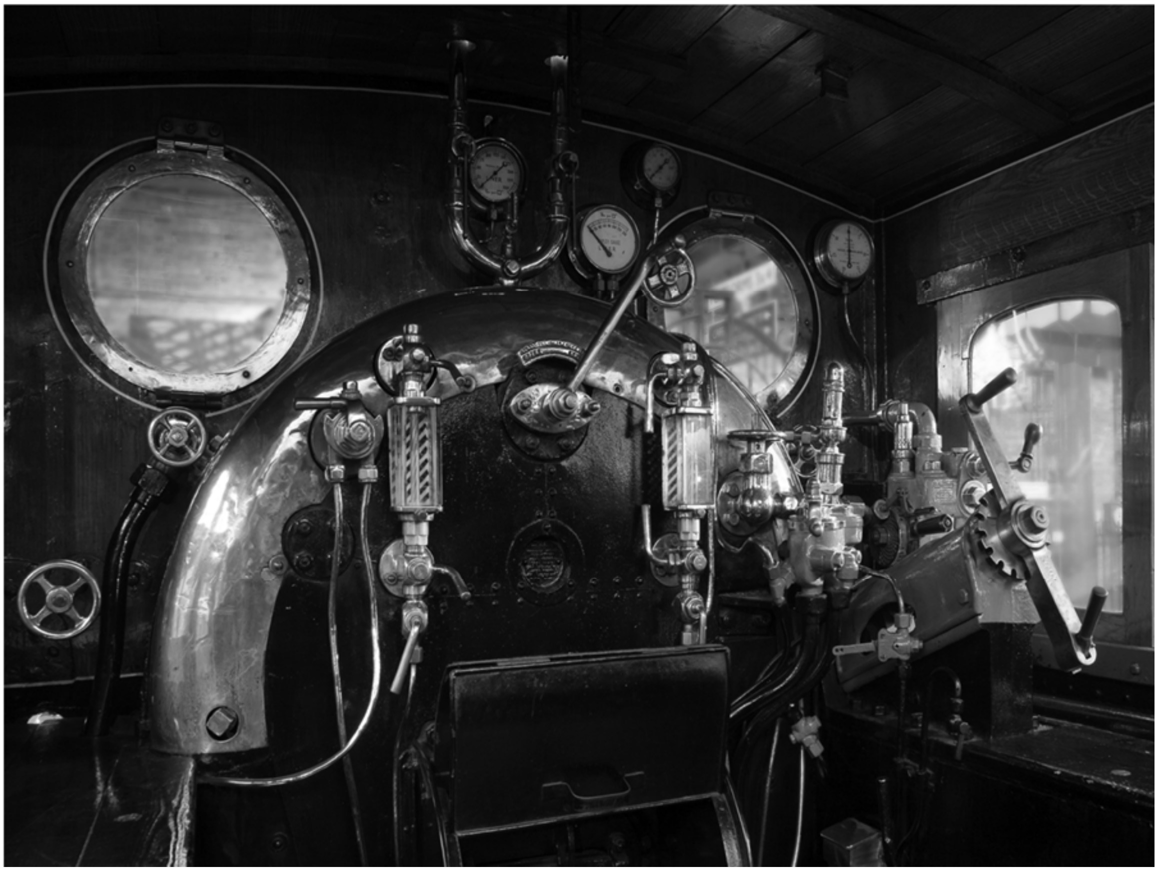
Influence



Course Overview

Building, protecting and using influence is critical for achieving your goals. This requires good personal decision making as well as understanding others' decision-making, proficiency at the negotiation table as well as with the tacit negotiations before and after sitting at the table. In this course we focus on building your facility with a wide range of influence tools to help with these efforts. Topics include power and status, informal networks, coalitions and persuasion.

Syllabus Contents

This version: October 23, 2016

Administration

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1:30-3:00 section: Midhun Salim
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Required Textbook:

Shell, Richard & Mario Moussa
The Art of Woo: Using Strategic Persuasion to Sell Your Ideas?
ISBN# 978-0143114048 / 0143114042
Amazon price: $13.45

Relation to other Wharton offerings:

We conceive of this course as an extension of courses in *Managerial Decision Making* and *Negotiation*. This course is about influencing other people's decisions, not toward some theoretical ideal, but in service of your own goals. And it is about negotiating with others, not at the official bargaining table, but before, after, and in lieu of the bargaining table. For a more in-depth treatment of some of these issues from an organizational perspective, consider Management's *Power and Politics in Organizations*. For a more in-depth treatment of some of these issues from the perspective of consumers, consider Marketing's *Consumer Behavior* or *Advertising*. For a more explicit look at this kind of interaction between organizations, consider Witold Heinisz's *Political Environment of the Multinational Firm.*

Acknowledgments:

I developed this course in the the Executive MBA program at Yale, spring 2008. Joel Podolny, then Dean at Yale SOM, suggested it. Political Scientist Jonathan Koppell was teaching a version of Power & Politics in the full-time MBA program at the time and was supportive and generous with his course materials. I have borrowed liberally from throughout the community of Power & Influence instructors, but am especially indebted to Chip Heath and Rick Larrick. Finally, the Executive MBA students in those early years indelibly stamped the course and my opinions of the material and how to teach it.

Course Requirements

A summary of the course requirements, with details in the pages that follow:

Participation (40%)

- Class attendance
- Class discussion
- Web surveys
- Peer evaluations (of in-class discussion)
- Leverage Inventory

Applications (10%)

These are two short web surveys about the applicability of course concepts to your life and work. They are commonly examples of ideas we have talked about in class, or questions about them that arise as you apply course concepts. They are intended to help integrate the course with your work and your work with the course.

Persuasion Assignment (10%)

This is a group project to make a short (< 5-minute), persuasive video. You will have a choice of topics, from among a list nominated and voted on by students in the class.

Personal Action Plan (40%)

In this paper you will analyze your current situation relative to a goal you are striving for. While you will necessarily need to be descriptive, the point of the exercise is to develop prescriptions for your work and career based on an analysis informed by course concepts.

Participation

Classroom discussion is an integral part of this course. The activities and requirements detailed here are constructed to maximize the value of our time together.

You and I are jointly responsible for the classroom discussions. I would like for you to focus on being <u>prepared, engaged and respectful of others</u>. We want to cultivate a direct but friendly environment that encourages honesty and risk-taking. Mistakes are okay (though insight is better!). Irreverence is okay. As long as you are prepared, engaged and respectful, almost anything goes.

Everyone should participate. This means some of you will have to fight your natural tendencies – those accustomed to speaking might need to back off, those accustomed to not speaking will need to step up. This gives everyone a chance to learn from others' experiences, as well as a chance to work on effective communication.

Near the end of class I will solicit <u>peer evaluations</u> of your contributions to the class discussions. The criterion is how much you contribute to the learning experience of your fellow students. I use these evaluations as an important input into this part of your course grade.

I expect you to be here for all of our classes. This is a highly interactive class and you simply cannot learn as much from it if you aren't in class. Hence, beginning with the second class (October 26), your participation grade will be docked 1 standard-deviation for every absence beyond 1. So, for example, a student who misses 3 classes will have his or her participation grade docked 2 standard deviations. This is enough to take the top participation grade in the class to below average, or an average participation grade to the worst in class.

More important, I expect you to be on-time, prepared and engaged. I realize you have other personal and professional responsibilities. In fact, I am endlessly amazed by what students are able to do while taking classes. Thus, I realize you won't be perfect. But I do have these expectations of you. If you are unable to meet them you should be as communicative with me about that as possible.

For almost every case discussion there is a short <u>web survey</u> due. These are intended to be completed after reading the case, and take no more than 5-10 minutes (sometimes much less). Your responses contribute to the structure and details of the in-class discussion. They are generally due by 8am the morning of class. On-time completion is considered part of your participation grade.

Note: Please do not use laptops or hand-held devices during class. If you need to work with a phone, texts, email or the web during class, excuse yourself from the classroom first. I *will* enforce this policy throughout the term.

Applications

On two occasions we will ask you to apply class concepts to your life and work in the form of short reports. These reports will be very short, free-form web surveys. The canonical "application" is an example from your current or past work of something we talked about in class. But the scope is actually much broader than that – they can be examples of how the concepts talked about in class *don't* fit, or questions you have that linger as you try to work with course ideas, or extensions to the ideas we talked about, refinements, etc. The general idea is to apply course concepts to your life and work and to report back on the how it goes.

The reports can be quite short – even just a brief paragraph is okay. The point is *not* to spend a long time articulating something, but rather to actively carry the course concepts around with you and tell us a little something about how well they seem to fit. The best applications are specific. And applied – they should not be mere regurgitation of course concepts.

Each week we will compile the examples and bring at least a couple to class for broader discussion. At the end of the course I will compile each student's applications and evaluate them as a whole. The basis for the evaluation will be the reports' relevance to the course material and the insight the reports provide into that material.

The motivation for the assignment is twofold. First, graduate seminars often require "reflection papers" from every student on each week's readings – typically just quick reactions to that week's articles. While not exactly the same assignment, these are intended to be very much in that spirit – committing the student to do a little more reflection, allowing me to better understand where you are on the course concepts, and providing additional material for class discussion. The second motivation is to exploit the ubiquity of the ideas we're working with in this course. Whether you're working full-time or a full-time student, the (humble) claim is that this material is relevant to your daily life. Given that, I would like to actively integrate into the course your experiences/questions/grappling as much as possible (and vice versa!).

Students choose which weeks they submit applications. One should be submitted in each half of the course (one by November 14, one between November 16 and December 12).

Note: If there is something you would like for me to treat anonymously (i.e., not mention your name) or confidentiality (i.e., not mention in class at all) simply indicate that in your report and I will honor it.

Leverage Inventory

We will provide a "Leverage Inventory" to each student based on feedback provided by 8-20 people they have worked with. This inventory reflects a person's use of various influence tactics. In doing so, the instrument provides a way to tie together most of the concepts we discuss in the course.

The Leverage Inventory is based on research going back to French and Raven's seminal work on sources of authority. Over the last six years we have refined the instrument based on course material and empirical patterns from previous classes.

In order to provide this inventory each student must nominate at least 8 people (and up to 20) they have worked with to complete a survey about the student's influence tactics. The survey consists of 72 multiple choice questions (responses are simply frequency of use – e.g., never, rarely, sometimes, often, always) and takes about 10 minutes to complete.

No more than 4 raters can be fellow students. Raters should not include purely personal relationships – friends and family are okay only if you have worked with them professionally. This means at least 4 (and preferably more) of the raters should be non-student, professional colleagues. You can draw on peers, superiors or subordinates, as appropriate. Obviously the mix will influence your interpretation of the results. A balance is best. And more raters is better than fewer.

Responses will be anonymous. The only scores a student will receive will be the average of all respondents.

Students need to do three things for this exercise:

1) Invite 8-20 raters to complete the survey. We will provide you with a unique survey link and text for the invitation. Invitations should go out by **midnight, Monday, October 31**.

2) Ensure at least 8 responses are submitted. The requirement is not to <u>ask</u> at least 8 people, but to actually prompt at least 8 people to complete surveys. Rater responses are due by **8am, Thursday, November 10.**

3) Complete your own self-assessment survey (which is virtually identical to the one raters complete). Due by **8am, Thursday, November 10.**

Persuasive Video (group project)

The purpose of this assignment is for you to make a video advocating some cause. We will determine the topic by group nomination and vote (details below). Other than the topic, the *only* specification is that the presentation be no longer than 5 minutes.

You should draw on the ideas discussed in the assigned persuasion readings to make your presentation. The readings are extremely accessible and well worth reading, and re-reading, at any time. Your presentations will be evaluated on three dimensions – credibility, logic and emotion (i.e., ethos, logos and pathos) – which are unpacked in various detail and form in the readings.

Group composition is random and will be announced the week before the assignment is due.

Videos are due by 8am, Wednesday, November 16. We will screen and discuss as many videos as possible in class that afternoon. Videos should be uploaded to the Canvas site.

You will have a choice of two topics for your video. We will choose these two topics using a website called All Our Ideas. This site asks you to choose between various pairs of topic ideas, aggregating everyone's opinions into an ordered rank for all ideas. It also allows you to nominate your own idea, which is folded into the voting process. In the past student-nominated ideas have been used for the class assignment.

In order for this to work you need to go the following site and make a few choices:
http://www.allourideas.org/persuasivevideo2016b

Aim for making ~10 choices on this website, which should take less than a minute. Super easy, super efficient – the site has a great algorithm for doing the rest. Also, feel free to nominate new ideas. **You should make choices by 8am Monday, November 7.** I will announce the video topics that afternoon.

Personal Action Plan

Overview

The purpose of this assignment is for you to develop a "personal action plan" for achieving one of your goals. The plan involves using the tools of this course to analyze the threats and opportunities you face in accomplishing your goals. While the process of putting the plan together will be common across students, the final product should take whatever form would be most useful to you. The intent is for the process to be valuable to your professional (and perhaps personal) life. In that spirit, the final product – both content *and form* – should be tailored to your idiosyncratic needs and preferences.

Requirements

Your plan should include three components:

1) *Goal:* Begin with the end, of course. Clearly lay out the goal(s) you are trying to achieve with your personal action plan. While these can be short-, medium- or long-term, they should be relatively substantial – e.g., working for a particular firm, reaching a specific position in your company, leading an organization to some kind of achievement, etc. The goal can be anything meaningful to you, as long as it is weighty enough to merit deploying the full array of course tools. This section should be specific but need not be long. (**A very short summary of this goal is due by 8am, Thursday, December 1. I will provide brief feedback on the topic.).**

2) *Analysis:* Use course concepts to evaluate the influence concepts relevant to your goal. While you should be relatively comprehensive in your use of course tools, you can emphasize some types of analysis/frameworks over others, depending on their appropriateness. The purpose is to develop a clear-eyed understanding of your current and potential sources of influence.

3) *Prescriptions:* These should be the steps you intend to take toward achieving your goal. They should be: a) informed by your analysis above, b) specific and actionable, and c) prioritized. This is the key output for the project. Relevant, insightful analysis will show its fruit here.

The final project is due by midnight, Friday, December 16. Submit either soft-copy via Canvas drop box or hard-copy to my office.

Expectations

I expect two things from you on this project. First, a reasonable investment of time and energy. Really the only way to be judged harshly is to simply "mail it in". This is because what you get out of this project will be *highly* related to what you put into it. The second expectation is thoughtful consideration of what the course concepts mean for your life. I do not want you to merely apply course ideas by rote, or to work through some kind of checklist. The intent is for you to take the tools from the course and work with them into your life, ideally learning something about both the tools and your life in the process.

Weekly Assignments – Course Overview

The following section includes assignment sheets for each week of the course, outlined below. First a quick overview…

Influence Course Calendar
Massey / Wharton, Fall 2016

as of Oct 22, 2016

Week	Mon	Topic	Case/Exercise	Reading
Why Influence Matters				
1	24-Oct	Introduction	[none]	Horowitz & Yardley; Onion
2	26-Oct	A Just World	Erik Peterson	Shell & Moussa; Pfeffer
3	31-Oct	Pragmatism	Sergio de Mello	S. Power
4	2-Nov	Authority	Robert Moses	Caro; Taddeo; Grynbaum; F&R
Sources of Influence				
5	7-Nov	Informal Networks (I)	Heid Roizen	Shell & Moussa
6	9-Nov	Informal Networks (II)	[none]	Caro; Lobo & Casciaro
7	14-Nov	Coalitions	Three-Way Organization	Shell & Moussa
8	16-Nov	Persuasion	Persuasive videos	Heath & Heath; Cialdini
9	21-Nov	Social Categories		
Integrating Influence				
10	28-Nov	Personal Assessment	Leverage Inventory	Massey; Heath & Heath; Dweck
11	30-Nov	Conflict	Donna Dubinsky	Caro; Crum
12	5-Dec	Ethics	Vignettes exercise	Banaji, et al; Machiavelli
13	7-Dec	Status	[none]	Kramer; Sapolsky
14	12-Dec	Capstone	The Fall of Lehman Bros.	Auletta
	16-Dec	*Final Project Due*		

SECTION I: WHY INFLUENCE MATTERS

Class 1 – Monday, October 24
Introduction

We will introduce the course with a look at some research on influence, a recent news article about wielding power, and the course syllabus.

Readings

- Course syllabus

- Horowitz & Yardley, "Pope with the Humble Touch is Firm in Reshaping the Vatican", *New York Times*, January 13, 2014.

- [optional] "Area Applebees A Hotbed of Machiavellian Political Maneuvering", *The Onion*, 2000.

Assignments

Pre-course survey. Complete via web survey by 8am the day of class. This should take less than 10 minutes, with no preparation required.

SECTION I: WHY INFLUENCE MATTERS (cont'd)

Class 2 – Wednesday October 26
A Just World

Early in the course we will compare and contrast Erik Peterson, Sergio de Mello and Robert Moses. The web surveys about the cases are typical of what we will do throughout the course – a brief set of questions designed to provide material for use during our group discussion. The surveys usually require only a few minutes, and no prep other than reading the case.

Readings

- Pfeffer, *Power: Why Some People Have it and Others Don't*, 2010.
  - Introduction, "Be Prepared for Power"
  - Chapter 1, "It Takes More Than Performance"

- Shell & Moussa, *The Art of Woo: Using Strategic Persuasion to Sell Your Ideas*, 2008.
  - Chapter 4, "Build Relationships and Credibility: Trust"

Cases

- Erik Peterson at Biometra (A) & (B)

Assignments

- Complete the web survey on the cases (Erik Peterson A & B) by 8am on class day. You will need to have read the cases beforehand in order to complete the survey.

SECTION I: WHY INFLUENCE MATTERS (cont'd)

Class 3 – Monday October 31
Pragmatism

Case

From Samantha Power's *Chasing the Flame: Sergio Vieira de Mello and the Fight to Save the World*, 2008. De Mello was considered one of the top diplomats in the world when he was killed in Iraq in 2003. The chapters we will read focus on this time as head of East Timor during the country's first two years of independence from Indonesia. The introductory chapter provides important background about de Mello and context for his time in East Timor.

- Sergio Vieira de Mello
    - This "case" is three chapters from Power's book about de Mello – the introduction plus chapters 15 & 16.
    - [optional] Chapter 14 provides additional background on East Timor's fight for independence and the situation de Mello walked into.

Assignment

Complete the web survey for the de Mello readings by 8am on class day.

SECTION I: WHY INFLUENCE MATTERS (cont'd)

Class 4 – Wednesday November 2
Authority

Case

New York City Parks & Transportation Commissioner Robert Moses provides one of the cornerstones of the course. Arguably the most influential person in New York in the 20^{th} century, his life and work underscore important truths about influence and the trade-offs embedded there. Interestingly, the current NYC Transportation Commissioner, Janette Sadik-Kahn, has recently drawn comparisons to him. Studying Sadik-Kahn can help us understand the lessons we should take from Moses, as well as their limits.

- Robert Moses
    - Caro, Robert. *The Power Broker.* Chapter 28
    - This is a famous book about Robert Moses, long-time New York city Parks & Transportation Commissioner. Moses provides one of the most important examples in this course. This is also our first taste of Caro, who is best known for his biography of Lyndon Johnson which we will focus on later in the course.

- Janette Sadik-Kahn
    - Taddeo, "Janette Sadik-Kahn: Urban Reengineer," *Esquire*, 2010
    - Grynbaum, "For City's Transportation Chief, Kudos and Criticism", *New York Times*, March 4, 2011.

- [optional] French & Raven, "The Bases of Social Power", 1968.
    - This is a foundational article on power & authority. Don't get hung up on (or too turned off by) the formalism in it, especially in the opening pages – that is not the point. The focus should be the "Bases of Power" section, beginning at the bottom of p.64.

Assignments

Complete the web survey for the Moses & Sadik-Kahn readings by 8am on class day.

SECTION II: SOURCES OF INFLUENCE

Class 5 – Monday November 7
Informal Networks (I)

We introduce the topic of informal networks with a case on one of the most celebrated networkers in Silicon Valley, Heidi Roizen.

Cases

- Heidi Roizen

Readings

- Shell & Moussa, *The Art of Woo: Using Strategic Persuasion to Sell Your Ideas*, 2008.
    - Chapter 3, "Connect Your Ideas to People: Stepping Stones"

Assignments

Complete a short web survey after reading the Heidi Roizen case. Please submit it by 8am on class day.

SECTION II: SOURCES OF INFLUENCE (cont'd)

Class 6 – Wednesday November 9
Informal Networks (II)

Readings

- Caro, *The Path to Power* , 1982.
    - Chapter 15, "The Boss of the Little Congress." One of my favorite stories in a book full of great stories. Cannot have enough examples like this.

- Lobo, Miguel & Tiziana Casciaro, "Competent Jerks, Lovable Fools, and the Formation of Social Networks", *Harvard Business Review*, 2005.

Assignments

No survey today.

SECTION II: SOURCES OF INFLUENCE (cont'd)

Class 7 – Monday, November 14
Coalitions

Coalitions are a critical source of influence, providing *the* key resource for the otherwise weak and a critical threat to the otherwise strong. We explore the nuances of coalitions through a role-play exercise, and readings from leading scholars in negotiation, organizational behavior and community organizing.

Exercise

- Exercise: "Three-Way Negotiation" (Sebenius)
  - This is a short negotiation exercise we will do in the beginning of class. See the separate assignment sheet for details, including your role assignment.

- Readings
  - Shell & Moussa, *The Art of Woo: Using Strategic Persuasion to Sell Your Ideas*, 2008. Chapter 5, "Respect Their Beliefs: A Common Language"

  - (optional) Lax & Sebenius, *3D Negotiation*, 2006, Chapter 4, "Get All the Parties Right".

  - (optional) Alinsky, Saul, Rules for Radicals, 1971.
    - Chapter 2: Of Means and Ends
    - Chapter 5: Communication

  - (optional) The Saudi Arabia of Sashimi", *Slate.com*, April 2, 2013.

Assignments

Complete a short web survey after preparing for the "3-Way Organization" exercise. Please submit it by 8am on class day.

SECTION II: SOURCES OF INFLUENCE (cont'd)

Class 8 – Wednesday November 16
Persuasion

Psychologists have taken a renewed interest in persuasion in recent years. The opportunities for applying this research are ubiquitous – from presentations to email to social media, and of course individual and group meetings. We consider both the new and classic literature on persuasion, ultimately drawing on Aristotle's rhetoric to provide an overarching framework.

Readings

- Heath, Chip and Heath, Dan. *Made to Stick*, 2007.
    - "Introduction: What Sticks?"
    - "Epilogue: What Sticks"

- Cialdini, R. "Harnessing the Science of Persuasion." *Harvard Business Review*, 2001, Vol. 79 No.9, pp.72-79.
    - A summary of Cialdini's landmark work on persuasion.

- Shell & Moussa, *The Art of Woo: Using Strategic Persuasion to Sell Your Ideas*, 2008.
    - Chapter 8, "Make it Memorable: The Personal Touch"

- (optional) Conger, Jay. "The Necessary Art of Persuasion", *Harvard Business Review,* 1998.

- (optional) Massey (ed), 2013. "Beyond Crunching Numbers: How to Have Influence", MIT Sports Analytics Conference, panel discussion.
    - It has been said that being good with numbers is at most 50% of what it takes to be a good analyst. In this reading we focus on the other 50%. This begins with effective presentation of data, but is far more general, involving virtually all of the topics we have considered so far in this course. From a panel of professional sports executives.

Assignment

Working in randomly assigned groups, you should produce a 5-minute persuasive video on a topic nominated and voted on my students. The point is to *implement* tools of persuasion rather than simply read about and discuss them. Videos should be uploaded to the course website by 8am the day of class, and we will review many of them in class. See the syllabus for full detail.

SECTION II: SOURCES OF INFLUENCE (cont'd)

Class 9 – Monday November 21
Social Categories

Social categories can greatly affect decision-making. Understanding the biases social categories foster, and how to debias them, plays an important role in many influence efforts. We will approach this session's topic first and foremost from an academic perspective. We will try to understand the psychology underneath stereotypes, looking at them clinically, drawing on the latest research available. We will build from that foundation to implications for your professional lives, always working to stay grounded in the science of social cognition.

"Case"

- Gladwell, Malcolm, "Troublemakers," *The New Yorker*, 2006.
- Bazelon, Emily, "The Place of Women on the Court," *NYT Magazine*, 2008.

Readings

- [optional] Babcock, Linda and Sara Laschever, "Chapter 8: The Female Advantage," Women Don't Ask, 2003.
- [optional] Heilman & Okimoto, "Why are Women Penalized for Success at Male Tasks?: The Implied Communality Deficit," Journal of Applied Psychology, 92:1, 81-92, 2007.

Assignments

Complete a short web survey after doing the reading. Please submit it by 8am on class day.

SECTION III: INTEGRATING INFLUENCE

Class 10 – Monday November 28
Personal Assessment

This week we consider your personal influence habits. We focus on behaviors, looking at results from the Leverage Inventory assessment tool, both yours and seven years of assessments at four major MBA programs. Additionally, we have a few readings on the psychology of personal change.

Readings

- Massey, "About the Leverage Inventory," 2012. [teaching note]

- Massey, "Lincoln and the Tools of Influence," 2012. [teaching note]

- Heath & Heath. *Switch: How to Change Things When Change is Hard*. 2010.
    - Chapter 1: Three Surprises About Change

- [optional] Carol Dweck, "The Power of Believing That You Can Improve", TED Talk: http://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en.
    - Dweck is a highly respected Stanford psychologist who has done important research on the impact of mindset on education and personal development. Her TED talk is relevant to us both as individuals and as those responsible for helping develop others.

Assignments

- Before class: Review the results of your leverage inventory. Submit a web survey with your reactions to the inventory – surprises, priorities, etc. The survey is due by **8am the day of class**.

- After class: Submit a web survey on one concrete step you will take to change your influence behavior. The survey is due by **11:59pm the day of class.**

SECTION III: INTEGRATING INFLUENCE (cont'd)

Class 11 – Wednesday November 30
Conflict

In the second half of the week we turn to a case study of Donna Dubinsky, an early/mid-career manager at Apple in the 1980s navigating a difficult situation. This is a sort of mini-capstone now that we have all the sources of influence on the table.

Cases

- Donna Dubinsky & Apple Computer, Inc. (A)

Readings

- [optional] Lyndon Johnson
    - Caro, Robert. *The Path to Power*, Chapters 10-12.
    - We focus here on LBJ's years during and just after college. Caro claims, "All the traits of personality which the nation would witness decades later – all the traits which affected the course of history – can be seen at San Marcos naked and glaring and raw. The Lyndon Johnson of college years was the Lyndon Johnson who would become President. He had arrived at college that Lyndon Johnson. He came out of the Hill Country *formed*, shaped – into a shape so hard it would never change." (p201)

- [optional] Crum. *The Nature of Conflict*. Chapters 2-3
    - Author, speaker, and leadership expert, Tom Crum writes here about a very different approach to conflict. What we have to fly through in our course this book covers in thoughtful detail. I actually recommend the whole book – have posted the introductory chapters as an optional/sampler reading.

Assignments

Complete a short web survey after reading the Dubinsky case. Please submit it by 8am on class day.

(Advance work for Class 12) Submit one ethics vignette via web survey by **8am, November 30** (note that this is today, the previous class). The vignette should be a brief example (<1,000 characters, ~7 tweets!) from your life in which you feel it is unclear whether the use of an influence tactic would be ethical. The vignette should pose a crisp, actionable question about the best course of action. That is, we should be able to ask other students what they would do, choosing from at least 2 well specified alternatives. The example can be something you've actually experienced, anticipate experiencing, or merely have thought about. The influence tactic should be something we've studied in this class and named explicitly.

SECTION III: INTEGRATING INFLUENCE (cont'd)

Class 12 – Monday December 5
The Ethics of Influence

Exercise

- Vignettes **-** In class we will review some of the vignettes students suggested and how classmates responded to them. Doing this requires two inputs from you ahead of class – a vignette, and responses to the subset of vignettes we post (see assignments below).

Readings

- Banaji, Mahzarin, Max H. Bazerman and Dolly Chugh, "How Unethical Are You?"Harvard Business Review, 2003.

- Machiavelli, Niccolo. *The Prince* (note: these are <u>very</u> short)
  - o Chapter XV, "Concerning things for which men, and especially princes, are praised or blamed"
  - o Chapter XVIII, "Concerning the ways in which princes should keep faith"

- Shell & Moussa, *The Art of Woo: Using Strategic Persuasion to Sell Your Ideas*, 2008.
  - o Chapter 9, "Close the Sale: Commitment and Politics"

- (optional) Brockner, "Why It's So Hard to Be Fair," *Harvard Business Review*, 2006.Brockner is one of the world's experts on "procedural fairness", a critical topic for those trying to maintain power.

Assignments

- (From the Class 11 assignment page) Submit one ethics vignette via web survey by 8am, November 30 (note that this is the previous class). The vignette should be a brief example (<500 characters) from your life in which you feel it is unclear whether the use of an influence tactic would be ethical. The vignette should pose a crisp, actionable question about the best course of action. That is, we should be able to ask other students what they would do, choosing from at least 2 well specified alternatives. The example can be something you've actually experienced, anticipate experiencing, or merely have thought about. The influence tactic should be something we've studied in this class and named explicitly.

- Respond to classmate's vignettes via web survey by 8am the day of class. We will post ~10 of the vignettes your classmates submitted and collect responses from all students in the section.

- Complete a short web survey after doing the readings. Please submit it by 8am on class day.

SECTION III: INTEGRATING INFLUENCE (cont'd)

Class 13 – Wednesday December 7
Status

Recent research in psychology has given us a much better understanding of the interpersonal consequences of status and power. We consider these psychological findings in details, as well as, in the following class, investigate their potential role in a case study of (the first) fall of Lehman Brothers.

Readings

- Kramer, Roderick. "The Harder They Fall", *Harvard Business Review,* 2003
  - A great source for prescriptions on how to avoid the pitfalls of status.

- Sapolsky, "Ch 22: The Baboons: Nick," *A Primate's Memoir*, 2001
  - Sapolsky has spent a career studying baboons in the wilds of Africa. This chapter illustrates some of the commonalities in the dynamics of power among humans and apes.

- [optional] Keltner, Dacher, Deborah Gruenfeld and Cameron Anderson, "Power, Approach & Inhibition," *Psychological Review*, 2003.
  - The most influential recent review article in this area. Great way to get exposure to the research shaping this field.

Assignment

Complete a short web survey after reading the Kramer and Sapolsky articles. Please submit it by 8am on class day.

SECTION III: INTEGRATING INFLUENCE (cont'd)

Class 14 – Monday December 12
Capstone

Case

Our "case" this day is a two-part *NYT Magazine* article on the fall of Lehman Brothers (the first time). These are not short – be sure to set aside enough time for them. Happily they are a pretty compelling read.

- Auletta, "Power, Greed and Glory on Wall Street," *New York Times Magazine*, February 17, 1985.

- Auletta, "The Men, The Money, The Merger," *New York Times Magazine*, February 24, 1985.

- (optional) Pfeffer, "Ch 13: It's Easier Than You Think", *Power*, 2010.

Assignment

Complete a short web survey after reading the Lehman Brothers articles. Please submit it by 8am on class day.