UNIVERSIDAD
esan

Course Syllabus
Power and Communication

March - July 2019

Semester VII-X

Tippin de Malpica, Stella

I. General Course Data

Course Name:	Power and Communication		
Prerequisite:	Leadership: Theories and Perspectives	**Code:**	08725
Precedent:		**Semester:**	2019-1
Credits:	4	**Semester:**	IX
Weekly hours:	3 hours	**Course Modality:**	Face-to-face
Major(s)	Organizational Psychology Consumer Psychology	**Course Coordinator:**	**Nombre y Apellido:** Varinia Bustos **Correo institucional:** vbustos@esan.edu.pe

II. General Overview

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 Objective

To 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. To teach students how to communicate effectively in order to increase their overall power and influence and how to use power and influence responsibly in order to reach organizational goals in an ethical manner.

IV. Learning Outcomes

At course completion, students will be able:
- To clearly identify communication styles common in organizations and the steps in the communication process, in accordance with the theories established in the communication sciences.
- To consistently implement active listening in interactions with colleagues, subordinates, superiors, and others.
- To successfully analyze cases of communication and influencing behavior through the theoretical lens of the communication sciences and psychology.
- To consistently construct meaningful messages, taking into consideration language patterns, rules, and contexts, as well as nonverbal forms of communication.

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- To confidently make compelling oral presentations, taking into account the principles of influence and powerful body language.
- To successfully compose performance feedback that is effective in its message, manner, and method in order to promote the goals of the organization.
- To clearly identify what influence is in order to become an influential professional and reach professional goals.
- To clearly differentiate power, influence, and persuasion and explain how the three interconnect in an organizational setting.
- To clearly assess how superiors and, more generally, organizations empower their employees through influence tactics in order to increase organizational productivity and effectiveness.
- To successfully employ hard and soft influence tactics in order to influence subordinates, colleagues, clients, and superiors.
- To critique communicative and persuasive behavior with regards to its degree of ethicality and to select ethical influencing behavior over unethical influencing behavior.
- To successfully trace a path toward obtaining organizational power in order to reach their ultimate professional goals.
- To empathetically identify cultural differences in communication and influence behavior in order to be successful in diverse settings on a global scale.

V. Methodology

To achieve the learning outcomes outlined in this syllabus the professor and students will review the theories and cases through lectures, classroom discussions, and oral presentations based on the readings and videos shown; role-playing activities in class; self-reflective and self-evaluation exercises; and the analysis of cases from the readings and other sources. The readings are mandatory in order to foment maximum student participation and empowerment. We will have reading quizzes almost every week. Attendance of and active participation in 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 (20%) and the final exam (20%).

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 (PEA) 60%			
Type of Evaluation	**Description**	**Weight %**	
Graded Practices	2 graded practices	15	15
Case Studies	2 case studies	7.5	7.5
Reading Quizzes	11 reading quizzes Lowest score eliminated	25	
Oral Presentations	2 oral presentations	7.5	7.5
Weekly Participation	attendance and participation in class	10	
Other Graded Activities	Assigned activities	5	

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

> **AF = (0.20 x ME) + (0.60 x PEA) + (0.20 x FE)**

Where:

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

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VII. Programmed Course Content

WEEK	CONTENTS	ACTIVITIES / EVALUATION
LEARNING UNIT I: COMMUNICATION THEORY **LEARNING OUTCOMES:** • To clearly identify communication styles common in organizations and the steps in the communication process, in accordance with the theories established in the communication sciences. • To consistently implement active listening in interactions with colleagues, subordinates, superiors, and others. • To successfully analyze cases of communication and influencing behavior through the theoretical lens of the communication sciences and psychology. • To consistently construct meaningful messages, taking into consideration language patterns, rules, and contexts, as well as nonverbal forms of communication.		

1ˢᵗ
March 21 to 27
	THE BASIS OF COMMUNICATION: PART 1
	1.1 Definition of "communication"
	1.2 The first model of communication: The Arrow Model
	1.3 Types of noise
	1.4 The "social scientific model" of communication: The Circuit Model
	1.5 The metaphorical model: Communication as a Dance:
	   1.5.1 Communication is used for multiple purposes.
	   1.5.2 Communication involves the coordination of meanings.
	   1.5.3 Communication involves coorientation.
	   1.5.4 Communication is ruled-governed.
	   1.5.5 Communicators develop a repertoire of skills that may pass from the level of consciousness.
	   1.5.6 Communication can be viewed as a patterned activity.
	   1.5.7 The beauty of communication is a function of a degree of coordination.
	1.6 The importance of listening in the communication process
		Overview of the syllabus and course description
		
		Lecture: Introduction to the Basis of Communication
		
		Video Lecture: The Power of Listening, William Ury
		
		Active Listening Role-Play
		
		In-Class Activity 1.1 Pre-Course Communication Self-Evaluation

	Required Reading Clampitt, P.G. (2001). Chapter 1: How Managers Communicate. In *Communicating for Managerial Effectiveness* (2nd ed.). Thousand Oaks, CA: Sage: pp. 1-21. Lepinski, C. (n.d.). *Active Listening Handout: Seven Active Listening Techniques Used by Hostage Negotiators* [Handout]. Marin County, CA: Sheriff's Office, adapted from Lanceley, F. J. (1999). *On-Scene Guide for Crisis Negotiators.* Boca Raton, FL: CRC (pp. 20-24).	

2ⁿᵈ March 28 to April 03	**THE BASIS OF COMMUNICATION: PART 2** 2.1 Review of the channels of communication 2.2 Conversation analysis 2.3 Review of Arrow Communication vs. Circuit Communication 2.4 Case Study Analysis Method	**Reading Quiz 1** on Clampitt: Chapter 1 Lecture: Review of the Basis of Communication **In-Class Activity 2.1** Conversation Analysis
	Required Reading Clampitt, P.G. (2001). Chapter 2: What is Communication, Anyway? In *Communicating for Managerial Effectiveness* (2nd ed.). Thousand Oaks, CA: Sage: pp. 23-45.	Arrow vs. Circuit Role-Play Review Case Study Norms **In-Class Activity 3.1** Example Case Study Preparation

3ʳᵈ
 April 04 to 10
	PROPOSITIONS ABOUT COMMUNICATION
	 3.1 The Propositions:
	    3.1.1 Language is inherently ambiguous.
	    3.1.2 The communication process can be best described in terms of probabilities.
	    3.1.3 Context shapes the probabilities by creating default assumptions that solidify interpretations.
	    3.1.4 Context is developed through the dynamic process of individuals interacting.
	    3.1.5 The context can become so powerful that it acts like a black hole.
	    3.1.6 Context construction is uniquely sensitive to time sequencing.
	    3.1.7 Communicative content and context interact to produce meaning.
	    3.1.8 Meaning may be constructed without any message at all.
	    3.1.9 There are secondary messages in every communication event.
	    3.1.10 Even though interpretations are relative, the process of meaning construction is not.
	 3.2 Types of ambiguity
	 3.3 Implications of the propositions
		Reading Quiz 2 on Clampitt: Chapter 2
		
		 Lecture: The Propositions of Communication
		
		 Case Study 1 in class

	Required Reading Clampitt, P.G. (2001). Chapter 6: Performance Feedback. In *Communicating for Managerial Effectiveness* (2nd ed.). Thousand Oaks, CA: Sage: pp. 123-145.	

LEARNING UNIT II: FEEDBACK SYSTEMS
LEARNING OUTCOMES:
- To clearly identify communication styles common in organizations and the steps in the communication process, in accordance with the theories established in the communication sciences.
- To consistently construct meaningful messages, taking into consideration language patterns, rules, and contexts, as well as nonverbal forms of communication.
- To successfully compose performance feedback that is effective in its message, manner, and method in order to promote the goals of the organization.

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4th April 11 to 17 (Holiday April 18, 19 and 20)	**PERFORMANCE FEEDBACK** 4.1 Seven principles for implementing a solid feedback system 4.1.1 Everyone, whether they acknowledge or not, has standards performance. 4.1.2 The ideal feedback system drives employees to identify, perform, and commit to the performance standards. 4.1.3 A performance standard fosters employee development while promoting corporate integrity. 4.1.4 All employees "receive" feedback about their performance. 4.1.5 Few employees receive useful feedback about their performance. 4.1.6 Effective managers should specifically note both positive and negative deviations from the standards. 4.1.7 Organizations should regularly and systematically reevaluate standards of performance. 4.2 Implementing a successful feedback system 4.3 Communicating performance feedback 4.3.1 The message 4.3.2 The manner 4.3.3 The method 4.4 The feedback sandwich		**Reading Quiz 3** on Clampitt: Chapter 6 Review Case Study 1 results Lecture on Performance Feedback Examples of feedback, both poor and exemplary Performance Feedback Role Play **Graded Practice 1 (From 1.1 to 4.4)** in class
	Required Reading Kinicki, A. & Fugate, M. (2011). Chapter 13: Influence, Power, and Politics: An Organizational Survival Kit. In *Organizational Behavior: Key Concepts, Skills & Best Practices* (5th ed.). New York: McGraw-Hill Irwin: pp. 340-343, 348-350.		

LEARNING UNIT III: KEY CONCEPTS IN INFLUENCE
LEARNING OUTCOMES:
- To consistently construct meaningful messages, taking into consideration language patterns, rules, and contexts, as well as nonverbal forms of communication.
- To confidently make compelling oral presentations, taking into account the principles of influence and powerful body language.
- To clearly identify what influence is in order to become an influential professional and reach professional goals.
- To clearly differentiate power, influence, and persuasion and explain how the three interconnect in an organizational setting.
- To clearly assess how superiors and, more generally, organizations empower their employees through influence tactics in order to increase organizational productivity and effectiveness.
- To successfully employ hard and soft influence tactics in order to influence subordinates, colleagues, clients, and superiors.

5th April 22 to 27	**INFLUENCE TACTICS AND EMPOWERMENT** 5.1 Influencing and persuading others: 5.1.1 Nine generic influencing tactics 5.1.2 Three influence outcomes 5.1.3 Practical research insights 5.1.4 How to do a better job at influencing and persuading others 5.2 Participative management	**Reading Quiz 4** on Kinicki & Fugate. Review Graded Practice 1 results **Oral Presentations, round 1**

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	5.3 Empowering leadership 5.4 Making empowerment work	Lecture on Influence, Management Models, and Empowerment
	Required Reading McIntosh, P. & Luecke, R. A. (2011). Chapter 1: Influence, Power, and Persuasion and Chapter 2: The Foundation of Influence. In *Increase Your Influence at Work.* New York: AMACOM: pp 1-22. Seitz, V. A. (1992). You Already Have an Image. *Your Executive Image: The Art of Self-packaging for Men and Women.* Vero Beach, FL: Adams: pp. 3-5.	Empowering Leadership Role-Play

6th
April 29 to May 04
	THE STRUCTURE OF INFLUENCE
	6.1 The structure of influence
	6.2 Definition of terms: power, influence, and persuasion
	6.3 The relationship between power, influence, and persuasion
	6.4 The foundational attributes of influence
	    6.4.1 Trustworthiness
	    6.4.2 Reliability
	    6.4.3 Assertiveness
	6.5 Nonverbal communication
		Reading Quiz 5 on McIntosh & Luecke: Chapters 1 & 2
		
		Review Oral Presentation 1 results
		
		Lecture on the Structure of Influence
		
		Examples of Passivity, Assertiveness and Aggression
		
		Assertiveness Role-Play
		
		Video on Body Language in Presentations
		
		In-class reading on Body Language

	No reading for next week: Midterm Exam	**In-Class Activity 4.1** Mini-Presentations on Types of Body Language **Review for Midterm Exam**
7th May 06 to 11	**MIDTERM EXAM**	
	Required Reading Maxwell, G.(2004). The Lens Principle, The Mirror Principle, The Learning Principle, and The Charisma Principle. In *Winning with People.* Nashville, TN: Thomas Nelson: pp. 4-24, 78-96.	
8th May 13 to 18	**MIDTERM EXÁMS**	

LEARNING UNIT IV: RELATIONAL INFLUENCE
LEARNING OUTCOMES:
- To consistently construct meaningful messages, taking into consideration language patterns, rules, and contexts, as well as nonverbal forms of communication.
- To clearly identify what influence is in order to become an influential professional and reach professional goals.

9th
May 20 to 25
	RELATIONAL PRINCIPLES FOR INFLUENCE
	9.1 The principles to prepare for relationships: The Lens Principle, The Mirror Principle
	9.2 Willingness to focus on others: The Learning Principle, The Charisma Principle
	9.3 The Body Language of Power
	    9.3.1 Authoritative: Playing High
	    9.3.2 Approachable: Playing Low
	    9.3.3 Gender and Body Language
	
	Required Reading:
	
	McIntosh, P. & Luecke, R. A. (2011). Chapter 3: Tactics. In *Increase Your Influence at Work.* New York: AMACOM: pp. 23-51.
		Reading Quiz 6 on Maxwell
		
		Interpersonal Communication Activity
		
		Review Midterm Exam results
		
		Lecture on Relational Principles for Influence
		
		Video Lecture: Playing High vs. Playing Low, Deborah Gruenfeld
		
		Playing High vs. Playing Low Role-Play
		
		In-Class Activity 5.1 Teachable Attitude Self-Evaluation

LEARNING UNIT V: INFLUENCE TACTICS
LEARNING OUTCOMES:
- To successfully analyze cases of communication and influencing behavior through the theoretical lens of the communication sciences and psychology.
- To consistently construct meaningful messages, taking into consideration language patterns, rules, and contexts, as well as nonverbal forms of communication.
- To clearly identify what influence is in order to become an influential professional and reach professional goals.
- To clearly differentiate power, influence, and persuasion and explain how the three interconnect in an organizational setting.
- To clearly assess how superiors and, more generally, organizations empower their employees through influence tactics in order to increase organizational productivity and effectiveness.
- To successfully employ hard and soft influence tactics in order to influence subordinates, colleagues, clients, and superiors.

10th
May 27 to June 01
	General Influence Tactics
	10.1 Structure of influence with its supporting tactics
	    10.1.1 Reciprocal credits
	    10.1.2 Becoming "the source" of expertise, information and resources
	    10.1.3 Helping people find common ground
	    10.1.4 Framing the issue your way
	    10.1.5 Building a network of support
	    10.1.6 Persuasion
	10.2 Identify the people you wish to influence and what they value.
	    10.2.1 Be a source of expertise, information, and resources.
	    10.2.2 Help people find common ground; frame the issue your way.
	    10.2.3 Build a network of support.
	    10.2.4 Employ persuasive communication.
	    10.2.5 The Greek understanding of persuasion
	10.3 People's personal tactical attributes
		Reading Quiz 7 on McIntosh & Luecke: Chapter 3.
		
		Lecture on general influence tactics
		
		In-Class Activity 6.1 Influence self-evaluation
		
		In-Class Activity 6.2 Influence map
		
		General Influence Tactics Role-Play
		
		Case Study 2 in class

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	Required Reading McIntosh, P. & Luecke, R. A. (2011). Chapter 4: Applying Influence Down and Sideways. In *Increase Your Influence at Work.* New York: AMACOM: pp. 52-72. McIntosh, P. & Luecke, R. A. (2011). Chapter 5: Influencing Your Boss. In *Increase Your Influence at Work.* New York: AMACOM: pp. 73-82.	
11th June 03 to 08	**INFLUENCING UPWARDS, SIDEWAYS, AND DOWNWARDS** 11.1 Influence on subordinates 11.3 Managers' leverage: trusting, being a team player, not pulling rank, using Open Book Management, persuading, understanding subordinates' needs and interests, the Velvet Glove fit, 11.4 Influencing peers: creating reciprocal credits, using dependency, the favor effect, building a network of support, implementing peer influence 11.5 Ways to influence the boss: adapting work style, using reason, being assertive, giving favors, showing trustworthiness, defending needs and interests 11.6 Advice on how to influence your boss and/or an authoritative person in your life	**Reading Quiz 8** on McIntosh & Luecke: Chapters 4 & 5 Review Case Study results Lecture: Influencing Subordinates Influencing Subordinates Role-Play Lecture: Influencing Peers Video: Social Proof **In-Class Activity 7.1** Influencing Subordinates & Peers Self-Evaluation
	Required Reading McIntosh, P. & Luecke, R. A. (2011). Chapter 6: The Ethics of Influence. In *Increase Your Influence at Work.* New York: AMACOM: pp. 83-93.	Lecture: Influencing Bosses Influencing Bosses Role-Play **In-Class Activity 7.2** Influencing Bosses Self-Evaluation

LEARNING UNIT VI: ETHICAL COMMUNICATION & INFLUENCE
LEARNING OUTCOME: To critique communicative and persuasive behavior with regards to its degree of ethicality and to select ethical influencing behavior over unethical influencing behavior.

12th June 10 to 15	**THE ETHICS OF INFLUENCE** 12.1 The ethical component: definition of character, ends, and means 12.2 Advice on how to influence ethically 12.3 A model of corporate moral development 12.4 The psychology of influence	**Reading Quiz 9** on McIntosh & Luecke: Chapter 6 Lecture: Ethical Influence Video Lecture: The Psychology of Influence, Robert Cialdini
	Required Reading Pfeffer, J. (2010). Chapter 2: The Personal Qualities that Bring Influence. In *Power: Why Some People Have It—and Others Don't.* New York: Harper-Collins: pp. 30-43.	**Graded Practice 2 (from 9.1 to 12.4)** in class

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LEARNING UNIT VII: PERSONAL AND PROFESSIONAL POWER
LEARNING OUTCOMES:
- To confidently make compelling oral presentations, taking into account the principles of influence and powerful body language.
- To clearly differentiate power, influence, and persuasion and explain how the three interconnect in an organizational setting.
- To successfully trace a path toward obtaining organizational power in order to reach their ultimate professional goals
- To empathetically identify cultural differences in communication and influence behavior in order to be successful in diverse settings on a global scale.

13th June 17 to 22	**THE PERSONAL QUALITIES THAT BRING POWER** 13.1 The personal qualities that bring influence: Change is always possible. Do an objective self - assessment 13.2 The seven personal qualities that build power: ambition, energy, focus, self-knowledge, confidence, empathy with others, capacity to tolerate conflict 13.3 Intelligence 13.4 Increasing personal power	**Reading Quiz 10** on Pfeffer: Chapter 2 Review Graded Practice results **Oral Presentations, round 2** **In-Class Activity 8.1** Power Self-Assessment Video Lecture: Increasing Personal Power, Tony Robbins
	Required Reading Pfeffer, J. (2010). Chapter 3: Choosing Where to Start. In *Power: Why Some People Have It—and Others Don't.* New York: Harper-Collins: pp. 45-54.	
14th June 24 to 29	**THE PATH TO POWER AND CULTURAL FACTORS ON INFLUENCE** 14.1 How to increase personal power: where to start, diagnose relative departmental power 14.2 Power: Why some people have it and others don't 14.3 Intercultural differences in power dynamics in negotiation	**Reading Quiz 11** on Pfeffer: Chapter 3 Review Oral Presentation results Video: Power: Why Some People Have It and Others Don't, Jeffrey Pfeffer In-class reading on Intercultural Negotiation **In-Class Activity 9.1** Post-Course Communication Self-Evaluation **In-Class Activity 10.1** Mini-Presentations on Types of Body Language **Review for Final Exam**
	Required Reading Weiss, S. E. & Stripp, W. (1998). Negotiating with Foreign Business Persons: An Introduction for Americans with Propositions on Six Cultures. In S. Niemer, Campbell, C. P., & Dirven, R. (Eds.), *Cultural Context in Business Communication* (pp. 55-122). Retrieved from http://ebookcentral.proquest.com	
15th July 01 to 06	**FINAL EXAM**	
16th July 08 to 13	**FINAL EXÁMS**	

VIII. References

Basic Bibliography:
- AADPA Official YouTube Channel. (2013, June 18). *Robert Cialdini- The 6 Principles of Influence* [Video file]. Retrieved from https://youtu.be/HOypv1AqYu0
- Clampitt, P. G. (2001). *Communicating for Managerial Effectiveness* (2nd ed.). Thousand Oaks, CA: Sage.
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- Stanford Graduate School of Business. (2013, March 13). *Deborah Gruenfeld: Power & Influence* [Video file]. Retrieved from https://youtu.be/KdQHAeAnHmw
- Tedx Talks. (2015, January 7). *The Power of Listening | William Ury | TEDxSanDiego* [Video file]. Retrieved from https://youtu.be/saXfavo1OQo
- Weiss, S. E. & Stripp, W. (1998). Negotiating with Foreign Business Persons: An Introduction for Americans with Propositions on Six Cultures. In S. Niemer, Campbell, C. P., & Dirven, R. (Eds.), *Cultural Context in Business Communication* (pp. 55-122). Retrieved from http://ebookcentral.proquest.com

IX. Computer Lab Support
No support required.

X. Professor

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