

Instructor's Manual to Accompany **Organizational Behavior 7/e** by Steven L. McShane and Mary Ann Von Glinow



Chapter 10: Power and Influence in the Workplace

**Prepared by:
Steven L. McShane, The University of Western Australia**



10

Power and Influence in the Workplace

LEARNING OBJECTIVES

After reading this chapter, students should be able to:

1. Describe the dependence model of power and the five sources of power in organizations.
2. Discuss the four contingencies of power.
3. Explain how people and work units gain power through social networks.
4. Describe eight types of influence tactics, three consequences of influencing others, and three contingencies to consider when choosing an influence tactic.
5. Identify the organizational conditions and personal characteristics associated with higher organizational politics, as well as ways to minimize organizational politics.



CHAPTER GLOSSARY

centrality – a contingency of power referring to the degree and nature of interdependence between the powerholder and others.

charisma -- A personal characteristic or special “gift” that serves as a form of interpersonal attraction and referent power over others.

coalition -- A group that attempts to influence people outside the group by pooling the resources and power of its members.

countervailing power -- The capacity of a person, team or organization to keep a more powerful person or group in the exchange relationship.

impression management -- the practice of actively shaping our public images.

influence -- any behavior that attempts to alter someone’s attitudes or behavior.

inoculation effect -- A persuasive communication strategy of warning listeners that others will try to influence them in the future and that they should be wary about the opponent’s arguments.

legitimate power -- an agreement among organizational members that people in certain roles can request certain behaviors of others.

Machiavellian values -- The belief that deceit is a natural and acceptable way to influence others and that getting more than one deserves is acceptable.

norm of reciprocity -- A felt obligation and social expectation of helping or otherwise giving something of value to someone who has already helped or given something to you.

organizational politics -- Behaviors that others perceive as self-serving tactics at the expense of other people and possibly the organization.

persuasion -- the use of facts, logical arguments, and emotional appeals to change another person's attitudes, usually for the purpose of changing the person's behavior.

power -- the capacity of a person, team, or organization to influence others.

referent power -- The capacity to influence others based on an identification with and respect for the powerholder.

social capital -- The knowledge and other resources available to people or social units (teams, organizations) from a durable network that connects them to others.

social networks -- Social structures of individuals or social units that are connected to each other through one or more forms of interdependence.

structural hole -- An area between two or more dense social network areas that lacks network ties.

substitutability -- a contingency of power referring to the availability of alternatives.

upward appeal -- A type of influence in which someone with higher authority or expertise is called upon in reality or symbolically to support the influencer's position.

CHAPTER SUMMARY BY LEARNING OBJECTIVE

10-1 Describe the dependence model of power and the five sources of power in organizations.

Power is the capacity to influence others. It exists when one party perceives that he or she is dependent on the other for something of value. However, the dependent person must also have countervailing power—some power over the dominant party—to maintain the relationship, and the parties must have some level of trust.

There are five power bases. Legitimate power is an agreement among organizational members that people in certain roles can request certain behaviors of others. This power has restrictions, represented by the target person's zone of indifference. It also includes the norm of reciprocity (a feeling of obligation to help someone who has helped you), as well as control over the flow of information to others. Reward power is derived from the ability to control the allocation of rewards valued by others and to remove negative sanctions. Coercive power is the ability to apply punishment. Expert power is the capacity to influence others by possessing knowledge or skills that they value. An important form of expert power is the (perceived) ability to manage uncertainties in the business environment. People have referent power when others identify with them, like them, or otherwise respect them.

10-2 Discuss the four contingencies of power.

Four contingencies determine whether these power bases translate into real power. Individuals and work units are more powerful when they are non-substitutable, such that there is a lack of alternatives. Employees, work units, and organizations reduce substitutability by controlling tasks, knowledge, and labor and by differentiating themselves from competitors. A second contingency is centrality. People have more power when they have high centrality, which means that many people are quickly affected by their actions. The third contingency, visibility, refers to the idea that power increases to the extent that a person's or work unit's competencies are known to others. Discretion, the fourth contingency of power, refers to the freedom to exercise judgment. Power increases when people have the freedom to use their power.

10-3 Explain how people and work units gain power through social networks.

Social networks are social structures of individuals or social units (e.g., departments, organizations) that connect to one another through one or more forms of interdependence. People receive power in social networks through social capital, which is the goodwill and resulting resources shared among members in a social network. Three main resources from social networks are information, visibility, and referent power.

Employees gain social capital through their relationship in the social network. Social capital tends to increase with the number of network ties. Strong ties (close-knit relationships) can also increase social capital because these connections offer more resources more quickly. However, having weak ties with people from diverse networks can be more valuable than having strong ties with people in similar networks. Weak ties provide more resources that we do not already possess. Another influence on social capital is the person's centrality in the network. Network centrality is determined in several ways, including the extent to which you are located between others in the network (betweenness), how many direct ties you have (degree), and the closeness of these ties. People also gain power by bridging structural holes – linking two or more clusters of people in a network.

10-4 Describe eight types of influence tactics, three consequences of influencing others, and three contingencies to consider when choosing an influence tactic.

Influence refers to any behavior that attempts to alter someone's attitudes or behavior. The most widely studied influence tactics are silent authority, assertiveness, information control, coalition formation, upward appeal, impression management, persuasion, and exchange. "Soft" influence tactics such as friendly persuasion and subtle ingratiation are more acceptable than "hard" tactics such as upward appeal and assertiveness. However, the most appropriate influence tactic also depends on the influencer's power base; whether the person being influenced is higher, lower, or at the same level in the organization; and personal, organizational, and cultural values regarding influence behavior.

10-5 Identify the organizational conditions and personal characteristics associated with higher organizational politics, as well as ways to minimize organizational politics.

Organizational politics refer to influence tactics that others perceive to be self-serving behaviors, sometimes contrary to the interests of the organization. It is more common when ambiguous decisions allocate scarce resources and when the organization tolerates or rewards political behavior. Individuals with a high need for personal power and strong Machiavellian values have a higher propensity to use political tactics. Organizational politics can be minimized by providing clear rules for resource allocation, establishing a free flow of information, using education and involvement during organizational change, supporting team norms and a corporate culture that discourages political behavior, and having leaders who role model organizational citizenship rather than political savvy.

LECTURE OUTLINE (WITH POWERPOINT® SLIDES)



Power and Influence in the Workplace

Power and Influence in the Workplace

Slide 1



Whale Power at JP Morgan

Through unconstrained power and influence, a handful of traders (including infamous London Whale) in the London bureau of JP Morgan's chief investment office produced a mammoth \$7 billion loss.

Whale Power at JP Morgan

Slide 2



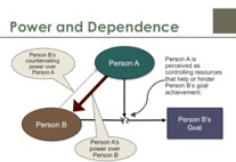
The Meaning of Power

The capacity of a person, team, or organization to influence others

- Power is not the act of changing someone's attitudes or behavior – it is only the potential to do so
- People may have power they don't use – may not even know they have power
- Power is based on the target's perception that the powerholder controls a valuable resource
- Power involves unequal dependence of one party on another party

The Meaning of Power

Slide 3



Power and Dependence

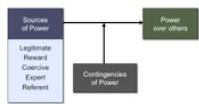
The less powerful party still has some degree of power – called countervailing power:

- Capacity of a person, team, or organization to keep a more powerful person or group in the exchange relationship
- Person A dominates the power relationship, but Person B has enough countervailing power to keep Person A in the exchange relationship
- Power relationships depends on some minimum level of trust

Power and Dependence

Slide 4

Model of Power in Organizations



Model of Power in Organizations
Slide 5

Model of Power in Organizations

Power is derived from five sources

The model also identifies four contingencies of power

Deference to Authority: Le Jeu de la Mort

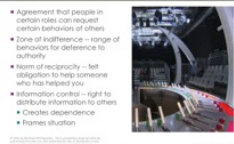


Deference to Authority: Le Jeu de la Mort
Slide 6

Deference to Authority: Le Jeu de la Mort

French reality television recently revealed how far people are willing to submit to authority. In a variation of the 1960s experiments conducted by Stanley Milgram, only 16 of the 80 contestants refused to administer the strongest shocks (460 volts – enough to kill a person) when another contestant gave the wrong answers. Fortunately, the other contestant was an actor whose screams were fake; he did not actually receive the shocks.

Legitimate Power



Legitimate Power
Slide 7

Legitimate Power

- Agreement that people in certain roles can request certain behaviors of others – a perceived right or obligation
- Based on job descriptions, but also on mutual agreement
- Zone of indifference
 - Range of behaviors granted deference to authority
 - Varies with individual, company, culture (power distance)
 - Increases with trust in the power holder
- Norm of reciprocity
 - Felt obligation to help someone who has helped you
 - Legitimate power because an informal rule of society
- Information control -- right to distribute information to others
 - Generates power in two ways
 1. Dependence -- others depend on distributor for valued information
 2. Selective distribution of information frames the situation, which affects others' attitudes and decisions

Expert Power

- Capacity to influence others by possessing knowledge or skills that they value
- Coping with uncertainty
 - Organizations operate better in predictable environments
- People gain power by using their expertise to:
 - Prevent environmental changes
 - Forecast environmental changes
 - Absorb environmental changes

Expert Power
Slide 8

Expert Power

Capacity to influence others by possessing knowledge or skills valued by others – originates from within the person

Perceived ability to manage uncertainties

Organizations operate better in predictable environments, so value those who can reduce uncertainty

Three types of expertise that cope with uncertainty:

1. Prevention – e.g. ability to prevent the organization from experiencing a cash shortage
2. Forecasting – e.g. predicting changes in consumer preferences
3. Absorption – e.g. ability of maintenance crews to come to the rescue after an equipment breakdown

Other Sources of Power

- Reward power
 - Control rewards valued by others, remove negative sanctions
- Coercive power
 - Ability to apply punishment
- Referent power
 - Capacity to influence others through identification with and respect for the power holder
 - Associated with charisma

Other Sources of Power
Slide 9

Other Sources of Power

Reward power -- Control over the allocation of rewards valued by others and to remove negative sanctions

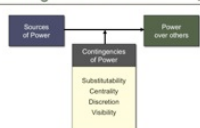
Coercive power -- ability to apply punishment

Anyone might have reward and coercive power, not just managers

Referent power

- Capacity to influence others through identification with and respect for the power holder
- Occurs when others identify with them, like them, or otherwise respect them
- Associated with charisma – personal characteristic or special “gift” that serves as a form of interpersonal attraction and referent power over others

Contingencies of Power



Contingencies of Power
Slide 10

Contingencies of Power

Four contingencies of power that influence whether sources of power generate power (or not)

Increasing Nonsubstitutability

- Substitutability – availability of alternatives
 - More power when few/no alternatives
- Reduce substitutability through:
 - Monopoly over resource
 - Controlling access to the resource
 - Differentiating the resource

Increasing
Nonsubstitutability
Slide 11

Increasing Nonsubstitutability

Substitutability – availability of alternatives

More power when few/no alternatives to the resource:

Reduce substitutability through:

- Monopoly over resource -- e.g. employee have undocumented information about business operations that no one else possesses
- Controlling access to the resource -- e.g. professions control access to the occupation
- Differentiating the resource -- e.g. consultants “package” services to look unique

Other Contingencies of Power

- Centrality
 - Degree and nature of interdependence with powerholder
 - Higher centrality when (a) many people affected and (b) quickly affected
- Visibility
 - You are known as holder of valued resource
 - Increases with face time, display of power symbols
- Discretion
 - The freedom to exercise judgment
 - Rules limit discretion
 - Discretion is perceived by others

Other Contingencies of
Power
Slide 12

Other Contingencies of Power

Centrality

- Degree and nature of interdependence with powerholder
- Higher centrality when (a) many people affected and (b) quickly affected

Visibility

- You are known as holder of valued resource
- Increases when visible to others (face time)
- Increases with display of power symbols (e.g., diplomas, photos, special clothing (physician garb))

Discretion

- The freedom to exercise judgment
- Rules limit discretion – selective use of rewards and punishment
- Perception of discretion – people with high internal locus of control act as if they have discretion

Power Through Social Networks

- Social networks – people connected to each other through forms of interdependence
- Generate power through social capital – goodwill and resulting resources shared among members in a social network
- Three power resources through networks
 - Information
 - Visibility
 - Referent power

Power Through Social Networks Slide 13

Power Through Social Networks

Social networks – people connected to each other through forms of interdependence

Social networks generate power through social capital – goodwill and resulting resources shared among network members

Social networks provide three types of resources (power):

- Information – receive valuable knowledge more easily and more quickly, which improves the individual's expert power
- Visibility – members more easily remember other members when opportunities arise
- Referent power – network members have common beliefs, identity, trust -- more reciprocity

Social Network Ties

- Strong ties:
 - Close-knit relationships (frequent interaction, high sharing, multiple roles)
 - Offer resources more quickly/plentifully, but less unique
- Weak ties
 - Acquaintances
 - Offer unique resources not held by us or people in other networks
- Many ties
 - Resources increase with number of ties
 - Limited capacity to form weak/strong ties

Social Network Ties Slide 14

Social Network Ties

Strong ties:

- Close-knit relationships – frequent interaction, share resources, multiple relationships (friend, co-worker)
- Advantage – offer resources more quickly and plentifully
- Less unique – strong ties links know each other so have similar information (high redundancy)

Weak ties:

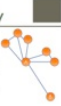
- Acquaintances
- Advantage -- offer unique resources from others and link to others with low redundancy (good for career job hunting)
- Disadvantage -- resources transmitted more slowly, lower visibility

Many ties:

- Resources increase with number of ties
- Limits on number of weak/strong ties one can create

Social Network Centrality

- Person's importance in a network
- Three factors in centrality:
 - Betweenness – extent you are located between others in the network
 - Degree centrality – Number of people connected to you
 - Closeness – stronger relationships
- Example: "A" has highest centrality due to all three factors; "B" has lowest centrality



Social Network
Centrality
Slide 15

Social Network Centrality

Person's importance in the network

Three factors in centrality:

1. Betweenness – the extent to which you are located between others in the network e.g. gatekeeper who controls the flow of information to and from many people in the network
2. Degree centrality – number or percentage of connections you have to others in the network
3. Closeness – higher closeness occurs when a member has a shorter, more direct, and efficient path or connections with others in the network

Example: "A" has highest network centrality due to all three factors: "B" has lowest centrality

Influencing Others

- Influence is any behavior that attempts to alter someone's attitudes or behavior
- Applies one or more power bases
- Essential activity in organizations
 - Coordinate with others
 - Part of leadership definition
 - Everyone engages in influence



Influencing Others
Slide 16

Influencing Others

Influence is any behavior that attempts to alter someone's attitudes or behavior

- Applies one or more power bases to change others' beliefs, feelings, decisions, behavior
- Essential activity in organizations
 - Coordinate with others
 - Part of leadership definition
 - Everyone engages in influence

Types of Influence



Types of Influence
Slide 17

Types of Influence

Silent authority

- Person complies with request without overt influence
- Due to requester's legitimate power as well as the target person's role expectations
- Most common form of influence in high power distance cultures

Assertiveness

- Vocal authority – actively applying legitimate and coercive power to influence others
- e.g. persistently reminding an employee; using threats or sanctions; checking employee's work

Types of Influence (con't)

Information Control

- Manipulating others' access to information
- Withholding, filtering, re-arranging information

Coalition Formation

- Group forms to gain more power than individuals alone
- 1. People resource/power
- 2. Legitimizes the issue
- 3. Power through social identity

Types of Influence (con't)

Slide 18

Types of Influence (con't)

Information control

- Manipulating someone's access to information in order to change their attitude or behavior e.g. withholding, filtering, re-arranging information

Coalition formation

- Pools power and resources of many people
- Symbolizes legitimacy – represents broad support
- Taps into social identity process – informal group advocates a new set of norms and behavior

Types of Influence (con't)

Upward Appeal

- Appealing to higher authority
- Includes appealing to firm's goals
- Alliance or perceived alliance with higher status person

Persuasion

- Logic, facts, emotional appeals
- Depends on persuader, message content, message medium, audience

Types of Influence (con't)

Slide 19

Types of Influence (con't)

Upward appeal

- Calling upon higher authority or expertise or symbolically relying on those sources to support the influencer's position
- Different forms
 - Actually asking authority for a decision, sign of support
 - Implying senior management support without formally involving them (e.g. referring to firm's policies/values/goals)

Persuasion

- Using facts, logical arguments, emotional appeals to change attitudes
- Persuader characteristics
 - expertise, credibility, neutrality
- Message content
 - multiple viewpoints, few strong arguments, repeat points, emotional appeals, offer solutions, inoculation effect
- Communication medium
 - media-rich channels
- Audience
 - less persuaded when high self-esteem, intelligence, self-concept tied to opposing view

Types of Influence (con't)



Types of Influence
(con't)
Slide 20

Types of Influence (con't)

Impression management

- Actively shaping our public image
- Self-presentation --crafting our public image to shape perceptions
- Ingratiation – attempt to increase liking by or perceived similarity to, some targeted person e.g. agreeing with the boss's proposal

Exchange

- Promise of benefits or resources in exchange for compliance
- Integral influence tactic in:
 - negotiation
 - norm of reciprocity
 - social networks

Consequences of Influence



Consequences of
Influence
Slide 21

Consequences of Influence

Resistance

- People oppose the behavior desired by the influencer
- Refuse, argue, or delay to engage in the behavior

Compliance

- Motivated to implement influencer's request, usually minimal effort
- Requires external sources (e.g. rewards) to prompt the behavior

Commitment

- Strongest outcome of influence
- Identify with the influencer's request
- Highly motivated without external incentives

Consequences of Influence



Consequences of
Influence
Slide 22

Consequences of Influence

Hard influence tactics

- Rely on position power – legitimate, reward and coercion
- Tend to produce compliance or resistance and may undermine trust

Soft influence tactics

- Rely on personal sources of power (expert, referent) – more likely to build commitment to the influencer's request

Contingencies of Influence

- "Soft" tactics generally more acceptable than "hard" tactics
- Appropriate influence tactic depends on:
 - Influencer's power base
 - Organizational position
 - Cultural values and expectations

Contingencies of
Influence
Slide 23

Contingencies of Influence

"Soft" tactics generally more acceptable than "hard" tactics

Appropriate influence tactic depends on:

1. Influencer's power base – e.g. people with expertise may be successful using persuasion; people with strong legitimate power base may be successful using silent authority
2. Organizational position – whether person being influenced is higher, lower or at the same level in the organization e.g. employees may face consequences be being too assertive with their boss
3. Personal, organizational, and cultural values
 - Assertiveness more likely in those with strong power orientation
 - Persuasion more likely in firms with a learning orientation culture

Organizational Politics

Behaviors that others perceive as self-serving tactics for personal gain at the expense of other people and possibly the organization.
Need to minimize scarce resources, ambiguity, reinforced political behavior



Organizational Politics
Slide 24

Organizational Politics

Behaviors that others perceive as self-serving tactics for personal gain at the expense of other people and possibly the organization

Minimizing organization politics

1. Scare resources -- ensure sufficient resources
2. Clear and simple decision rules
 - Ambiguity fuels political behavior
 - Common issue in organizational change -- need to communicate, train, involve to minimize ambiguity
3. Reinforcing behavior
 - Avoid rewards and leader role modeling that encourage political tactics



Power and Influence in
the Workplace
Slide 25

Power and Influence in the Workplace



SOLUTIONS TO CRITICAL THINKING QUESTIONS

1. **What role does countervailing power play in the power relationship? Give an example of one of your own encounters with countervailing power at school or work.**

Countervailing power is the power that the dependent person or group has over the more powerful party in the relationship. This power is weaker than the other party's, but it is strong enough to keep the more powerful party in the relationship.

For example, although your boss probably has the greater power in the work relationship, you have countervailing power by providing skills and knowledge that the company (and your boss) needs. This countervailing power is sufficient to keep you employed.

At school, instructors typically (although not always) have more power over students. Students have countervailing power, however, in several ways. First, students are customers, and without them, instructors wouldn't have work. Second, teacher ratings that students provide influence the instructor's self-esteem and often salary. Third, student behavior influences the instructor's ability to present knowledge in an effective way. If students are disruptive, the instructor cannot accomplish his or her goal.

2. **Until recently, a mining company's data resided in the department that was responsible for that information. Property data were on the computers in land administration, hydrocarbon data were in the well administration group, maps were found in the map department, and so on. The executive team concluded that this arrangement was dysfunctional, so the CEO announced that all information would be placed on a central server system so it is widely accessible. If someone needs a color map, for example, he or she can retrieve it from the central server without going through the map department. Rather than welcome the change, employees in several departments complained, offering several arguments why other groups should not have direct access to their data files. Some departments tried to opt out of the centralized server system. Using the model of sources and contingencies of power, explain why some groups opposed the central server model of data access.**

This incident actually occurred in a resources company and was a major challenge for those implementing the change. Students should answer this question by breaking it down into the power sources and contingencies.

The main source of power at issue here is legitimate power and, in particular, control over information control. Each group had unilateral control (monopoly) over the distribution of the knowledge within their department (e.g. maps in the map department). Students should also recognize that employees elsewhere have legitimate power to request that information, and the department probably has an obligation to fulfill that request. However, these departments still experience power through the requesting process. Furthermore, if someone asks in an inconsiderate way, the department might fulfill the request more slowly or incompletely. Some students might also suggest that the old system generated more expert power. Because the information was housed in one group, they would likely have more detailed knowledge of that resource.

Equally important as the sources of power are the contingencies of power in this incident. One key contingency is nonsubstitutability. Under the old system, each department had a monopoly over the resource and possibly gained special knowledge on how to access that resource. As such, they were almost nonsubstitutable. Under a central server system, on the other hand, information is easily and quickly accessible by employees elsewhere, so the department staff lack control over the resource and therefore are more substitutable. Students would also point of centrality as a key factor. Under the old system, department staff affected others, whereas they likely have less immediate affect or on fewer employees when those people can retrieve the information without department assistance. Visibility might also play a role here because bypassing a department means they are less connected to the data and therefore less visible. Some students might also argue that discretion is relevant here, such as that the department staff previously had discretion about whether, how, and when to release information. However,

discretion is a relatively minor issue because the department ultimately had an obligation to distribute the knowledge.

- 3. You have just been hired as a brand manager of toothpaste for a large consumer products company. Your job mainly involves encouraging the advertising and production groups to promote and manufacture your product more effectively. These departments aren't under your direct authority, though company procedures indicate that they must complete certain tasks requested by brand managers. Describe the sources of power you can use to ensure that the production and advertising departments will help you make and sell toothpaste more effectively.**

As brand manager, you might be able to use most sources of power, depending on the circumstances. Here are some possible explanations.

Legitimate Power. Although you do not have direct authority, you do have some legitimate power through the rules and procedures saying that the advertising and production groups must work with you to sell soda biscuits more effectively. If they refuse to cooperate, you have the legitimate right to seek redress from higher authorities.

Reward Power. You probably don't have direct control over merit increases or other financial rewards for the advertising and production people, but you do have reward power by using praise. Moreover, you might indirectly have reward power by making favorable comments about certain employees to more senior line managers who make financial reward decisions for advertising and production staff members.

Coercive Power. You can make life difficult for advertising and production people by constantly nagging them for the promised work, or by criticizing their work. Indirectly, you can report to senior management about the poor performance of some people, which may affect their employment security. Although these forms of coercive power are available, you should be aware that these actions carry risks such as lack of future cooperation from advertising and production people.

Expert Power. You have just been hired, so it is unlikely that the advertising or production people believe that you have much expertise. You might develop this source of power in the long term, however, by learning about effective brand management practices and applying impression management tactics to shape their opinion of your expertise. For example, you might gain expert power more quickly by being seen with someone whose expertise is respected.

Referent Power. As a recent hire, it is unlikely that you currently have much, if any, of this power base over advertising and production employees. Moreover, given your different background, it is difficult to develop referent power with these groups. However, you might find common experiences (schools attended, hobbies) with some people in those departments, or you might develop common experiences by frequently interacting and networking with these people.

- 4. How does social networking increase a person's power? What social networking strategies could you initiate now to potentially enhance your future career success?**

Social networking increases an individual's power in three ways:

Information access. You receive more valued information from others because there is trust among networkers to share information. Networks increase the volume as well as the speed of information received.

Visibility. Networks makes you more salient to key decision makers. Your skills come to mind more quickly among network members than if you are not within the network. This visibility increases your potential power because it is a contingency of power.

Referent power. Other network members identify more with you or at least have more respect and trust in you, so they are more motivated to agree to your wishes.

As a student, you could use networking now to enhance your future career success. Students can cultivate social relationships with others who may be in a position to use their skills in the future. For example, by leading a Marketing club in your faculty that invites Marketing professionals to serve as guest speakers you would be

gaining valuable contacts that may be able to hire you in the future. Students may also network with faculty and staff in the effort to ensure their skills and talents are recognized. In this way, students may be better positioned to receive valuable personal references that may assist with future job search efforts. Students may also successfully develop and maintain valuable contacts with other students. This network may benefit the individual by providing a source of potential employers and organizational contacts throughout the individual's career.

5. List the eight influence tactics described in this chapter in terms of how they are used by students to influence their college instructors. Which influence tactic is applied most often? Which is applied least often, in your opinion? To what extent is each influence tactic considered legitimate behavior or organizational politics?

This question presupposes that students do and can influence instructors. Here are some of the ideas and examples that tend to arise with this question, based on the eight types of influence tactics discussed in the chapter:

Silent Authority. This is probably the weakest form of influence. One example, however, would occur where a student waits outside an instructor's office to meet the instructor. If the instructor is meeting with someone else or is on the telephone, he/she probably feels a degree of recognition of obligation to meet the waiting student as soon as possible. For example, the instructor might speed up to finish an otherwise leisurely telephone conversation.

Assertiveness. Although a risky strategy, some students assert their concerns and demands for fair treatment after receiving a poor grade. They might urge the instructor to review the paper more carefully, remind the instructor of certain rules or criteria against which the paper should have been judged, and so forth.

Exchange. Students often negotiate with instructors, with varying degrees of success. For example, a student might agree to be the first to give a presentation to class if he/she can submit a paper a few days later than the due date.

Coalition formation. This strategy occurs when the instructor is about to do (or has already done) something that opposes the interests of some students. For example, one group of students approached the first author several years ago because they were fourth year students yet had received lower grades on a mid-term than many second year students who happened to be attending the same class. The idea was that if four people feel the same inequity, it must be a serious matter.

Upward appeal. Upward appeal isn't so much about appealing one's grade in a normal appeal process (although it could fall into this category). Rather, this strategy refers to the threat of approaching higher authority, or implying that higher authority already agrees with the student. One example could occur when a student says he casually mentioned his/her concern to the Associate Dean, who generally agreed that the instructor's actions were unacceptable. Another example could occur where students remind the instructor of certain philosophical standards at the college which would encourage the instructor to take one action rather than another action. A third example could occur where an upset student suggests that he/she and the instructor take the disagreement to someone higher in the organization to get their opinion.

Ingratiation/Impression management. There are so many forms of this strategy that we cannot list them all here. One example of ingratiation is simple brown-nosing – "Gee, professor, it's such a privilege to take this class with you. I waited until the semester you are teaching!" More subtle impression management occurs when a student makes it quite clear he/she has submitted reports on time, whereas many others are late. Another student might coincidentally carry a copy of the instructor's latest book or most recent journal article around where the instructor happens to notice that the student has a copy of it.

Persuasion. Presumably, this is a common strategy used by students. They might point out logical reasons why they should be assigned to a different project team or should have an assignment handed in late without penalty, for example.

Information control. Although this would be a relatively weak or limited strategy for students, it is possible in some circumstances. For example, a student might claim that he/she did most of the work on a project where other team members have not had an opportunity to correct the instructor.

6. **Consider a situation in which there is a only one female member on a team of six people, and she is generally excluded from informal gatherings of the team. What kind of influence tactics can she use to address this situation?**

Social networks generate social capital, the goodwill and resulting resources shared among members in a social network. A female team member in a situation as above is likely to miss opportunities and favors from team members for both expressive and instrumental purposes and it turns out to be a limitation. Perhaps it may be useful for her to understand the cultural situation first because socializing with male colleagues is in itself received very differently across cultures. She needs to approach the leader of the team to update her/him of the situation and to request for a mechanism wherein all work-related information is shared with her. She will need to be very watchful and diplomatic in all the formal meetings.

7. **In the mid-1990s, the CEO of Apple Computer invited the late Steve Jobs (who was not associated with the company at the time) to serve as a special adviser and raise morale among Apple employees and customers. While doing so, Jobs spent more time advising the CEO on how to cut costs, redraw the organization chart, and hire new people. Before long, most of the top people at Apple were Jobs' colleagues, who began to systematically evaluate and weed out teams of Apple employees. While publicly supporting Apple's CEO, Jobs privately criticized him and, in a show of nonconfidence, sold the 1.5 million shares of Apple stock he had received. This action caught the attention of Apple's board of directors, who soon after decided to replace the CEO with Steve Jobs. The CEO claimed Jobs was a conniving back-stabber who used political tactics to get his way. Others suggest that Apple would be out of business today if he hadn't taken over the company. In your opinion, were Steve Jobs' actions examples of organizational politics? Justify your answer.**

This question refers to events in 1997 when Apple CEO Gil Amelio bought Next computers from Steve Jobs and invited Jobs to help build morale among employees. (Jobs co-founded Apple in the 1970s but was ousted in the 1980s). Within a year, Jobs had convinced Apple's board to oust Amelio and install Jobs as an interim CEO. (Jobs didn't need the position because he was already CEO of Pixar Animation Studios.)

The answer to this question is definitely open for debate. The key point here is that organizational politics is in the eye of the beholder. Therefore, some students will agree with Amelio's opinion of Jobs while others will disagree. What is important is how students justify their answers based on their knowledge of material they learned in the chapter.

Some influence tactics are obviously recognized as political tactics by almost everyone. However, other influence activities may be viewed as political (as Amelio specifically accused Steve Jobs.) On the one hand, Jobs's tactics were not as above-board as one might want. He did not explicitly tell Amelio that he didn't trust his leadership to save Apple (which was in trouble at the time due to previous poor leadership). On the other hand, by the time Steve Jobs passed away in 2011, he was regarded as one of the greatest entrepreneurs and leaders in business. He turned Apple around and saved the company from almost certain demise.

8. **This book frequently emphasizes that successful companies engage in organizational learning. How do political tactics interfere with organizational learning objectives?**

Selectively distributing information is one tactic that directly interferes with knowledge management. This includes such actions as: (a) withholding damaging information or making others look good; (b) avoiding the need to reveal information; (c) burying or obscuring damaging information; and (d) bringing in outside 'experts' to tip the scales toward your preference.

Another political tactic that harms knowledge management is controlling information channels. This includes discouraging people from directly communicating with each other, as well as altering agendas so that certain information has little opportunity for open discussion.



CASE STUDY: RESONUS CORPORATION

By Steven L. McShane, based on an earlier case written by John A. Seeger

Case Synopsis

Frank Choy recently joined Resonus Corporation, a hearing aid designer and manufacturer, as director of engineering. Over the first eight months, he has experienced several problems of coordination and cooperation with other work units and individuals. In particular, CEO Bill Hunt supports Doc Kalandry's (the Research Director) request for last minute technology changes to the product in development. These delays cause Choy's engineering services group to increase their costs and ultimately fail to achieve their time deadline for completing the engineering specifications for this product.

Suggested Answers to Case Questions

1. What sources and contingencies of power existed among the executives and departments at Resonus?

Students can analyze this case by examining the power dynamics among the key players, particularly Doc and Choy. The key issue here is why Choy and his team are unable to fulfill their work obligations of completing the engineering specification on time.

Clearly, Doc Kalandry wields tremendous power, so his wishes are usually fulfilled. Doc's power is through expert power and referent power. Hunt (and others) recognize Doc as an authority on the product's technology. Furthermore, Hunt claims this expertise is a key factor in the company's success. Doc also seems to have referent power, at least among some staff. His over-the-top enthusiasm and optimism is compelling. Doc also seems to have referent power over Hunt because of Hunt's apparent identification with Doc's department, where Hunt held his first job at Resonus.

Doc also has all four contingencies of power in his favor. Hunt considers Doc unique and irreplaceable (nonsubstitutable). Doc has considerable discretion because Hunt trusts his actions and allows him to ignore product development deadlines and other rules/procedures. Doc's visibility is strong, due to his direct informal reporting relationship with the CEO and his quirky style (personal brand). Doc and his team also have considerable centrality. When they make changes and cause delays, Choy and others are directly and immediately affected. Similarly, if their product development efforts are poor, the company suffers in the marketplace.

In contrast, Choy and his engineering services team have limited power. He is new to the organization, so has no referent power. He would have expertise to secure his senior position at Resonus, but this expertise isn't mentioned by Hunt or in the case. The case also refers to perceptions that Choy's team lack expertise ("We shouldn't have to prove our ability all the time, but we spend as much time defending ourselves as we do getting the job done.") The organizational chart indicates that Doc reports to Choy, but this legitimate power does not exist in practice because of the informal reporting relationship from Doc to CEO Hunt.

Regarding contingencies of power, Choy and his team have centrality -- their work affects production, sales, and others. However, this centrality does not extend to Doc or his team (i.e. they are unaffected by Choy's work). But Choy seems to have limited discretion. He can't dictate deadlines to Doc, his team needs to receive and respond to whatever Doc's team provides, and they can't act without the output from Doc's team. Students might note that Choy has visibility. However, Choy's visibility is not about his sources of power. Rather, he and his team have been visible for failing to achieve the set deadlines. This is not the "visibility" of one's power referred to in the power model.

Overall, Doc has considerably more power than does Choy, so Doc's actions take priority and Choy's team is unable to achieve their work objectives.

2. What influence tactics were evident in this case study? Would you define any of these influence activities as organizational politics? Why or why not?

The information about influence tactics in this case is more limited. Choy does not take any steps to influence others. On the contrary, he holds back, fearing that he might end up in the same boat as the previous two directors. Doc relies on persuasion, silent authority (his expertise), and possibly impression management to influence Hunt. Hunt relies mainly on silent authority, such as urging others to be more cooperative. But he also relied on assertiveness when firing the previous director of engineering. The sales director also seemed to rely on assertiveness, such as when he became furious with Choy.

3. Suppose you are a consultant invited to propose a solution to the problems facing this organization's product delays. What would you recommend, particularly regarding power dynamics among the executives and departments?

Almost every student first recommends that Doc should report to Choy and not to Hunt. In other words, Hunt should enforce the organizational chart (in which Doc is a direct report to Choy, not to Hunt). This is a valuable suggestion for debate, but it might not solve the underlying power dynamics problems.

If Doc was required to report only to Choy, Doc might quit if Choy demanded strict time schedules. More likely, Hunt would side with Doc if the conflict became manifest (Doc might report to Choy, but Hunt would logically be the final arbitrator when the two disagree.) Alternatively, knowing Hunt's desire for innovation at any cost and for his admiration of Doc (i.e. Doc's referent power over Hunt), Choy might also give in to Doc's poor time management of product development. Finally, Choy might have limited capacity to reject Doc's requests for last-minute changes because Doc's group seems to have more perceived expertise than does Choy or his engineering services group. Thus, public opinion would quickly shift away from Choy if he used his legitimate authority over Doc.

A more likely solution for Choy here is a two stage strategy. First, Choy should use (initially subtle) persuasion tactics on Hunt regarding the value of production deadlines. Choy might show the costs of late product completion schedules, or he might refer to the collapse of other companies because they consistently released products that were late and flawed due to last-minute changes. Choy might be able to have Hunt speak with CEOs of other firms that have discovered the value of production schedule deadlines and the false benefits (or high risks) of making last-minute changes. Choy might also find subtle ways to let Hunt and others know about Choy's expertise, which would give him more power and influence, and would improve his persuasiveness.

If the first stage (persuasion approach) is unsuccessful, Choy might have to apply the second stage, which is to be more assertive in his influence and less avoidance-oriented in his conflict handling style. Choy needs to assert the importance of product development deadlines while using a problem-solving style to resolve the requirement of these deadlines with Doc's need to add new technology at the last minute. Quite likely, the interests are perfectly opposing, so Choy would revert to a more forceful style. Compromise might not work because Doc seems to ignore any middle ground options.

Additional Case Question on Conflict

Resonus Corporation is also an excellent case for discussion of the sources of conflict as well as ineffective conflict handling tactics. Conflict is discussed in the next chapter, so this additional question should be assigned only when the conflict topic has been covered.

4. Analyze this case in terms of the sources of conflict and conflict handling styles. Your answer should also briefly identify incidents of manifest conflict.

There is clear evidence of conflict in this case. Choy is experiencing conflict with Doc Kalandry and with CEO Bill Hunt, even though the conflict is not manifest and Doc and Hunt might not be aware of this conflict. Choy perceives that Doc's actions are interfering with the engineering services' ability to perform their job, such as

completing engineering specification on time. Hunt is also a partner in this conflict because of his support for Doc's requests.

Most structural sources of this conflict are at work here:

- Incompatible goals -- Doc and Hunt want to push new technology into the product, whereas Choy and his department want to get the engineering specifications ready on time. As Doc adds more technological changes to the product, Choy's group is less able to achieve their goals.
- Differentiation -- Doc and Hunt seem to value innovation and have low priority for timeliness or predictable production scheduling.
- Interdependence -- Choy's team is dependent on Doc to prepare the final product design work. This seems to be sequential interdependence because the work is passed from Doc's group to Choy's group, not back and forth.
- Scarce resources -- The main scarcity here is time. Doc is using up time that Choy's team needs to get the specifications completed for production.
- Ambiguous rules -- Although the company has some clear procedures for handover of work, these structural rules and processes are not followed. Hunt allows Doc to ignore the product development schedule. Hunt also discourages bureaucracy (rules and procedures), preferring informal relationships among the managers (i.e. give and take), which makes the rules and regulations less clear.
- Communication -- Less central to this case, but some communication problems exist in that managers are not forming a mutual understanding of their differences. For instance, Choy wants to raise his concerns to Hunt (and possibly to others), but does not do so.

In addition to these structural sources of conflict, the case illustrates the problem of the avoiding style of conflict. The avoiding style is clearly emphasized by CEO Bill Hunt ("I'm sure we can resolve these differences if we just learn to get along better" and "I spent too much time smoothing out arguments"). The problem with Hunt pushing this style is that the underlying causes of the conflict (see the conflict sources above) are not addressed, which results in frustration, stress, and late deadlines.



TEAM EXERCISE: DECIPHERING THE NETWORK

Purpose

This exercise is designed to help students interpret social network maps, including their implications for organizational effectiveness.

Materials

The instructor will distribute the three social network diagrams to each student. These student handouts are provided over the three pages following these instructor notes. Ideally, print these diagrams in color.

Instructions (Smaller Classes)

The instructor will organize students into teams (typically four to seven people, depending on class size). Teams will examine each social network diagram to answer the following questions:

- 1. What aspects of this diagram suggest that the network is not operating as effectively as possible?**
- 2. Which people in this network seem to be most powerful? Least powerful? What information or features of the diagram lead you to this conclusion?**
- 3. If you were responsible for this group of people, how would you change this situation to improve their effectiveness?**

After teams have diagnosed each social network map, the class will debrief by hearing each team's assessments and recommendations.

Instructions (Larger Classes)

This activity is also possible in large classes by projecting each social network diagram on a screen and giving students a minute or two to examine the diagram. The instructor can then ask specific questions to the class, such as pointing to a specific individual in the network and asking whether he or she has high or low power, what level of centrality is apparent, and whether the individual's connections are mainly strong or weak ties. The instructor might also ask which quadrant on the map indicates the most concern and then allow individual students to provide their explanation why.

Comments for Instructors

This activity can be very engaging, particularly after students have read this chapter or attended the lecture on the basics of social network analysis. Here are suggested answers for each of the three social network diagrams:

Bank Consultants

This diagram shows that the three consulting groups have limited informal networking with each other, which implies limited communication, collaboration, or information sharing. A high degree of networking exists within two of the groups (business services and information systems), but relatively low networking within the organizational consulting group (where four distinct clusters are apparent). This diagram identifies a few individuals with considerable centrality, particularly the information systems group person at the bottom left of that group. Most of the organizational consulting group seems to have fairly low power through networking (the most powerful seems to be the person at far right of that group), but the lowest power is apparent among a few employees at the top far left of the information systems group. One person (possibly a newcomer) has no network linkage. This diagram suggests that if any collaboration exists, it is occurring somewhat more between the business services and organizational consulting group.

Retail Managers

This diagram shows informal networking (communication) among district managers, the four regional directors, and the vice-president. One important observation is that the diagram suggests the organization is quite hierarchical, because many employees interact mainly through the formal reporting ties. In the top right and bottom left groups, for example, two managers in each group network only with their boss. Furthermore, regional directors communicate mainly with their boss (vice-president); only two regional managers have any meaningful networking with other regional managers. Students should notice the lack of networking from district managers to the vice-president, likely another strong indicator of strong hierarchical culture. Interestingly, there is one exception, and that individual also has several connections with peers both within and between regional groups.

Another observation is that the degree of networking among district managers is varied and generally low. The bottom right group is particularly well networked within the group (several connecting lines that are also short) but still minimal ties with people in other regions. Coincidentally, this regional director is also the most networked with other directors, suggesting that this director is a savvy networker who encourages the same among staff. In contrast, the top right group has minimal networking, implying that cohesion among district managers within this region is quite low. In fact, one manager in this group has stronger connections to district managers in the adjacent (top left) group, suggesting perhaps that this individual may have recently transferred from that group.

This diagram suggests that the regional directors tend to be the most powerful because information flows through them (high betweenness) to people in other regions. The bottom right director seems to be the most powerful among these, both in the number of connections (high degree) and direct connection to two other regional directors (higher betweenness). Those with the least power are the several district managers with only one link, invariably to their regional director.

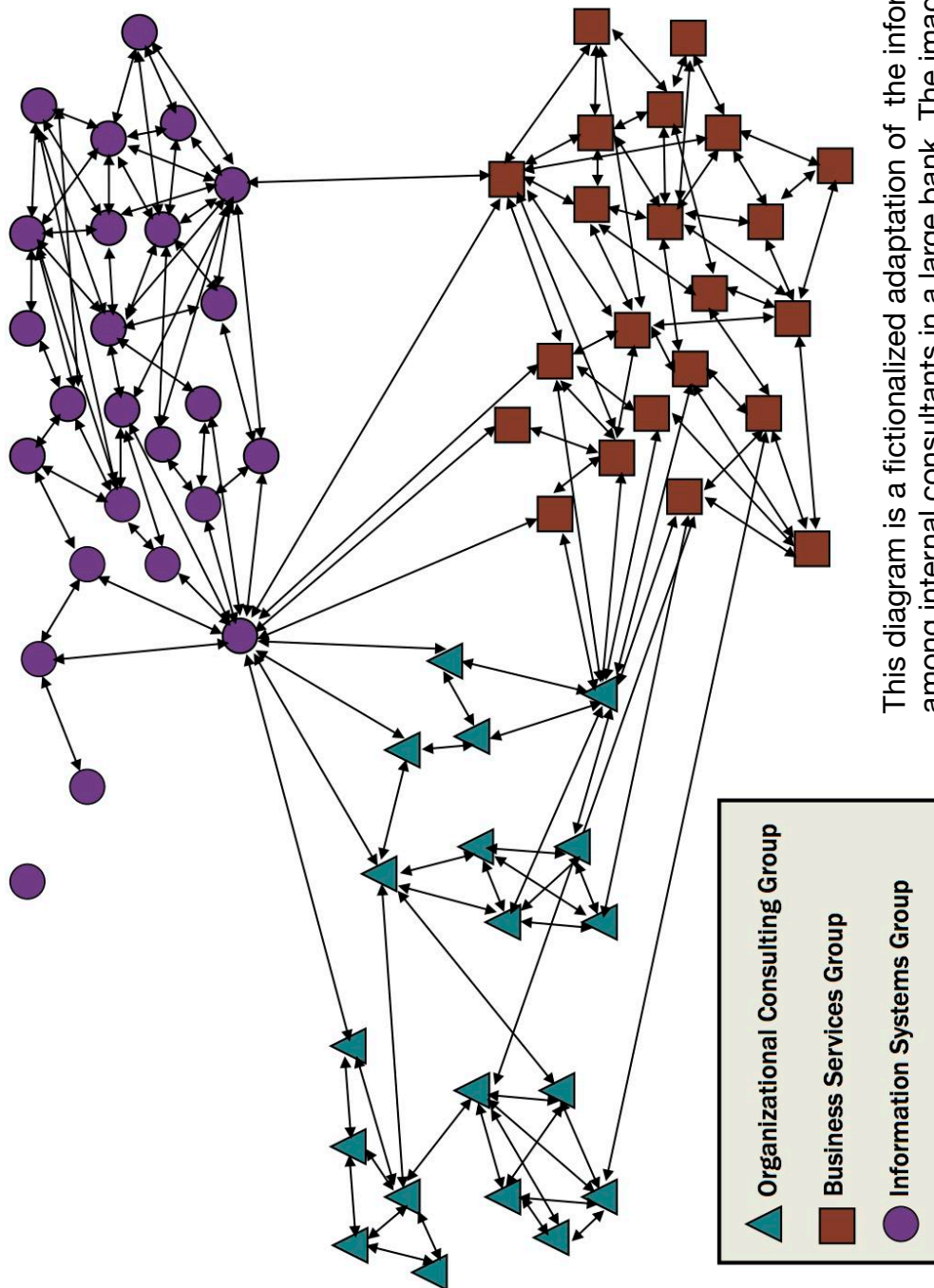
Two Merged Firms

This diagram reveals that the integration of the two merged firms is far from successful. Financial professionals continue to interact mainly with their peers from the same previous firm. The diagram shows some ties with people from the other organization, possibly due to work requirements, but these ties are typically limited and weak. The “Company 1” analysts are peripheral in the clusters dominated by “Company 2” analysts, and vice versa.

Student should observe a second noteworthy feature of this network structure, namely that the Company 2 analysts seem to be much better networkers than are the Company 1 analysts. This is apparent by the number of ties and short distance in those ties among Company 2 staff. Why this difference? Most likely, Company 2 staff enjoyed a culture of networking and high social cohesion, whereas Company 1 was less so.

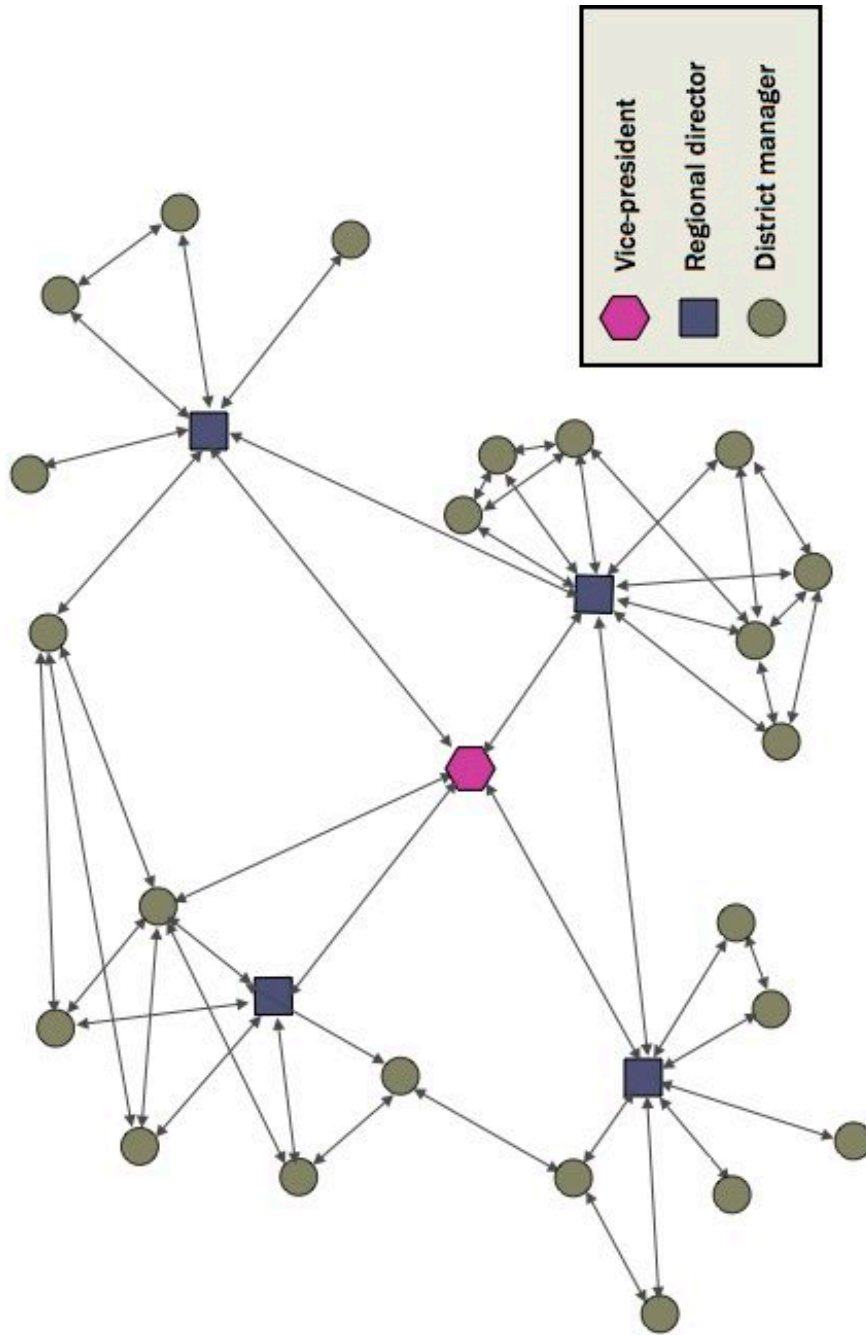
This diagram shows a few very powerful individuals, particularly the two people near the middle center and bottom center of the exhibit. Not surprisingly (given the observations above), all of the most powerful people through networking were former Company 2 staff. The Company 1 staff universally have little centrality (few ties, long ties, limited betweenness), so they have the least networking power.

Social Network Exhibit 1: Bank Consultants



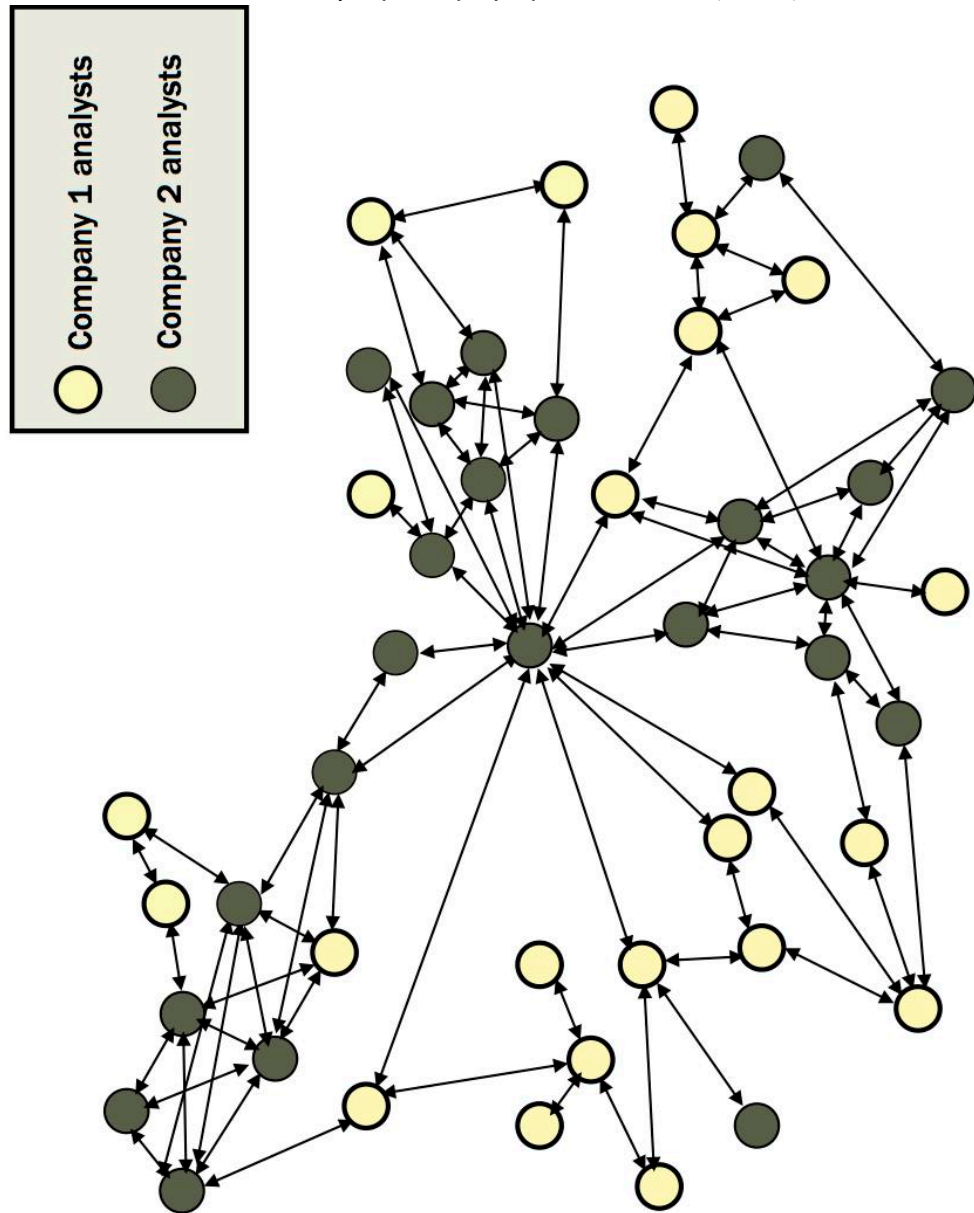
This diagram is a fictionalized adaptation of the informal network among internal consultants in a large bank. The image shows three consulting groups. The bank's leaders want these groups to work closely together to collectively serve the bank's divisions effectively.

Social Network Exhibit 2: Retail Managers



This diagram is a fictionalized version of the informal network among all district managers and regional directors of a national retail organization. The regional managers report to the regional directors, who report to the vice-president. The executive team wants district managers to actively network with each other so they share information, learn from each other, and develop a level of cohesion within and across regions so they form a strong identity with their leadership roles and with the organization.

Social Network Exhibit 3: Two Merged Firms



This diagram is a fictionalized version of the informal network among financial professionals in two small investment fund firms that merged within the past year. The managing partner's goal is to develop a "highly networked", integrated organization, where analysts work and share information together without any special allegiance to their pre-merger colleagues.



TEAM EXERCISE: MANAGING YOUR BOSS

Purpose

This exercise is designed to help students apply influence tactics to real situations, in this case influencing people above them in the hierarchy.

Materials

None.

Instructions (Smaller Classes Only)

The instructor will organize students into teams (typically four to seven people, depending on class size). Teams will identify specific strategies to influence people above them in the organizational hierarchy. Teams should consider each of the various influence tactics to determine specific practices that might change the attitudes and behavior of their bosses. During this team discussion, students should determine which influence tactics are most and least appropriate for managing their bosses. Teams should also consider relevant concepts from other chapters, such as perceptions (Chapter 3), emotions and attitudes (Chapter 4), motivation (Chapter 5), and (if already covered in the course) conflict (Chapter 11).

The class will regroup, and each team will present specific recommendations for influencing people in higher positions.

Comments for Instructors

This activity receives very active discussion in MBA classes, as well as in classes where students have had a reasonable amount of work experience. However, it is an excellent learning activity even for those without work experience because it requires them to think through the sources and contingencies of power.

Some editions of this book have a Global Connections feature that provides some information about how to manage bosses. This feature is a good starting point because it highlights several key strategies. But there are many upward influence practices that could not be packed into that case study. Students might answer this assignment by working through the sources and contingencies of power. Here are some ideas organized in that way:

Sources of Power

Reward power: Be an asset, not a liability to your boss. Do your job well. Be solution-oriented, not problem-oriented. Discover and offer strengths that you have to aid your boss's weaknesses (e.g. working with numbers when your boss is less numbers-oriented). Adapt to your boss's style and values. For example, discover how your boss prefers to communicate and use that approach (which gives your boss more positive experiences).

Referent power: Build the relationship by discovering similarities (common past, interests, etc). Build trust by being reliable (trustworthy -- e.g. fulfill promises). Help convey your boss's competencies to others (i.e. help your boss develop his/her career opportunities -- a form of indirect ingratiation). Try to think more like your boss -- increase your empathy of his/her situation and convey that awareness.

Legitimate power: Clarify mutual expectations with your boss (work standards, work capacity). This ensures that you are doing what your boss expects and you have a right to oppose requests that fall outside those boundaries. Find ways to develop reciprocity, such as by supporting your boss when that support is needed (and appropriate). By coming to his/her aid, your boss may feel more reciprocal obligation to help you in future.

Expert power: Develop new knowledge that makes your boss more dependent on you (e.g. develop a social network with others in the company that provide insight into the company that your boss would value.) Use your knowledge and experience to persuade your boss when necessary.

Coercive power: Coercive power should never be used directly when managing your boss. It may occur indirectly when your boss becomes dependent on you and you legitimately cannot assist (e.g. vacation, other work deadlines). However, you should also develop an exit strategy when you eventually realize that your boss is a problem. If your boss puts undue pressure on you (and others) or engages in severe bullying tactics, use the exit strategy before you lose your boss's favor.

Contingencies of Power

Nonsubstitutability: In subtle ways, let your boss discover your unique knowledge and abilities, inferring that you are the "go to" person for that knowledge or skill. Keep up to date in your professional knowledge so you have more value than others in your position.

Visibility: Introduce yourself to your new boss. Be sure you show up to meetings and events where your boss is present. Speak up for your boss when the opportunity arises at meetings (and where the boss's position is valid). Use subtle symbols in your workspace to demonstrate your value to the organization and possibility similarities to your boss (e.g. same school, home town).

Centrality: In some situations, it may be appropriate and desirable to arrange your work such that you boss is quickly affected if you are unavailable to perform it. For example, be the key person to provide information in executive reports or to assist with new projects. In other words, create a situation where your boss quickly realizes your value when you aren't available to assist (vacation, busy on other projects, etc).

Discretion: It is less clear how employee discretion plays a role in managing your boss.



SELF-ASSESSMENT: HOW DO YOU INFLUENCE COWORKERS AND OTHER PEERS?

Purpose

This exercise is designed to help students understand different forms of influence when working with coworkers (i.e., people at the same organizational level), as well as estimate their preference for each influence tactic in this context.

Instructions

Students are asked to think about the occasions when a coworker disagreed with them, opposed their preference, or was reluctant to actively support their point of view about something at work. These conflicts might have been about company policy, assignment of job duties, distribution of resources, or any other matter. Students are asked what they did over the past six months to try to get the coworker to support your preference? (Note: Students who have not been in the workforce recently can complete this self-assessment exercise thinking about influencing another student instead of a coworker.)

Feedback for the Coworker Influence Scale

Influence refers to any behavior that attempts to alter someone's attitudes or behavior. There are several types of influence, including the eight measured by this instrument. This instrument assesses preferences for using each type of influence on coworkers and other people at a similar level as the respondent's position in the organization.

Persuasion: Persuasion refers to using logical and emotional appeals to change others' attitudes. This is one of the most widely used influence strategies toward others in any position (e.g., co-workers, bosses, subordinates).

Silent authority: The silent application of authority occurs when someone complies with a request because the target person is aware of the requester's legitimate or expert power. This influence tactic is very subtle, such as making the target person aware of the status or expertise of the person making the request.

Exchange: Exchange involves the promise of benefits or resources in exchange for the target person's compliance with your request. This tactic also includes reminding the target of past benefits or favors with the expectation that the target will now make up for that debt. Negotiation is also part of the exchange strategy.

Assertiveness: Assertiveness involves actively applying legitimate and coercive power to influence others. This tactic includes demanding that the other person comply with your wishes, showing frustration or impatience with the other person, and using threats of sanctions to force compliance.

Information control: Information control involves explicitly manipulating others' access to information for the purpose of changing their attitudes and/or behavior. It includes screening out information that might oppose your preference and embellishing or highlighting information that supports your position. According to one survey, more than half of employees believe their co-workers engage in this tactic.

Coalition formation: Coalition formation occurs when a group of people with common interests band together to influence others. It also exists as a perception, such as when you convince someone else that several people are on your side and support your position.

Upward appeal: Upward appeal occurs when you rely on support from people higher up the organizational hierarchy. This support may be real (senior management shows support) or logically argued (you explain how your position is consistent with company policy).

Ingratiation: Ingratiation is a special case of impression management in which you attempt to increase the perception of liking or similarity to another person in the hope that they will become more supportive of your ideas. Flattering the co-worker, becoming friendlier with the co-worker, helping the co-worker (with expectation of reciprocity), showing support for the co-worker's ideas, and asking for the co-worker's advice are all examples of ingratiation.

Scores on the eight Coworker Influence Scale dimensions range from 3 to 15. Higher scores indicate that the person has a higher preference for and use of that particular tactic. Norms vary from one group to the next. The following table shows norms from a sample of 225 MBA students. Most are from Australia, but some completed courses in Singapore and many of these people originate from other regions (Europe, South America, Asia, North America). The average age is about 31 years old and two-thirds would be male. To read this chart, consider the top 10 percentile for Assertiveness. The score is 9, indicating that 10 percent of people score 9 or above and 90 percent score below 9 on this dimension. Keep in mind that these scores represent self-perceptions. Evaluations from others (such as through 360-degree feedback) may provide a more accurate estimate of your preferred influence tactics.

Coworker Influence Scale Norms

Percentile	Persuasion	Silent authority	Exchange	Assertiveness
Average Score	12.3	9.7	7.4	5.8
Top 10 percentile	15	12	10	9
Top 25th percentile	14	11	9	7
Median (50th percentile)	12	10	8	5
Bottom 25th percentile	11	8	6	4
Bottom 10 percentile	10	7	4	3

Coworker Influence Scale Norms (con't)

Percentile	Information control	Coalition formation	Upward appeal	Ingratiation
Average Score	7.3	8.0	7.9	8.8
Top 10 percentile	10	11	11	12
Top 25th percentile	9	10	9	11
Median (50th percentile)	7	8	8	9
Bottom 25th percentile	6	6	6	6
Bottom 10 percentile	5	4	5	5



BONUS CLASS EXERCISE: BINGO NETWORKING (U.S. EDITION)

Purpose

To improve student networking by practicing how to learn how to meet and quickly acquire information from other people.

Materials

Distribute the Bingo card with rules in the student handout sheet to every student. Be sure students have a pen or pencil to initial other students' Bingo cards. This activity requires sufficient space for small group social interaction.

Instructions

This exercise is similar to classic Bingo except the boxes are filled with initials of other people in class who satisfy the condition in that box. For example, only students who have ridden a horse within the past five years can initial the third box under "G".

Before beginning the game, you need to decide how the game should end and how or whether it is won. The classic option is that the game ends when one person calls out "Bingo" (i.e. first person to have initials along a row, column, or diagonal). However, this approach can be too rushed for networking. Alternatively, announce that the game ends after a set time (e.g. 20 minutes) and the winner(s) are those with the most completed rows, columns, and diagonals. A third option is not to have winners at all. Instead, focus on the debriefing topics.

Distribute the Bingo sheets to students and explain the rules to them:

Formally introduce yourself to each person you meet (e.g. say your name, shake hands).

You cannot volunteer information about yourself, only answer specific questions asked (NOT "Which of these boxes apply to you?").

When someone satisfies one of the boxes, get that person to initial the box.

You cannot initial any boxes on your own card.

The goal is to get initials along one or more entire rows, columns, or diagonals.

Be sure students understand that their interaction with others should be more like a conversation than an urgent treasure hunt. Although the information should be collected quickly, it should also occur respectfully. This includes ending the conversation politely.

Comments for Instructors

Although students will be focused on getting their Bingo cards initialed, the debriefing should focus on the fine art of approaching people and either providing or receiving valuable information from them quickly, yet respectfully. Ask students how they accomplished this and what they would do differently to improve their respectfulness or efficiency at getting information. Discuss the all-important first statement after the person introduces themselves. Also, be sure to consider the interesting dynamic where both parties are seeking different information from each (i.e. they likely have different objectives for the conversation). Finally, consider the delicate task of withdrawing from the conversation. This is likely less of a concern in this activity (where both parties are eager to discover the traits of other people), but there is an element of politely ending the conversation.

Source: Bingo networking is based on a widely discussed activity with no known original source.

STUDENT HANDOUT



CLASS EXERCISE: BINGO NETWORKING (U.S. EDITION)

B	I	N	G	O
Fluently speaks one of the Asian languages. _____	Has visited any library or library web site within the past 7 days. _____	Has paddled a canoe or kayak within the past 12 months. _____	Has traveled by vehicle across eight or more states on one trip within the past 5 years. _____	Has the letter "X" or "Z" in his/her name. _____
Has a family member who worked in the military for 5 or more years. _____	Has NOT used a cell/mobile phone today or yesterday. _____	Has a dog or cat and at least one other pet where he/she lives. _____	Is carrying foreign (non-US) currency on them right now. _____	Has baked a pie or cake within the past year. _____
Watched most of the most recent Superbowl. _____	Has played a musical instrument to a public audience. _____	FREE SPACE!	Has ridden a horse within the past 5 years. _____	Visited a Facebook website within the past 24 hours. _____
Has NOT drank coffee within the past month. _____	Has snow or water skied within the past year. _____	Travelled to Europe within the past 24 months. _____	Sent a Twitter "tweet" in the 48 hours before this exercise started. _____	Has read a mystery/ crime novel within the past year. _____
Ever worked at McDonald's or similar fast food restaurant chain. _____	Visited any Central American country (below Mexico) within the past 5 years. _____	Has a motorcycle license. _____	Has eaten a bowl of Cioppino within the past year. _____	Participated in yoga or Pilates within the past 2 months. _____

RULES

1. Formally introduce yourself to each person you meet (e.g. say your name, shake hands).
2. You cannot volunteer information about yourself, only answer specific questions asked (NOT "Which of these boxes apply to you?").
3. When someone satisfies one of the boxes, get that person to initial the box.
4. You cannot initial any boxes on your own card.
5. The goal is to get initials along one or more entire rows, columns, or diagonals.