

*Course Number: **MGMT 594-004***

*Course Title: **Power & Influence in Organizations***

*Semester & Year: **Spring, 2015***

*Classroom: **ASM 1004***

*Meeting Time/Days: **Tuesdays, 12:30 – 3pm***

*Instructor: **Ryan P. Jacobson, PhD***

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*CRN/Line #: **39398***

*Office Hours: **Mondays, 1-3 pm***

COURSE OVERVIEW

The concepts of power and social influence are fundamentally related. In fact, power is commonly defined as “the capacity of a person to influence the behavior of another.” Leadership scholars also recognize the importance of social influence in organizational settings, citing the ability to inspire followers to “buy-in” to shared organizational goals as a key attribute of effective leadership. How, though, does one influence and persuade others? Can influence be learned?

The answer to the second question is a resounding, “yes”. Answering the first question, “How?”, serves as one of the two primary objectives of this course.

Decades of research argue convincingly that social influence is as much a science as it is an art. While it’s true that some people are “naturally” more persuasive than others, studying the underlying psychology of social influence can help almost anyone to:

1. Craft more effective (more persuasive) communication strategies for everyday conversations, written work, public presentations, and marketing campaigns.
2. Develop better techniques for building strong, long-term alliances with colleagues, clients, and prospective customers.
3. Become more persuasive in advancing an agenda, acquiring resources, or eliciting compliance from others.

The second primary objective of the course is to examine, more broadly, the dynamics of power and influence in organizations. This will include addressing topics such as the sources of power, the use of power to effect organizational change, and the individual-level affects of possessing power.

Overall, in addition to enhancing individual power and leadership/managerial effectiveness, learning about the dynamics of power & influence in organizations promises to aid in strategic decision-making regarding organizational change initiatives, the content and delivery of organizational training, and the marketing of products and services. When wielded ethically, knowledge of power and influence dynamics can serve as an important tool set to improve both individual and organizational outcomes.

COURSE METHODOLOGY

Class time will include lecture content, experiential exercises, class discussion, and group activities. Active class participation is expected. Students will contribute to the classroom learning experience by critically analyzing concepts and theories and applying class content to better understand past or current organizational experiences.

COURSE READINGS

- REQUIRED TEXT: Robert B. Cialdini (2009). *Influence: Science and Practice* (5th ed.). Pearson Education.
- REQUIRED TEXT: Jeffrey Pfeffer (1992). *Managing with Power: Politics and Influence in Organizations*. Harvard Business School Press.
- Supplementary readings are posted on the course website (LEARN).

COURSE REQUIREMENTS & GRADING OVERVIEW

<u>Requirement</u>	<u>Points (Percentage)</u>
1. Class Participation	150 (15%)
2. Individual Paper	150 (15%)
3. Team Project: Paper & Presentation	350 (35%)
4. Exams (2)	350 (35%)
Total	1000 (100%)

GRADING SCALE

Points	Grade	Points	Grade	Points	Grade
≥ 930	A	830-869	B	730-769	C
900-929	A-	800-829	B-	700-729	C-
870-899	B+	770-799	C+	≤ 699	F

COURSE REQUIREMENTS - DETAIL

- 1. Attendance:** Attendance is expected and class begins promptly at the scheduled time. Absences will have a negative impact on your participation grade. Consistent with norms for professional behavior in modern organizations, please arrive to class on time. Late arrivals are highly discouraged due to the interactive nature of the class (group exercises, demonstrations, and applied discussions).
- 2. Participation (150 pts):** Your participation grade will be based on both the *frequency* and *quality* of your contributions to the classroom discussions. The optimal frequency of contributions is neither too little NOR too much—students who monopolize classroom discussions detract from the

learning experience of others as much (or in some cases, more) than those to rarely contribute. Comment quality will be assessed based on the following criteria:

- a. *Relevance: How relevant is the comment to the current discussion? Is it related to ideas in the course readings or prior discussions?*
- b. *Logic: Is the reasoning behind the comment explained using clear evidence and coherent arguments?*
- c. *Integration: Does the comment move the classroom discussion forward by integrating new insights with ideas introduced through previous contributions?*
- d. *Individuality: Does the comment contribute a new perspective or idea rather than simply repeat what others have said?*

The instructor may occasionally request that you complete a very brief assignment (1/2 page of written content or less) for the following class session. These will be collected, but will not be assigned specific point totals. However, failure to complete these assignments will negatively impact your participation score.

3. **Individual Paper (150 pts):** Revisit a persuasion/influence attempt you made over the last year that failed to achieve the desired result. Considering what you've learned in the class, if you had it to do over again, what would you change to increase the odds of success? Romantic influence/persuasion attempts are off-limits for this assignment.

To protect confidentiality/privacy, you may change certain details like the names of individuals or organizations involved. However, all other details must reflect real experiences. Papers must provide answers to the following key questions:

- a. What was the original goal of the persuasion/influence attempt?
- b. Who was the target of the attempt?
- c. If relevant, what was the broader organizational or group context for the attempt?
- d. Why might the attempt have failed?
- e. What, specifically, would you now do differently? Why?

Papers should be no more than 1000 words, double-spaced, 1 inch margins, and 12-point font. The best papers will include specific details regarding the persuasion/influence attempt and will critically analyze the attempt based on course content.

4. **Team Project: Paper & Presentation (350 pts):** Develop a successful influence campaign for a real-world client. In 2-3 person teams, you will:
 - a. Identify an individual, group, or organization seeking to exert influence over an audience (e.g., get customers to purchase a new product; get a new contact to switch financial services providers; get subordinates to embrace a proposal for personnel

restructuring; get team members to bike or carpool to work; get one's boss to give one a promotion; get legislators to support desirable regulations; etc.).

- b. Identify and diagnose the client's needs. Expect to utilize primary research methods (e.g., interviews, direct observation), and feel free to supplement with data from other sources (e.g., newspaper articles, organizational histories, cases) where it adds value.
- c. Develop a detailed written proposal to address your client's persuasion and influence needs, and to achieve your client's influence goals.
- d. Present your proposal to the class.

Written proposals and presentations will be evaluated based on the following criteria:

- *Organization*: How clearly written and professionally presented is the project?
- *Mastery*: To what extent did you appropriately, insightfully, and cogently apply class concepts to the development and analysis of your influence campaign?
- *Substance*: To what extent does the project show that your influence campaign involved careful research (e.g., interviews, use of secondary sources) into the client's needs, goals, context, history, and future?
- *Scope*: How ambitious is your project? How difficult is the task you set for yourself?
- *Creative Insight*: To what extent did you creatively extend, modify, or elaborate on course concepts in developing and analyzing your influence campaign?

Details regarding the required formats for the paper and presentation, advice for securing a client, behavioral guidelines for working with your client, and a timeline for important project milestones will be provided in a separate handout to be discussed in detail during Week 4.

5. **Exams (350 pts)**: Students will complete two non-cumulative examinations that will consist of multiple choice and short essay questions drawn from course readings, lecture, and class discussion. Each exam will be worth 175 pts.

GENERAL/MISCELLANEOUS EXPECTATIONS & CLASS NORMS

Self-Assessments – Occasionally, you may be asked to complete self-assessment surveys relevant to the material discussed in class. The results of these surveys will be used only to increase your self-awareness and/or to enhance class discussions and experiential exercises. Under no circumstances will the results from these surveys be shared outside of class or used for research purposes.

Electronics-Free Policy – The use of non-disability related electronic devices like mobile phones, laptops, or tablet devices (e.g., iPad) is **NOT** allowed in this class. To be clear, this includes all smartphone functions (e.g., voice, text, web) and also includes the use of laptops to take class notes. Although students may bring such devices to class, these must not be used during class time (this includes sending messages, checking messages, web surfing, note-taking, etc.). One exception to this rule includes the use of mobile phones for emergency contact (e.g., relative/friend in surgery,

childcare-related emergency contact). If a student needs to be excused from this policy during a given class period, they must clear this with me in advance. Violations of the policy will negatively impact participation scores.

OTHER CONSIDERATIONS

Academic Integrity – Anderson School of Management faculty, staff, and students commit to values of trust, honesty, integrity, and accountability. We will not tolerate academic dishonesty. By enrolling in any course at Anderson, the student accepts the Anderson Academic Honesty Code and affirms the following pledge:

I will not lie, cheat, fabricate, plagiarize or use any other dishonest means to gain unfair academic advantage.

Any violation of the code of conduct will be taken very seriously and appropriate sanctions will be applied. FOR FULL TEXT OF ANDERSON'S ACADEMIC HONESTY CODE, please visit

<http://www.mgt.unm.edu/honesty>

Student Code of Conduct –The UNM student code of conduct includes several points relevant to in-class behavior and academic integrity. For the full code, please visit:

<https://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html>. Some highlights relevant to our class: do not cheat, do not bring fireworks to class, do not bring weapons to class, do not come to class stoned/high or bring controlled substances to class, do not steal items from the classroom, do not do anything that adversely affects the educational pursuits of fellow students. I would also like to add: do not be a jerk—either to me or to fellow students. This class will be highly interactive and it is important that we respect one another's ideas and viewpoints.

ADA Statement - Reasonable accommodation will be given to any individual with a legitimate disability. Please contact me privately for arrangements. If you are a qualified person with disabilities who might need appropriate academic adjustments, please communicate with me as soon as possible so that we may make appropriate arrangements to meet your needs in a timely manner. Frequently, we will need to coordinate accommodating activities with other offices on campus. Course materials can be made available in alternative formats.

SCHEDULE OF CLASSES AND ASSIGNMENTS

Date	Topic(s)	Readings	Deliverables
1/13	<i>Class Overview, Syllabus Discussion</i>		
1/20	<i>Introduction to Power & Social Influence</i>	<ul style="list-style-type: none"> • Cialdini: Chapter 1 • Pfeffer, "Understanding Power in Organizations" 	
1/27	<i>The Ethics of Influence</i>	<ul style="list-style-type: none"> • Humphreys et al., "World Class Bull" • Dalton & Dalton, "Trips and Tips for Negotiation Self-Defense" • Cialdini et al., "The Hidden Costs of Organizational Dishonesty" 	
2/3	<i>Influence Principles: Reciprocity & Automaticity</i>	<ul style="list-style-type: none"> • Cialdini: Chapters 2 & 8 • Goldstein et al., "Why Should Restaurants Ditch their Baskets of Mints?" 	
2/10	<i>Influence Principles: Commitment/Consistency</i>	<ul style="list-style-type: none"> • Cialdini: Chapter 3 • Goldstein et al., "How Can you Fight Consistency with Consistency?" 	<ul style="list-style-type: none"> • Final Project Team Assignments & Discussion
2/17	<i>Influence Principles: Social Proof & Liking</i>	<ul style="list-style-type: none"> • Cialdini: Chapters 4 & 5 • Olenski, "The 6 Most Important Ways to Generate and Use Social Proof to Increase Online Sales" 	
2/24	<i>EXAM 1</i>		
3/3	<i>Influence Principles: Authority & Scarcity</i>	<ul style="list-style-type: none"> • Cialdini: Chapters 6 & 7 • Burger, "Replicating Milgram: Would People Still Obey Today?" 	
3/10	<i>SPRING BREAK</i>		
3/17	<i>Power, Politics, & Influence: Power Dynamics in Organizations</i>	<ul style="list-style-type: none"> • Pfeffer: Chapters 1-3 	<ul style="list-style-type: none"> • Individual Paper Due

3/24	<i>Power, Politics, & Influence: Sources of Power</i>	<ul style="list-style-type: none"> • Pfeffer: Chapters 4 & 9 	
3/31	<i>Team Meetings</i>		<ul style="list-style-type: none"> • Meeting Agenda
4/7	<i>Power, Politics, & Influence: Organizational Change</i>	<ul style="list-style-type: none"> • Pfeffer: Chapters 16-18 • Hirschhorn, "Campaigning for Change" 	
4/14	<i>Power, Politics, & Influence: Effects of Power on the Individual</i>	<ul style="list-style-type: none"> • Galinsky et al., "Power: A Central Force Governing Psychological, Social, and Organizational Life" 	
4/21	<i>Make Up Day & Last Minute Team Meetings</i>		
4/28	<i>Final Project Presentations</i>		<ul style="list-style-type: none"> • Final Team Project Paper Due
5/5	<i>EXAM 2</i>		

***NOTE: This schedule is subject to change. Any changes will be communicated in class and posted to the course website.**