

BRANDEIS UNIVERSITY
BUS 227a - INFLUENCE, POWER, AND IDENTITY
Fall 2018

Time: Tuesday and Thursday, 12:30 - 1:50 pm

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Office Hours: By appointment

COURSE DESCRIPTION

Getting a job, getting a raise, getting help from colleagues, and winning over clients: These are just a few examples of vital aspects of your career that require power and influence—the ability to affect how other people think, feel, and behave. Some ways of trying to influence other people are much more effective than others. This course will review the latest research on successful influence strategies, in order to significantly increase the chances that people will say “yes” to your requests.

Exercising power and influence can sometimes create an internal conflict for people, and so the course will also explore how to exercise power and influence in ways that enable you to stay true to who you are (your identity).

We will also discuss cultural differences in how people exercise power and influence. Research studies suggest that many principles of successful influence are effective around the globe. However, the best way to apply these general principles can vary across cultures.

The course will use a variety of learning methods. You will acquire knowledge of general principles of successful influence through readings and lectures. You will then have ample opportunity to apply this knowledge to specific situations, through case studies, videos, and in-class exercises and role plays. You will also examine your own influence tendencies, by completing self-assessments and reflecting on your relevant past experiences.

LEARNING GOALS AND OUTCOMES

This course will help you to:

1. Understand the importance of power and influence in your career.
2. Be more effective in influencing how other people think, feel, and behave.
3. Apply influence strategies at the corporate level (not just the personal level), in order to increase the ability of your company to influence employees, suppliers, clients, and the general public.
4. Reflect on how to exercise power and influence in ways that enable you to stay true to who you are (your identity).

PREREQUISITE

None.

COURSE MATERIALS

There are 2 sets of required readings for this course:

1. Harvard Business School coursepack. You should **purchase the HBS coursepack immediately – it contains the reading due on September 4**. The coursepack is available online. To buy the coursepack: FIRST go to the link (<http://cb.hbsp.harvard.edu/cbmp/access/79128809>), THEN follow the instructions that appear to register. Do NOT register first, or you may need to start over and create a new account. If you have any technical difficulties, please contact Harvard Business Publishing directly at custserv@hbsp.harvard.edu or 800-545-7685.
2. Readings posted on LATTE. You can download the remaining readings from the course website on LATTE.

REQUIREMENTS

Success in this four-credit course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, assignments, preparation for exams, research, etc.).

Course requirements include (1) attendance and class participation, (2) an in-class midterm quiz, (3) a group project, and (4) a final exam.

These elements will be weighted as follows:

Requirement	Weighting	Due
Attendance and participation	20%	Each class; Sep. 27 and Oct. 16 mandatory to take course
In-class midterm quiz	15%	Oct. 16
Group project	25%	Nov. 30; present on Dec. 6 or Dec. 11, as assigned
Final exam	40%	To be announced (Dec. 13-20)

Late assignments will not be accepted. There will be no make-up midterm quiz or make-up final exam.

Re-grade requests on assignments must be submitted in writing, no later than one week after grades have been provided. After this time, any re-grade request will be denied. Please note that re-grading may result in a lower grade rather than a higher grade.

Requirements and grading schemes will be described in more detail during the first class.

1. Attendance and Participation

Students are required to attend all classes and to participate actively in class discussions. You are expected to come to class on-time, having thoughtfully prepared all readings and assignments due that day. Valuable contributions to the class discussion (1) provide a relevant and new perspective on the topic, (2) build on the prior discussion and move the analysis forward to generate new insights, and (3) if they mention a personal experience, do so in a way that helps illuminate the ideas under discussion.

Please display a name card at your seat, and sign your name on the class attendance sheet, at every session during which you are present.

Policy on missed classes: You are allowed one (1) absence, no questions asked. Each additional unexcused absence will result in your participation grade being reduced by a half-step, e.g., A- becomes A-/B+; B becomes B/B-. Incurring an excessive number of absences will put you at risk to fail the course. Habitual lateness (or leaving class early), for whatever reason, will be noted as evidence of low course commitment and will be penalized. Attendance on Group Formation Day and the day of the Midterm Quiz (Thursday September 27 and Tuesday October 16) is **mandatory** to take the course.

Policy on technology: To help everybody to stay focused on the class discussion, the use of laptops, cell phones, and all other technology in the classroom is prohibited. Please keep all your technology turned completely off and stowed away during class. I will make a note of any students using technology in the class, and your class participation grade will be reduced as a result. If you feel that your learning will be hampered by not having access to your laptop for note-taking or other legitimate purposes, please speak to me. If you wish to leave your cell phone on in "Silent" mode because of an ongoing emergency situation that you may need to respond to, please speak to me at the start of class to let me know.

2. In-class Midterm Quiz

This closed book, in-class quiz will include multiple-choice, true/false, and short answer questions. It will cover lectures, class discussions, and readings up to this point in the course. No make-up quiz will be given. The only acceptable excuse for missing the midterm is a doctor's note stating that you are too ill to take the midterm that day.

3. Group Project

The group project requires you to analyze a challenging situation (e.g., a problem) faced by a person or organization that has been written about in the business press (e.g., Fortune magazine, the Wall Street Journal, the New York Times, Time, The Economist) by drawing on course materials on one or more of the topic areas below:

- Power and influence
- Image management
- Influencing teams

Your group will need to describe the situation (e.g., a problem) faced by the person or organization at a particular moment in time. To illustrate, both BP and its former CEO, Tony Hayward, suffered image crises in the wake of the Deepwater Horizon oil spill. Bob Nardelli from Home Depot and Carly Fiorina from HP

also faced image problems, which caused them to lose influence with their employees. You will then need to demonstrate your mastery of the topic area(s) by evaluating the person or organization's performance in those area(s), and recommending how the person or organization should act (what actions to change and/or maintain going forward), based on what you've learned from the course. A central goal of the project is to create a set of recommendations that you would like to offer the person or organization. In other words, your team is to act as if you were a consulting group hired to evaluate the person or organization and to ensure that the person or organization is on the right course going forward.

Your project group is required to make a 15-minute group presentation in class (with every group member speaking for at least 2 minutes). You will need to **email me your final PowerPoint slides by 5 pm on Friday November 30**. Please also provide me with a **hard copy of your PowerPoint slides** (2 slides per page, stapled, with large font on light colored slides; please do not include a report cover), **including a comprehensive list of references** (citing all articles, books, websites, and other sources used), **at the beginning of class on Thursday December 6**.

Your presentation should contain three components (not necessarily in this order):

1. Description of Situation. Clearly delineate the situation (including any problems) faced by the person or organization at a specific moment in time.
2. Evaluation and Recommendations. Present your evaluation of what the person or organization is doing well versus poorly with regard to your topic area(s), plus your recommended steps for action (which should be specific enough to implement immediately).
3. Supporting Rationale. Relate your evaluation and recommendations back to theories learned in class in more detail. Justify why you feel your evaluation and those particular recommendations make the most sense. This is where you demonstrate your ability to apply the concepts you've learned. In other words, whereas the evaluation and recommendations should cover the key ideas you'd like to present to the person or organization (i.e., these should be very clear and accessible), the supporting rationale, as an analysis, ought to be more academic and make more explicit use of concepts from class.

Your grade on the project will consist of two components. First, 90% of your project grade will be a group grade assigned by the instructor to all members of the group. You will be graded on criteria including the depth of your understanding of the course concepts; the value, appropriateness, and persuasiveness of your conclusions; your effectiveness at communicating these ideas (e.g., your presentation should be clear and engaging); and the appropriateness with which you identify the relevant situation or events in a person's life or organization's history. Second, 10% of your project grade will be the average evaluation you receive from your teammates (on a scale from 0 to 100) after the project is completed.

4. Final Exam

The final exam will include multiple-choice, true/false, and short answer questions. It will be cumulative, testing your understanding of lectures, class discussions, and readings from the entire semester. No make-up final exam will be given.

DISABILITIES

If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately. Please keep in mind that reasonable accommodations are not provided retroactively.

ACADEMIC INTEGRITY

You are expected to be honest in all of your academic work. Please consult Brandeis University [Rights and Responsibilities](https://www.brandeis.edu/studentlife/srcs/rightsresponsibilities/index.html) (<https://www.brandeis.edu/studentlife/srcs/rightsresponsibilities/index.html>) for all policies and procedures related to academic integrity. Students may be required to submit work to TurnItIn.com software to verify originality. Allegations of alleged academic dishonesty will be forwarded to the Director of Academic Integrity. Sanctions for academic dishonesty can include failing grades and/or suspension from the university. Citation and research assistance can be found at [LTS - Library guides](http://guides.library.brandeis.edu/c.php?g=301723) (<http://guides.library.brandeis.edu/c.php?g=301723>).

COURSE SCHEDULE

Subject to change. The most current version will always be in LATTE.

Date	Class	Topic	Readings and Assignments Due
I. Introduction			
8/30 - Th	1	Introduction to Influence, Power, and Identity	---
II. Building and Using Power and Influence			
9/4 - Tu	2	In-class Exercise: To Catch a Vandal	<ul style="list-style-type: none"> • Read instructions for "To Catch a Vandal" (HBS Coursepack) • Values in Action Exercise (LATTE). Write down answers to the questions in this exercise (to be graded pass/fail as part of class participation). Bring a hard copy of your answers to class to submit. • Read syllabus carefully
9/6 - Th		BRANDEIS MONDAY	
9/11 - Tu		NO CLASSES	
9/13 - Th	3	The Science of Persuasion	<ul style="list-style-type: none"> • Cialdini reading (LATTE)
9/18 - Tu	4	Positive and Negative Influence	<ul style="list-style-type: none"> • Carefully review the Cialdini reading and DVD notes, in preparation for a class exercise applying the 6 principles • <u>Email the professor by 5 pm today:</u> Write down one idea for a group project topic (the name of a person or organization you admire, or an industry in which you are interested) in the subject line of your email.

Date	Class	Topic	Readings and Assignments Due
9/20 - Th	5	In-class Role Play: Power and Influence	<ul style="list-style-type: none"> • Robbins & Judge reading (pp. 198-204 only; stop before the heading “Politics: Power in action”; LATTE) • CASE: The Monica Ashley case (pp. 1-9 only; stop before the heading “Monica reflects on her experiences”; LATTE) • Write down brief answers to the following questions (to be graded pass/fail as part of class participation). Bring a hard copy of your answers to class to submit. This exercise will help prepare you for a role play to be done in class: <p>List the power bases available to (1) Monica and (2) Parker. List the influence tactics used by (3) Monica and (4) Parker. (5) How effective were Monica’s tactics? Finally, you will be assigned to answer <u>either</u> 6a or 6b (not both):</p> <p><u>6a people only:</u> Imagine that things had unfolded differently in the case. Specifically, imagine that very early on in the project, Monica—realizing that she might face opposition from Parker—had contacted Parker’s secretary to set up a one-on-one meeting. Based on your assessment of Parker’s personality and motivations, list the influence tactic(s) you believe Monica should use during the meeting, in order to procure Parker’s support for Project Hippocrates.</p> <p><u>6b people only:</u> Imagine that things had unfolded differently in the case. Specifically, imagine that immediately after Dorr accused Monica of being “an imperial Chinese emperor,” Monica—concerned about Dorr’s impression of her—had contacted Dorr’s secretary to set up a one-on-one meeting. Based on your assessment of Dorr’s personality and motivations, list the influence tactic(s) you believe Monica should use during the meeting, in order to repair Dorr’s impression of her and to regain his support for Project Hippocrates.</p>
9/25 - Tu		BRANDEIS MONDAY	
9/27 - Th	6	Group Formation Day	<ul style="list-style-type: none"> • Attendance today is <u>mandatory</u> to take the course.
10/2 - Tu	7	In-class Role Play: Difficult Conversations	<ul style="list-style-type: none"> • Stone reading (LATTE). This reading will help prepare you for a role play to be done in class.
10/4 - Th	8	Influencing through Nonverbal Behavior	---

Date	Class	Topic	Readings and Assignments Due
10/9 - Tu	9	Guest Speaker: Michele Gravelle from Triad Consulting Group	<ul style="list-style-type: none"> • Carefully re-read Stone reading (LATTE). Our guest speaker may be asking you to do role plays in class.
III. Influencing How People See You: Image Management			
10/11 - Th	10	Communicating Your Public Image I	<ul style="list-style-type: none"> • Self-monitoring Scale (LATTE). Complete this questionnaire. Bring a hard copy of your answers to class to submit. There are no right or wrong answers; you will receive full credit if you answer all the questions. • Public Image Assessment Exercise (HBS Coursepack). Complete the Public Image Assessment Worksheet (to be graded pass/fail as part of class participation). Bring a hard copy of your worksheet to class to submit.
10/16 - Tu	11	In-class Midterm Quiz	---
10/18 - Th	12	Group Project Workshop	<ul style="list-style-type: none"> • Attendance will be taken. We will meet in the classroom.
10/23 - Tu	13	Communicating Your Public Image II	---
10/25 - Th	14	Repairing Your Public Image	---
10/30 - Tu	15	Repairing Your Public Image II	<ul style="list-style-type: none"> • Bring the Commander-in-Chief Exercise and PowerPoint slides from Class 14. You will need these for an in-class exercise.
11/1 - Th	16	Communicating a Corporate Identity	<ul style="list-style-type: none"> • Chatman & Cha reading (LATTE) • CASE: The Smile Factory (LATTE) • Write down brief answers to the following questions (to be graded pass/fail as part of class participation). Bring a hard copy of your answers to class to submit. <ol style="list-style-type: none"> 1. What values and norms characterize Disneyland's culture? 2. What behaviors result from these values and norms? 3. How does Disneyland get employees to behave as they do? 4. Have you experienced any aspects of the Disneyland approach to influencing employees? 5. What are its strengths and weaknesses?
11/6 - Tu	17	Image Pitfalls for Leaders	<ul style="list-style-type: none"> • Edmondson & Cha reading (LATTE) • Simons reading (LATTE) • Prashad reading (LATTE)

Date	Class	Topic	Readings and Assignments Due
11/8 - Th	18	Managing Your Social Identities	<ul style="list-style-type: none"> • Carli & Eagly reading (LATTE) • CASE: Managing a public image: Kevin Knight (HBS Coursepack)
IV. Influencing Teams			
11/13 - Tu	19	In-Class Exercise: Group Processes	<ul style="list-style-type: none"> • BRING THE BOOKLET (Participant's Booklet or Observer's Guide) you received during Class 18. Bringing the booklet and preparing for class (see below) will be graded pass/fail as part of class participation. <p><u>Participant's Booklet people only:</u> Carefully read "The Bushfire Situation" and "The Challenge," then complete Step 1. Do <u>not</u> discuss your answers with other people or consult outside sources (e.g., the Internet).</p> <p><u>Observer's Guide people only:</u> Read the whole guide carefully to prepare you to assess a group of classmates in class.</p>
11/15 - Tu	20	Influencing Teams from the Start	<ul style="list-style-type: none"> • Hackman reading #1: The design of work teams (LATTE) • Write down brief answers to the following questions (to be graded pass/fail as part of class participation). Bring a hard copy of your answers to class to submit. <p><u>Participant's Booklet people only:</u></p> <ol style="list-style-type: none"> 1. What did you do well, in terms of making your voice heard and influential in the team? 2. What could you have done better, in terms of making your voice heard and influential in the team? 3. What did you do well, in terms of listening to and learning from your teammates (especially insightful teammates who were quieter or less persuasive)? 4. What could you have done better, in terms of listening to and learning from your teammates (especially insightful teammates who were quieter or less persuasive)? <p><u>Observer's Guide people only:</u></p> <ol style="list-style-type: none"> 1. What did the team members do well, in terms of making their voices heard and influential in the team? 2. What could the team members have done better, in terms of making their voices heard and influential in the team?

Date	Class	Topic	Readings and Assignments Due
			3. What did the team members do well, in terms of listening to and learning from their teammates (especially insightful teammates who were quieter or less persuasive)? 4. What could the team members have done better, in terms of listening to and learning from their teammates (especially insightful teammates who were quieter or less persuasive)?
11/20 - Tu	21	Minority Influence	<ul style="list-style-type: none"> Hackman reading #2: Minority influence (start at “Accommodating to the Deviant” and stop before the heading “Conclusion”; LATTE)
11/22 - Th		NO CLASSES	
11/27 - Tu	22	Intervening in Teams	<ul style="list-style-type: none"> Hackman reading #3: Expert coaching (LATTE)
V. Conclusion			
11/29 - Th	23	Course Review and Wrap-up	---
11/30 - F			<ul style="list-style-type: none"> <u>Email the professor by 5 pm today:</u> Group project presentation as a PowerPoint file; no changes permitted after this time
12/4 - Tu	24	Guest Speaker: CEO Roger Berkowitz, Legal Sea Foods	<ul style="list-style-type: none"> To be announced
12/6 - Th	25	Group Projects	<ul style="list-style-type: none"> Hard copy of presentation due at start of class (see formatting guidelines) Group project presentations
12/11 - Tu	26	Group Projects	<ul style="list-style-type: none"> Group project presentations
12/13-12/20		Final Exam Period	<ul style="list-style-type: none"> Final exam; exact date/time to be announced

