



UNIVERSIDAD
esan

Course Syllabus

Power and Communication

August – December 2018

IX Cycle

Professor

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I. General Course Data

Course Name: Power and Communication

Code : 08725

Prerequisite : Leadership: Theories and Perspectives

Semester : 2018-2

Credits : 3

Cycle : IX

II. Course Outline

The features of the communication structure. The use of communication as an exercise of power in different contexts and human interactions within the management environment. Power relationships and communication among management and personnel focusing on the use of assertive, manipulative (passive-aggressive) and aggressive communications exerted over staff members. The role of the mass media in subverting people's values through the perception of the leader's power, prestige and possessions in a capitalistic society. The communicative response in critical scenarios within the business, which brings us to ethics and social responsibility as foundations of the corporate culture.

III. Course Objectives

Teach students the role of communication in the exercise of power within organizations so students can identify the tactics and persuasive behaviors management uses to lead its workers and others. Teach students how to critically identify how human values can be subverted in a capitalistic society and the value of ethical behavior and a code of conduct in the development of realistic leadership.

IV. Learning Outcomes

At course completions, students will be able:

- To critically analyze the communication processes and their relationship to the power of management.
- To construct a meaningful message, taking into consideration language patterns, rules, and contexts.
- To understand the complexities and simplicities of human communication, and the importance of anticipating your listeners' responses.
- To understand that the communicative process within an organization has a unique set of characteristics (propositions).
- To understand how organizations empower and promote their employees using persuasive tactics to influence others.
- To understand and identify what influence is, and how to become an influential professional.
- To understand the relevance of a company's having a feedback system in place.
- To differentiate power, influence, and persuasion; to perceive how the three of them are intertwined within corporations/companies.
- To recognize how power, prestige and possessions influence people's perceptions of what defines a successful leader versus an incorruptible leader who had a series of setbacks and misfortunes, but still holds high moral standards.

V. Methodology

To achieve the learning outcomes outlined on this syllabus the professor and students will use lectures and oral presentations, discussions based on the readings and videos shown,

role-playing activities in class, and the analysis of cases from the readings and other sources. The readings are mandatory. We will have reading quizzes almost every week. Attendance of every class is important to developing crucial skills in the subject matter and in professional mastery of the English language.

VI. Evaluation

The course uses accumulative and integral evaluation. The grade of the course is obtained by averaging permanent evaluation (60%), the midterm exam (15%) and the final exam (25%).

The permanent evaluation average is the sum of the following elements: graded practices (2 in total, half theoretical, half applied in content), case studies (2 in total, presented individually in written form), reading quizzes (administered on a weekly basis for a total of 11 reading quizzes; the one with the lowest score shall be eliminated at the end of the course), oral presentations (2 in total, graded according to the rubric to be posted on UEVirtual), weekly participation (factors to be taken into account include attendance and participation in classroom discussions and role-play activities) and other graded activities.

The elements of the permanent evaluation grade shall be weighted per the following chart:

PERMANENT EVALUATION AVERAGE 60%			
Type of Evaluation	Description	Weight %	
Graded Practices	2 graded practices	12.5	12.5
Case Studies	2 case studies	5	5
Reading Quizzes	11 reading quizzes Lowest score eliminated	25	
Oral Presentations	2 oral presentations	5	5
Weekly Participation	Your participation in class	25	
Other Graded Activities	Assigned activities	5	

The final average (**FA**) is obtained in the following way:

$$\mathbf{FA = (0,15 \times ME) + (0,60 \times PEA) + (0,25 \times FE)}$$

Dónde:

- FA** = Final Average
- ME** = Midterm Exam
- PEA** = Permanent Evaluation Average
- FE** = Final Exam

VII. Contents and Learning Activities

WEEK	CONTENT	ACTIVITIES / EVALUATION
<p>1st</p> <p>August 20th to 25th</p>	<p>1. The Basis of Communication – Part 1.</p> <p>1.1 Communication as a dance:</p> <ul style="list-style-type: none"> • Communication is used for multiple purposes. • Communication involves the coordination of meanings. • Communication involves coorientation. • Communication is ruled-governed. • Communicators develop a repertoire of skills that may pass from the level of consciousness. • Communication can be viewed as a patterned activity. • The beauty of communication is a function of a degree of coordination. <p>1.2 Conclusions</p>	<p>Course Presentation: Syllabus overview & course description</p> <p>Lecture: Introduction to the Basis of Communication</p> <p>Video: Active Listening</p> <p>Whole class discussion</p> <p>Role-playing activity</p> <p>Self-evaluation of expectations for the course</p> <p>Assigned reading for next class: Clampitt: Chapter 1, pages 1-21</p>
<p>2nd</p> <p>August 27th to September 1st</p>	<p>2. The Basis of Communication – Part 2.</p> <p>2.1 Review of the main ideas of “How managers communicate,” Chapter 1 (Clampitt)</p> <p>2.2 Review of the channels of communication</p>	<p>Reading Quiz 1: Clampitt: Chapter 1</p> <p>Lecture: The Channels of Communication</p> <p>Students interpret Fig.3 on page 20 of the reading: “Conversation analysis”</p> <p>Class discussion</p> <p>Role-playing activity</p> <p>Film (for Case Study 1): <i>Up in the Air</i></p> <p>Assigned reading for next class: Clampitt: Chapter 2, pages 23-45</p>
<p>3rd</p> <p>September 3rd to 8th</p>	<p>3. Propositions about Communication.</p> <p>3.1 Propositions:</p> <ul style="list-style-type: none"> • Language is inherently ambiguous. • The communication process can be best described in terms of probabilities. • Context shapes the probabilities by creating default assumptions that solidify interpretations. 	<p>Reading Quiz 2: Clampitt: Chapter 2</p> <p>Lecture: The Propositions of Communication</p> <p>Class discussion</p> <p>Case Study 1: <i>Up in the Air</i></p>

	<ul style="list-style-type: none"> Context is developed through the dynamic process of individuals interacting. The context can become so powerful that it acts like a black hole. Context construction is uniquely sensitive to time sequencing. Communicative content and context interact to produce meaning. Meanings may be constructed without any message at all. There are secondary messages in every communication event. Even though interpretations are relative, the process of meaning construction is not. <p>3.2 Implications of the propositions</p> <p>3.3 Conclusions</p>	<p>Assigned reading: Clappitt: Chapter 6, pages 123-145</p>
<p>4th September 10th to 15th</p>	<p>4. Performance Feedback: Seven Principles for Implementing a Solid Feedback System.</p> <p>4.1 The fundamentals:</p> <ul style="list-style-type: none"> Everyone, whether they acknowledge or not, has standards performance. The ideal feedback system drives employees to identify, perform, and commit to the performance standards. A performance standard fosters employee development while promoting corporate integrity. All employees “receive” feedback about their performance. Few employees receive useful feedback about their performance. Effective managers should specifically note both positive and negative deviations from the standards. Organizations should regularly and systematically reevaluate standards of performance. <p>4.2 Implementing a successful feedback system</p> <p>4.3 Communicating performance feedback</p>	<p>Reading quiz 3: Clappitt: Chapter 6</p> <p>Discuss Case Study results</p> <p>Class discussion</p> <p>Role-playing activities</p> <p>Video of a performance evaluation</p> <p>Whole class discussion</p> <p>Graded Practice 1</p> <p>Assign oral presentation topics for next class</p> <p>Assigned reading: Kinicki: Chapter 13, pages 340-343 and 348-350</p>
<p>5th September 17th to 22nd</p>	<p>5. Power and Influence: Participative Management & Empowerment.</p> <p>5.1 Influencing and persuading others:</p> <ul style="list-style-type: none"> Nine generic influencing tactics Three influence outcomes 	<p>Reading quiz 4: Kinicki: Chapter 13</p> <p>Discuss Graded Practice results</p>

	<ul style="list-style-type: none"> • Practical research insights • How to do a better job at influencing and persuading others <p>5.2 Participative management</p> <p>5.3 Empowering leadership</p> <p>5.4 Making empowerment work</p>	<p>Oral Presentations, round 1:</p> <p>“Generic influence tactics”</p> <p>Whole class discussion</p> <p>Role-playing activities</p> <p>Assigned reading: Maxwell: Chapter 1, pages 1-24, Chapter 2, pages 78-96</p>
<p>6th</p> <p>September 24th to 29th</p>	<p>6. Relational Principles for Influence.</p> <p>6.1 The principles to prepare for relationships: the lens principle; the mirror principle</p> <p>6.2 Willing to focus in others: the learning principle, the charisma principle</p>	<p>Reading quiz 5:</p> <p>Maxwell: Chapters 1 & 2</p> <p>Lecture: Relational principles for influence</p> <p>Class discussion</p> <p>Role-playing activity</p> <p>“Your Executive Image,” in-class reading (see UEVirtual) and accompanying activity</p> <p>Review for midterm exam</p> <p>Assigned reading for Week 9 of classes: McIntosh: Chapter 1, pages 1-9 and Chapter 2, pages 10-22</p>
<p>7th</p> <p>October 1st to 6th</p>	<p>MIDTERM EXAM</p>	
<p>8th</p> <p>October 8th to 13th</p>	<p>GENERAL EXAM WEEK: No class.</p>	
<p>9th</p> <p>October 15th to 20th</p>	<p>8. Influence, Power, and Persuasion.</p> <p>8.1 Definition of power, influence, and persuasion</p> <p>8.2 The relationship between power, influence, and persuasion</p> <p>8.3 The structure of influence</p>	<p>Reading quiz 6:</p> <p>McIntosh: Chapters 1 & 2</p> <p>Go over midterm exams together as a class</p> <p>Class discussion</p> <p>Role-playing activity</p> <p>Students create a case based on the week’s reading</p> <p>Assigned reading for Week 10 of classes: McIntosh: Chapter 3, pages 23-50</p>

<p>10th October 22nd to 27th</p>	<p>9. Influencing Tactics.</p> <p>9.1 Structure of influence with its supporting tactics</p> <p>9.2 Some advice on how to be influential:</p> <ul style="list-style-type: none"> • Identify the people you wish to influence and what they value. • Be a source of expertise, information, and resources. • Help people find common ground; frame the issue your way. • Build a network of support. • Employ persuasive communication. • The Greek understanding of persuasion <p>9.3 People's personal tactical attributes</p>	<p>Reading quiz 7: McIntosh: Chapter 3</p> <p>Class discussion</p> <p>Role-playing activities</p> <p>Case Study 2: To be announced</p> <p>Assigned reading: McIntosh: Chapter 4, pages 52-72, and Chapter 5, pages 73-82</p>
<p>11th October 29th to November 3rd</p>	<p>10. Influencing Upwards, Sideways, and Downwards.</p> <p>10.1 Influence on subordinates</p> <p>10.2 Managers' leverage: trusting, persuading, the Velvet Glove fit, influencing peers, creating reciprocal credits</p> <p>10.3 Dependency: the favor effect, building a network of support, implementing peer influence</p> <p>10.4 Ways to influence the boss</p> <p>10.5 Advice on how to influence your boss and/or an authoritative person in your life</p>	<p>Reading quiz 8: McIntosh: Chapters 4 & 5</p> <p>Discuss Case Study Results</p> <p>Video on influence</p> <p>Class discussion</p> <p>Role-playing activity</p> <p>Lecture: Influencing in all directions</p> <p>Class discussion</p> <p>Assigned reading: McIntosh: Chapter 6, pages 83-93</p>
<p>12th November 5th to 10th</p>	<p>11. The Ethics of Influence.</p> <p>11.1 The ethical component: definition of character, ends, and means</p> <p>11.2 Advice on how to influence ethically</p>	<p>Reading quiz 9: McIntosh: Chapter 6</p> <p>Role-playing activity</p> <p>Class discussion</p> <p>Graded Practice 2</p> <p>Assign oral presentations for next class</p> <p>Assigned reading: Pfeffer: Chapter 2, pages 30-43</p>

<p>13th November 12th to 17th</p>	<p>12. Personal and Professional Power – Part 1.</p> <p>12.1 The personal qualities that bring influence: Change is always possible. Do an objective self - assessment</p> <p>12.2 The seven personal qualities that build power: ambition, energy, focus, self-knowledge, confidence, empathy with others, capacity to tolerate conflict</p> <p>12.3 Intelligence</p>	<p>Reading quiz 10: Pfeffer: Chapter 2</p> <p>Discuss Graded Practice results</p> <p>Oral Presentations, round 2: “The personal qualities that bring influence”</p> <p>Video on power</p> <p>Class discussion</p> <p>Self-assessment assignment</p> <p>Assigned reading: Pfeffer, Chapter 3, pages 45-54</p>
<p>14th November 19th to 24th</p>	<p>13. Personal and Professional Power – Part 2.</p> <p>13.1 How being perceived as rich and successful changes one’s reputation even if the person previously broke all the societal rules to acquire wealth</p>	<p>Reading quiz 11: Pfeffer, Chapter 3</p> <p>Class discussion</p> <p>In-class reading on the social aspects of power (see UEVirtual) and activity</p> <p>End-of-course self-assessment</p> <p>Review for final exam</p>
<p>15th November 26th to December 1st</p>	<p>FINAL EXAM</p>	
<p>16th December 3rd to 8th</p>	<p>GENERAL EXAM WEEK: No class.</p>	

VIII. Bibliography

- Clampitt, Phillip G. (2001). **Communicating for managerial effectiveness** (2nd Edition). London: Sage Publications, Inc.
- Kinicki, Angelo & Fugate, M. (2012). **Organizational behavior: key concepts, skills & best practices**. New York: McGraw-Hill Companies.
- McIntosh, Perry & Luecke, Richard A. (2010). **Increase your influence at work**. New York: American Management Association.
- Pfeffer, Jeffrey. (2010). **Power: why some have it - and others don't**. New York: HarperCollins Books.

IX. Professor

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Stella Tippin de Malpica, Master of Arts from the Center for Latin American Studies at the University of Florida (UF), Gainesville, Florida – USA. I am from the state of Michigan in the United States and attended university as a National Merit Scholarship Finalist at Spring Arbor University, from which I graduated first in my class. I hold a Bachelor of Arts degree in two majors, Spanish and Communication. In the latter major, I concentrated in Professional Writing and Intercultural Communication. While at Spring Arbor University, I wrote for the student newspaper, *The Crusader*, and was president of the Creative Writing Club. As an undergraduate student, I received the Benjamin A. Gilman International Scholarship to study in the Programa de Español para Extranjeros at Universidad Ricardo Palma in Lima, Peru. I worked as a research assistant both at Spring Arbor University and at University of Florida. At University of Florida, I received the Tinker Field Research Grant to conduct research for a summer in Lima, Peru. Upon graduating, I moved to Peru and worked for five years as a teacher and later as the Programs Coordinator at Pun Kay System, a language institute that prepares Peruvian students to study abroad. I am currently working at ESAN in the undergraduate school. I teach courses in the English Programme, as well as various elective courses of different majors.