acting / reacting. Workstyle is how we organize work, manage time, what we value at work, how we interact and contribute to the team]
- What are the various bases of power of Thomas Green and Frank Davis, whether you have seen them exercise them or not?
- In your analysis of Thomas Green’s actions and job performance over the course of his first five months: (1) What has he done well? (2) What key mistakes has he made?
- What do you imagine could have been the underlying agendas of Davis and McDonald that

might explain their actions up to this point?

- If you were Thomas Green, what specific steps / actions would you now take?

- **TEAM CASE STUDY PROJECT**
- **WRITTEN GROUP ASSIGNMENT - 50% of final grade**
- **TEAM CLASS PRESENTATION - 15% of final grade**

TEAM FORMATION: 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 will leverage the advantage of peer learning on that day by viewing power & influence through the lens of several very different 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 15 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, well supported by relevant references and free of grammatical and spelling errors. The project must include the team's signed academic integrity form.

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 in an intensive session usually start on it very early, even giving thoughts to possible choices well before class starts. Due to the intensive format, they commit to frequent consultations with each other and respond to inquiries without delay. They also raise questions to the professor immediately as they arise, 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" at the last minute, or simply by "taping" each member's contribution together at the last minute 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 '3' 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 very short on time (only 4 days over 2 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). There is no grade awarded to these 'penalties'.

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 leadership?
3. 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?

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

Missed assignments:

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) working 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: 2nd day (between 24-48 hours) of due date - 50% deduction off the earned grade

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

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

Course Schedule* – MGMT 5112 – Summer Intensive

WEEK	REQUIRED READINGS	Activities or Deliverables
1	<p>Defining the elements of power and influence:</p> <p>1. 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> <p><i>Assistance will be provided in-class to help students finalize their team project choice.</i></p>	<p>Pre-stage self assessment: tendencies toward gaining power & influence (to be fully completed / scored prior to class)</p>
2	<p>The Political Landscape</p> <p>1. 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>	<p>Your Influence Style Questionnaire (to be fully completed / scored prior to class)</p>
3	<p>Influence Tactics</p> <p>1. Gardner III, W. (1992, Summer). Lessons in Organizational Dramaturgy: The Art of Impression Management. <i>Organizational Dynamics</i>, 21(1), 33-46</p> <p>2. Rao, A., Schmidt, S., & Murray, L. (1995, February). Upward Impression Management: Goals, Influence Strategies, and Consequences. <i>Human Relations</i>, 48(2), 147-168</p> <p>3. 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> <p>REVIEW OF INDIVIDUAL ASSIGNMENT / 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)</p>	<p>Self-assessment: Self-monitoring Inventory (to be fully completed / scored prior to class)</p> <p>Social Style Inventory (this self-assessment will be handed out in class)</p>

	<i>Time will be also allocated to help teams structure their project and answer outstanding questions</i>	
4	<p>Social Networks</p> <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. Ibarra, H., Hunter, M. (2007). How Leaders Create and Use Networks. Harvard Business Review Product R0701C-PDF-ENG, Jan. 2007. (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) 	Please bring the paper “Mapping Your Network” to class with you in some form that allows you to enter information directly onto it
5	<p>Power and Leadership</p> <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 should not focus on the statistical research elements or data of this article] 	Self-assessment: Political Skills Inventory (to be fully completed / score prior to class)
6	<p>CASE STUDY: IN-CLASS TEAM PRESENTATIONS SESSION</p> <ol style="list-style-type: none"> a. Group Presentations on your team’s case study 	<u>Due today:</u> Team assignment Report and in-class case presentation

	<p>b. Written Reports to be handed in before start of class. The “package” must include:</p> <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 	
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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.**

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 quite quickly. However, if there is an unusual occasion time where you write to me but do not get a response within 24 hours, 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, especially in the short time frame that defines the intensive format.

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.

Course Sharing Websites

Student or professor 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).

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 maintain the device on vibrate / silent mode after discussing the situation with your instructor prior to class.

Group Work

The Spratt 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. *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. I personally take such infractions very seriously and wouldn't hesitate to recommend to the Dean a grade of "F" (for the course, not just on the affected assignment). 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/>.



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

Name (print) _____

Signature _____ Carleton Student ID # _____ Date _____

Name (print) _____

Signature _____ Carleton Student ID # _____ Date _____

Name (print) _____

Signature _____ Carleton Student ID # _____ Date _____

Name (print) _____

Signature _____ Carleton Student ID # _____ Date _____

Name (print) _____

Signature _____ Carleton Student ID # _____ Date _____

Name (print) _____

Signature _____ Carleton Student ID # _____ Date _____



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

Strongly
Disagree | 2

Disagree
Somewhat | 3

Neither agree
nor disagree | 4

Agree
Somewhat | 5

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

