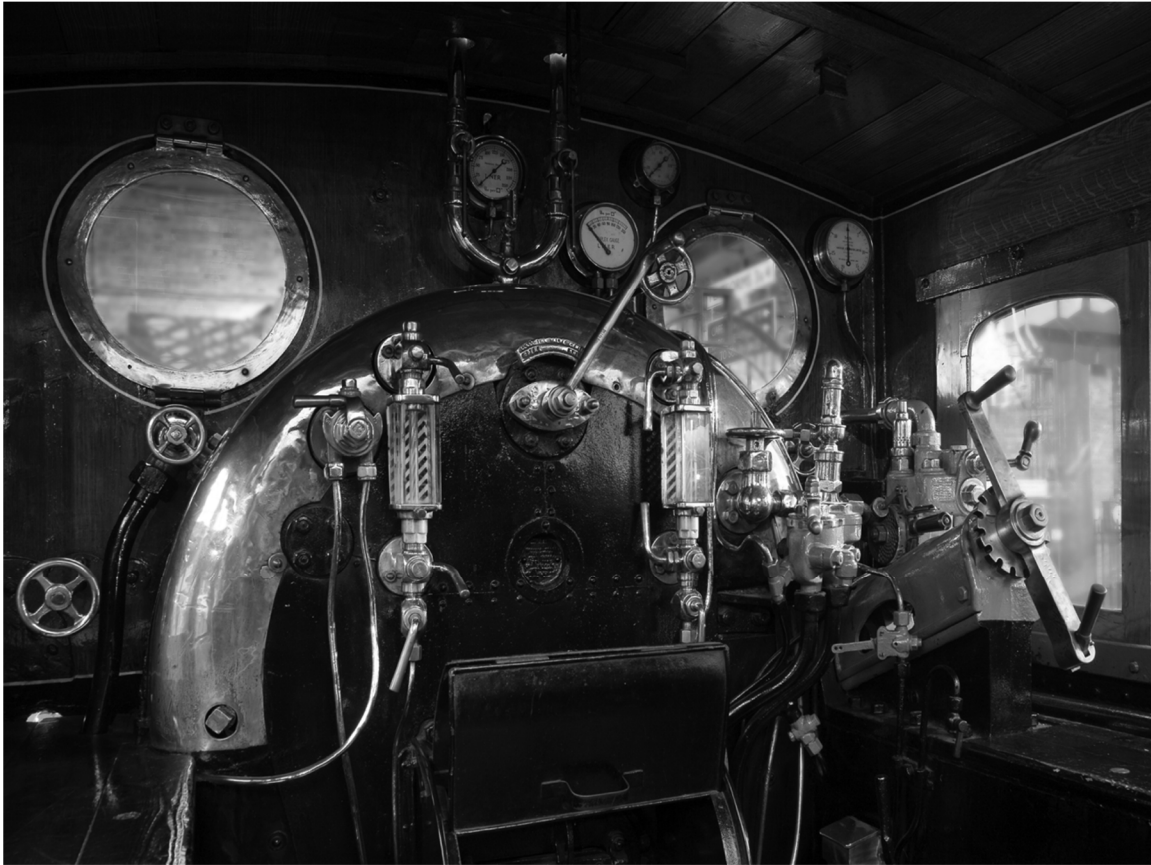


# Influence (Virtual Version)



## 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, persuasion and, critically, ethics.

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*This version: August 14, 2020; preliminary*

## Administration

### Professor:

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### Teaching Assistant:

Raina Gandhi, rbgandhi@wharton.upenn.edu

### 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 *Corporate Diplomacy*.

### Acknowledgments:

I first 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 who were both teaching the topic at the University of Chicago when I was a graduate student there. Finally, the Executive MBA students in those early years indelibly stamped the course, my perspective on the material, and how to teach it.

## **Methods and Philosophy (Virtual Version)**

We will use a variety of methods this term. These methods may evolve over the six-week term. Your feedback will be an important part of this process.

### Cases and readings

The heart of the course are the cases and readings. As always, these will be prepared individually and discussed collectively. I have trimmed the required readings to the essential, and consequently expect you to read them carefully. I will cold call multiple students in each class to discuss your reactions. These will be public conversations between you and me about the course material.

### Synchronous full-class meetings

We will spend the majority of our class time as a full group doing a mix of lecture, discussion and Q&A. We will punctuate this time with small-group discussions and polls. The objective is to capture some of the back-and-forth dynamic of the in-person classroom, and maximize the exchange of views between all participants.

### Small groups

One of the most important parts of this course has always been class discussion. I'm convinced that students learn as much from those classroom interactions as from anything else in the course. This is because those discussions engage and challenge everybody, but also because they expose students to a wide range of opinions and perspectives.

This critical feature is one of the most difficult to create in a virtual environment. Our solution to this problem is to lean heavily on small groups.

You will be randomly assigned to a ~6-person team for the entire term. In each class we will spend time in these groups discussing course material and/or doing exercises. The objective is for you to dig in, debate, share, etc – a dynamic discussion that is possible on-line among 6 in a way that is not possible on-line among 70. This also means your preparation is even more important, as it affects not only your experience but also your teammates'.

### Surveys

This course always leans heavily on surveys, mostly before classes but increasingly also after classes. This allows me to see how you are thinking about the material, and provides data and commentary to enrich our case discussions. We will lean on surveys in the same way in the virtual course. These are always a part of a student's participation grade, and will be an even more important part in the on-line course.

### Video lectures

A few years ago I recorded a Coursera version of this course of on-line students, with slides that came directly from this Influence course. They are recorded professionally, and divided into smaller, digestible pieces. On a couple of occasions I assign some of these lectures to supplement our class sessions.

### Professor interaction

We know direct interaction with a professor can be an important part of the learning experience. And professors value the the direct interaction with students, for a wide range or reasons – feedback, ideas, learning, entertainment, energy, etc. We will build student-professor interaction into the course in a few ways.

- We will have traditional interactions in our synchronous classes, using a wide-range of tactics to keep it as dynamic as possible.
- I will hold office hours on three days during the term. Each student is required to sign-up for one, 20-minute session on one of these days. We can use the time to discuss anything you'd like. The priority is understanding how you are experiencing the course material and its application to your life.
- Discussion boards provide another way to interact with the professor. We will post threads on different topics throughout the course, and I will respond to as many student posts as possible.

### Other Methods

There will be a mix of other methods and some experimentation as we go through the term. I am also open to ideas from other classes – I'm certain there is much we can learn from each other.

## **Course Requirements**

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

### ***Class Participation (1/3<sup>rd</sup>)***

This class is heavily discussion oriented. To fully engage the course material you need to be actively involved in the discussions. Moreover, some of the most important learning happens from other students, so participation is an important contribution to the course. This part of your grade will be evaluated in two ways:

- Professor evaluation – I make notes after each class re each student’s contribution to the class discussion. These are especially important for those who are cold-called during class.
- Peer evaluations (small group and full class) – end-of-term survey regarding your contribution to everyone’s learning

### ***Surveys & Applications (1/3<sup>rd</sup>)***

This includes submitting all web surveys in response to class readings on time, including two short surveys about applying course concepts to your life and work. These “Applications” 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. You also must complete a Leverage Inventory, which is a self assessment of your influence behaviors. Lastly, this will also include the persuasive email assignment, which draws on ideas discussed in the assigned persuasion reasons. Your email 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.

### ***Personal Action Plan (1/3<sup>rd</sup>)***

A personal distillation of course concepts. This can take any form – paper, powerpoint, website, video, art project, song, game, etc. Literally any form that works for you. You can think of it as one of those “cheat sheets” that some stats/econ profs allow for their exams. The idea is to boil down as much as possible of what you consider to be the most useful information from the course into a format you can carry forward. The goal is for you to use these ideas in the future. This is intended as a vehicle for that.

## **Participation**

Classroom discussion is an integral part of this course. In the virtual version of this course, these discussion will sometimes take place in small teams. Your preparation for and engagement in these discussions is vital to your learning and the learning of your teammates.

Students are jointly responsible for the quality of our discussions. I would like for you to focus on being prepared, engaged and respectful of others. We want to cultivate a direct but friendly environment that encourages honesty and risk-taking. Mistakes are okay, especially as long as we are striving for insight. Irreverence is okay. Questions others know the answer to are 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 peer evaluations of your contributions to the discussions, both in the full class environment and in small teams. 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.

## **Surveys, Applications & the Leverage Inventory**

For almost every case discussion there is a short **web survey** 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 the morning of class. On-time completion is considered part of your participation grade. The persuasive email assignment (see next page) is treated as one of these surveys.

On two occasions we will ask you to apply class concepts to your life and work in the form of short reports, or “application”. These reports will be short, free-form web surveys.

**Application #1:** At this point we will have spent two classes together talking about the fundamentals of influence, a few basic frameworks, and a few notable examples of people exercising influence. Where in your life do you see these dynamics at play? Briefly sketch an example you’ve personally observed. Ideally the example will be from your present life, but it is okay to use your past. It is okay draw on personal or professional experience, etc. **Due by 8am PDT Friday, September 4.**

**Application #2:** At this point we will have spent an additional two classes together talking about influence *tactics* – networking, coalitions, persuasion, might and others. For this exercise you must find an example of someone using an influence tactic in some form of media – tv, movie, podcast, interview, book, etc. Your assignment is to excerpt the example and share it with the class. Your own brief commentary should accompany the example. The example does not necessarily have to be a successful one! In fact some of the best learning comes from failure. **Due between Monday, September 7 and 8am PDT Friday, September 25.**

The applications 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.

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.

**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.

The **Leverage Inventory** is a special, one-time survey. 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 assessment is based on research going back to French and Raven’s seminal work on sources of authority. Over the last 12 years we have refined the instrument based on course material and empirical patterns from previous classes. **You will receive an invitation to complete this survey on Tuesday, September 8. It is due by 11:59p PDT Wednesday September 16.** We will discuss results in class during our final weekend.

## **Persuasive E-mail**

You should draw on the ideas discussed in the assigned persuasion readings to compose a persuasive email. The readings are extremely accessible and well worth reading, and re-reading, at any time. Your email 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.

Choose one of the three following scenarios for your email assignment. Remember to incorporate principles from the readings. **Submit your assignment on Canvas by 9am PDT on Saturday, September 5 – there is a separate assignment page for this.**

### **1) “Cold Open”**

This was suggested by a student. His description provides the relevant context:  
Many of us are reaching out to startups we're interested in working for. The communication begins with us emailing people we've never interacted with before. Occasionally they're alums, but most of the time they're strangers [for this assignment assume non-alum stranger] with no track record of recruiting Wharton. We send these emails hoping to persuade the recipients to schedule time to speak with us.

### **2) “The Beach in Winter”**

You and some friends are planning to take some time off on a weekend in January. The only question is where. As emails are exchanged with ideas about where to go, you realize (for whatever reason) that you really want to go to the beach (i.e., *northerly*/cold beach). Write an email to your friends trying to convince them to go to the beach in January.

### **3) “Last Chance”**

You’ve been in the market to buy a house for 3 months. You must now sign a 12-month lease within the next week to secure housing for the following year, unless you can get a contract on a house. Only one house interests you, and it is not presently on the market. Two months ago you saw this house and made an offer on it the same day. Unfortunately, so many people were interested in the house that the seller first bumped the price significantly before you could get an offer in, then pulled it off the market altogether. You’ve been told she is putting it back sometime this spring at the higher price. You’ve also heard she’s worried about having to close before she’s ready to move (she and her husband are retiring to North Carolina). You decide to write a letter to express your interest, along with increasing your offer. You realize the chances are against a letter mattering, but you figure it’s worth a shot. Potentially relevant personal information: You’re about to get married; your fiancé currently lives out of state; your fiancé works for a healthcare non-profit; this will be your first home after getting married; you both truly love the house; the owners have made numerous improvements to the home.



## **Personal Action Plan**

### ***Overview***

This final project is a personal distillation of course concepts. The distillation can take any form – paper, powerpoint, website, video, art project, song, game, etc. Literally any form that works for you. You should think of it as one of those “cheat sheets” that some stats/econ profs allow for their exams. The idea is to boil down as much as possible of what you consider to be the most useful information from the course into a format you can carry forward.

The goal of the course is to change your future behavior. This project should be a vehicle that increases the likelihood of that change by helping you remember and use course concepts.

You are the target audience and you know best what format works for you. The objective is to persuade your future self, so presumably you should draw on what you learned in the course about persuasion. E.g. what makes ideas sticky?

Note: Professor Massey grades the final projects, and does so anonymously. Please do not include your name on the materials you submit.

### ***Optional Variation***

If you have a special challenge or goal, you are more than welcome to tailor your “cheat sheet” accordingly.

### ***Expectations***

I expect three 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 list all ideas that came up over the last six weeks. Finally, you should show some awareness of course concepts in how you represent the material. You are both influencee and influencer here - act accordingly.

**The final project is due by 11:59pm PDT, Sunday, October 4. Submit via Canvas.**

### **Weekly Assignments – Course Overview**

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

<b>Week</b>	<b>Date</b>	<b>Case/exercise</b>	<b>Lecture/discussion</b>
1	20-Aug	Sergio de Mello case	de Mello, Just World, French & Raven
2	21-Aug	Robert Moses & JSK	Moses/JSK, Cuban Missile Crisis
3	4-Sep	Heidi Roizen case	Networks
4	5-Sep	Persuasion exercise	Persuasion, Coalitions
5	25-Sep	Donna Dubinsky case	Leverage Inventory
6	26-Sep	Ethics survey/exercise	Ethics, Status, Course Wrap-up

## CLASS 1: MOTIVATING INFLUENCE

Thursday, August 20

### Required Material

- Introductory videos
  - Course methods
  - Course introduction
- Sergio Vieira de Mello “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. 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.
- Pfeffer, *Power: Why Some People Have it and Others Don’t*, 2010.
  - Introduction, “Be Prepared for Power”
  - Chapter 1, “It Takes More Than Performance”

### Pre-class Assignments

- Complete the pre-course surveys
  - Timezone survey. **Due Noon PDT, Wednesday, Aug 19, March 20.**
  - Introductory video. **Due Noon PDT, Wednesday, Aug 19, March 20.**
- Complete the web surveys on the Sergio de Mello readings **by 8am PDT, Thursday, Aug 20**. You will need to have read the case beforehand in order to complete the survey. (Note: We will use summaries and samples of your responses in our class discussions.)

### Optional Material

- [optional] “Pope with the humble touch is reshaping the Vatican,” *The New York Times*.
- [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.
- [optional] “Area Applebees a hotbed of Machiavellian political maneuvering”, *The Onion*, 2000.

## **Class 2: BUILDING POWER**

**Friday, August 21**

### **Required Material**

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 20th century, his life and work underscore important truths about influence and the trade-offs embedded there. Interestingly, a more recent NYC Transportation Commissioner, Janette Sadik-Kahn, has 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.

### **Pre-class Assignments**

- Complete the web survey on the Moses and Sadik-Kahn readings **by 8am PDT, Friday , August 21**. You will need to have read the case beforehand in order to complete the survey. (Note: We will post summaries and samples of your responses to your section’s Canvas site for their review.)

### **Post-class Assignments**

- Watch the short video lecture on Situation Awareness.
- Complete the short survey in Canvas on Situation Awareness and related topics. Survey is due **by 11:59p PDT Sunday, September 30**.

### **Optional Material**

- Allison’s “Models of Power”, selected excerpts. (Canvas/Files)

## **CLASS 3: SOCIAL NETWORKS**

**Friday, September 4**

### **Required Material**

- Heidi Roizen case
  - We introduce the topic of informal networks with a case on one of the most celebrated networkers in Silicon Valley.
- Lobo, Miguel & Tiziana Casciaro, “Competent Jerks, Lovable Fools, and the Formation of Social Networks”, Harvard Business Review, 2005.

### **Assignments**

- Complete the web surveys on the Heidi Roizen case **by 8am PDT, Friday, September 4**. You will need to have read the case beforehand in order to complete the survey. (Note: We will post summaries and samples of your responses to your section’s Canvas site for their review.)
- Note that Application #1 is due by 8am on class day (see page 7 above).

### **Optional Material**

- Readings
  - Cain, “7 Tips on How to Learn to Love Networking” (Canvas/Files)
  - “How to Become Insanely Well-Connected”, First Round Review. (Canvas/Files)

## **CLASS 4: PERSUASION & COALITIONS**

**September 5, 2020**

### **Class 4A: 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.

### **Class 4B: 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. There are five short video lectures on coalitions (see Canvas, Class Recordings, Optional folder).

### **Required Material**

- “Intro to Persuasion” video (22 mins)
  - Interview with Wharton profs Joe Simmons and Uri Simonsohn about a collaboration that has changed the field of psychology.
- Heath, Chip and Heath, Dan. *Made to Stick*, 2007.
  - “Introduction: What Sticks?”
  - “Epilogue: What Sticks”
- Cialdini, R. "Harnessing the Science of Persuasion." *HBR*, 2001.
  - A summary of Cialdini’s landmark work on persuasion.
- “The Saudi Arabia of Sashimi”, *Slate.com*, April 2, 2013.

### **Pre-class Assignments**

- Persuasive email
  - Persuasion concepts aren’t hard to understand, they’re just hard to use effectively (and to remember to use). So we want to see you use them. Write a persuasive email using concepts discussed by Heath & Heath and Cialdini. Choose one of three issues to write about (see syllabus above for details). We will share many of these with the class – by comparing examples side-by-side we can see well what works and what doesn’t.
  - **Submit via Canvas by 8am, Saturday, September 5.**

### **Post-class Assignment**

- **Exercise:** “Three-Way Negotiation” (Sebenius)
  - This is a short, 3-person negotiation exercise you will do in the two weeks following class. It is up to you to schedule a time to hold the negotiation, as well as the mode – video call, email, etc. We will distribute assignment details separately.

- **Submit results via Canvas by 11:59p PDT, Sunday, September 21.**

**Optional material**

- **Readings (re Coalitions)**
  - Flint, “The Battle of Washington Square Park” (Canvas/Files)

## CLASS 5: PERSONAL TACTICS

**Friday, September 25**

This class we consider the individual qualities associated with influence. We focus on malleable behaviors rather than fixed traits.

### Required Material

- Donna Dubinsky & Apple Computer, Inc. (A)
  - A capstone for us. We drop you into a mid-career challenge that tests your facility with influence tactics.
- 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. Short. Note: same author as our Robert Moses reading in Class 2.
- After completing your assessment, read and watch material explaining the leverage inventory (we will post these Saturday, September 19).
  - Teaching note: Massey, “Lincoln and the Tools of Influence,” 2012.
  - Video lectures (~20 minutes total):
    - Assessing influence tactics
    - Assessment content
    - Basic Results

### Assignments

- You will receive an invitation to complete your leverage inventory on Tuesday, September 8. You should complete these self-assessment **by 11:59pm PDT, Thursday, September 16**. It should take 10-15 minutes, with no prep required.
- Complete the web surveys on the Donna Dubinsky case **by 8am PDT, Friday, September 25**. You will need to have read the case beforehand in order to complete the survey. (Note: We will post summaries and samples of your responses to your section’s Canvas site for their review.)
- Note that Application #2 is due by 8am on class day (see page 7 above).



## CLASS 6: HAZARDS OF POWER

**Saturday, September 26**

Ethics vignettes - In class we will review vignettes submitted by previous MBA and Executive MBA students capturing ethical dilemmas arising when using influence tactics. The objective is to learn something about which principles we are inclined to adhere to, and which we discard, by reacting to real-world situations. To do this every student must complete the vignette survey (see assignment below). Responses are anonymous, but we review the group averages and discuss your responses in class.

In the second half of class we turn to another hazard of using building and using power. 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 detail, as well as tactics for navigating them.

### Required Material

- Banaji, Mahzarin, Max H. Bazerman and Dolly Chugh, “How Unethical Are You?” *Harvard Business Review*, 2003.
- Machiavelli, Niccolo. *The Prince* (note: these are very short)
  - Chapter XV, “Concerning things for which men, and especially princes, are praised or blamed”
  - Chapter XVIII, “Concerning the ways in which princes should keep faith”
- Kramer, Roderick. “The Harder They Fall”, *Harvard Business Review*, 2003. A great source for prescriptions on how to avoid the pitfalls of status.

### Assignments

- Complete the “Hard Questions” survey **by noon PDT, Saturday, September 26**. There is no prep required for this survey, but it takes more time than our usual surveys. It involves responding to 23 vignettes about how you would act in a given situation.
- Complete the canvas survey about status **by noon PDT, Saturday, September 26**. It is short, but you will need to have completed readings before taking the survey.

### Optional Material

- Readings
  - 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.
  - 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.