

PSYC 501.27
Impression Management and Interpersonal Influence
Winter 2015

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| Instructor: | Joshua Bourdage, PhD | Lecture Location: | CHE 102 |
| Phone: | 403-220-4953 | Lecture Days/Time: | W 16:00-18:45 |
| Email: | Joshua.bourdage@ucalgary.ca | | |
| Office: | Administration 131B | | |
| Office Hours: | Wednesday 3:00-4:00 | | |

Course Description and Goals

This course covers select topics in the realm of Industrial and Organizational Psychology. Namely, within this domain the present course will cover content related to impression management behaviors and interpersonal influence in the workplace. Although the focus is on articles from the Industrial and Organizational psychology literatures, theories and research will span social psychology, personality psychology, some cognitive psychology, and many findings can be applied to other domains. Topics will include the underlying theories of impression management and influence, taxonomies or frameworks through which we can examine these phenomena, and individual differences and situations that act as antecedents to such behaviors. In addition to this, we will examine if these behaviors are effective, when they are effective, and for whom they work. By the end of this course, students should have a fundamental understanding of impression management and interpersonal influence, and the processes through which they operate. At a broader level, study of this topic is a vehicle through which students will develop their abilities to digest primary literature, critically analyze research, understand the practical implications psychological findings can have, discuss research intelligently, and generate new ideas and knowledge.

Prerequisites

Psychology 200, 201, 312 and consent of the Department.

Required Text

The reading list can be found below and will be posted on D2L. In many cases the citation will be posted, and you will be required to use the library website to find the relevant article.

Evaluation

| Evaluation Component | Worth | Due Date |
|--------------------------------|-------|---------------|
| Participation | 15% | Throughout |
| Weekly Questions | 15% | Throughout |
| Research Proposal Paper | 30% | Apr. 15 |
| Research Proposal Presentation | 10% | Apr.1/Apr.8 |
| Seminar Lead/Presentation | 30% | Jan.28-Mar.25 |

Participation (15%). In a seminar course, participation is absolutely essential for the success of the class, as well as for your own learning. Critical thinking, speaking, and persuasion are three key skill sets identified by O*NET for Psychologists. Although attending class is not enough, it is essential to be able to earn participation marks. If you will not be in class, please email the instructor prior to class. Although some classes treat participation marks as a given, you will certainly be evaluated on the quality of your contributions. Participation can also include asking clarifying questions about issues you don't fully understand, but shouldn't be limited to this. It is important to remember that higher education in general is about sharing ideas. As a class, we will create an open, honest environment where it is okay to make mistakes, so all should feel comfortable talking in class. On the converse side, we will do our best to make sure that 1-2 individuals do not dominate discussion, and everyone has a chance to contribute. I will endeavor to give you some feedback as to your current participation "status" mid-way through the semester.

Weekly Discussion Questions (15%). Each week you will be required to submit 1 discussion question on the D2L website. These questions should be posted by 6:00PM the night before class (Tuesday evening). Discussion questions can be about a conflict you see within the articles, a particular issue you find interesting, or a research question that extends upon one of the articles. Importantly, it is not enough to simply pose a question. You should think about your stance on that question, and be prepared to talk about it. We may not get to all discussion questions, as there is a certain flow to a class, but you should still be prepared to talk about your Discussion question. An example Discussion Question might be: *"Is it okay to conclude based on this article that in order to ensure you are rewarding the behavior you want, you must also punish the behavior you do not want? What are the implications of this? What does the literature say?"*

Research Proposal Paper (30%). One major end goal of the course is to have you write a research proposal. This proposal should be feasible (i.e. you should actually be able to do this study). Your research proposal can be on any topic in one of the areas we cover in this course (use the weekly course topics as a guide). **You are strongly encouraged to discuss your topic with the course instructor well in advance of submitting the paper, to make sure you're on the right track.** The research proposal should be 10-15 pages double spaced (not including references, appendices, etc.). Although I am less concerned about length than quality (it is as long as it needs to be), you should not go over 15 pages double spaced (I will stop reading at 15 pages, Times New Roman, 12-point, font, 1-inch margins on all sides). You should identify a knowledge gap in the literature and write a proposal for a research project that would fill that gap. Your research proposal **should include the following sections: Introduction, Method, Analysis Plan, and Conclusion.** The Introduction should describe the general area of research and the specific issue(s) and problem(s) that your study addresses, including why your study is important. The introduction will conclude with a statement of your specific hypotheses. The Method should present details about how your study will be done; what sort of subjects you will be using; and the procedure. The Analysis section should describe the statistical procedures that you will use to evaluate your hypotheses. The Conclusion should summarize the main points briefly, point out the contributions of the research, and include practical implications of the work. **The research proposal is due on April 15th at 11:59PM MST.** Paper submissions are preferred (can be dropped off at the Psychology Department Main Office, but electronic submissions will be accepted. Papers received after 11:59 PM MST will be treated as one day late and will be docked 10%. Marks will be docked 10% for every subsequent 24 hour period they are late including weekends, unless other arrangements have been made with the instructor due to extreme or extenuating circumstances. Granting of extensions is solely at the discretion of the course instructor and will only be in exceptional circumstances with supporting documentation. **Papers should be submitted in APA format.**

Research Proposal Presentation (10%)

During the April 1st and April 8th classes, you will be required to give a 12 minute presentation with 3 minutes for questions that summarizes your research proposal idea. The goal is for your presentation to foster discussion that is helpful to you as you finalize the proposed study for your Research Proposal Paper. The general sections for your presentation should be similar (although more succinct than) those in the Research Proposal Paper. Although 12 minutes may not be enough to cover everything in depth, this is the standard length of research presentations in this field, and so finding a succinct way to thoroughly convey your ideas is a critical competency.

Seminar Lead/Presentation (30%). This course component involves giving a presentation and leading the seminar for approximately 60-75 minutes. Two students will be presenting each day from January 28-March 25. Each student is responsible for presenting (a) one article of their choosing relevant to that week's topic, (b) one article from the assigned readings, (c) leading discussion on those articles, and (d) giving a 5-10 minute presentation on how the findings from the week's readings (including the articles they are presenting on) apply or are useful in the "real world" (i.e. a practical application of the findings) or would apply to another area of psychology. Students must approve the article and send it to the class a minimum of one week prior to their scheduled presentation. The presentation should not only summarize the articles and their key components, but be a vehicle for generating interest and discussion, as well as highlight the strengths, weaknesses, and gaps that result from these articles. Students may also integrate others' discussion questions with their own as they guide discussion. On the day of the presentation, students should submit a short summary of their presentation and print off enough for everyone in the class (no more than 1 page double-sided). On the day of their presentation, students will not be responsible for submitting a weekly discussion question.

Competencies assessed in this course– 1) Demonstrate Knowledge of Psychological Sciences, 2) Think Critically and Solve Problems, 3) Conduct Research, 4) Communicate Effectively in Writing and in Person, 5) Demonstrate Information Literacy, and 6) Apply Psychological Knowledge and Skills.

Department of Psychology Grade Distribution Policy

The distribution of grades in Psychology courses (the percentage of A grades, B grades, etc.) will be similar to the distribution of grades in other courses in the Faculty of Arts. The Department monitors the grade distributions of 200-, 300-, and 400-level courses in the Faculty to ensure that the grade distributions in Psychology courses are comparable. Based on these reviews, students can expect that 1) up to 30% of grades in 200- and 300-level psychology courses will be "A" grades (A+, A, and A-), and 2) up to 40% of grades in 400-level psychology courses will be "A" grades.

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

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|----|---------|----|--------|----|--------|----|--------|
| A+ | 96-100% | B+ | 80-84% | C+ | 67-71% | D+ | 54-58% |
| A | 90-95% | B | 76-79% | C | 63-66% | D | 50-53% |
| A- | 85-89% | B- | 72-75% | C- | 59-62% | F | 0-49% |

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Late Assignments

Any assignment submitted after the time it is due will receive a 10% penalty, with an additional 10% penalty for every 24-hour period that the assignment is late.

Important University Dates

| Date | Topic/Activity/Readings/Due Date |
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| M Jan 12 | Winter term lectures begin. |
| W Jan 14 | First class |
| F Jan 23 | Last day to drop Winter Term half-courses. |
| M Jan 26 | Last day to add or swap Winter Term half courses. Last day for change of registration from audit to credit or credit to audit. |
| F Jan 30 | Fee payment deadline for Winter Term fees. |
| Feb 15-22 | Reading Week. No lectures. University open (except Family Day). |
| M Feb 16 | Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures. |
| F Apr 3 | Good Friday University Closed |
| W Apr 15 | Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses. |
| Apr 18-29 | Winter Term Final Examinations. |

Course Schedule

| Date | Topic/Activity/Readings | Readings |
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| W Jan 14 | Introduction/Overview to IM and Critiquing and Reading Articles | - Bolino, M. C., Kacmar, K. M., Turnley, W. H., & Gilstrap, J. B. (2008). A multi-level review of impression management motives and behaviors. <i>Journal of Management</i> , 34(6), 1080-1109. |
| W Jan 21 | Theories and Taxonomies of Impression Management and Influence Tactics | - Ferris, G. R., & Judge, T. A. (1991). Personnel/human resources management: A political influence perspective. <i>Journal of management</i> , 17(2), 447-488. - Jones, E. E., & Pittman, T. S. (1982). Toward a general theory of strategic self-presentation. <i>Psychological perspectives on the self</i> , 1, 231-262. - Yukl, G. (1998). <i>Leadership in Organizations</i> , (4th ed). Englewood Cliffs, NJ: Prentice-Hall. Chapter on influence tactics. |
| W Jan 28 | Effects of Impression Management in the Workplace | - Barrick, M. R., Shaffer, J. A., & DeGrassi, S. W. (2009). What you see may not be what you get: relationships among self-presentation tactics and ratings of interview and job performance. <i>Journal of Applied Psychology</i> , 94(6), 1394. - Bolino, M. C., Varela, J. A., Bande, B., & Turnley, W. H. (2006). The impact of impression-management tactics on supervisor ratings of organizational citizenship behavior. <i>Journal of Organizational Behavior</i> , 27(3), 281-297. |

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| | | <ul style="list-style-type: none"> - Supplementary Reading: Higgins, C. A., Judge, T. A., & Ferris, G. R. (2003). Influence tactics and work outcomes: a meta-analysis. <i>Journal of Organizational Behavior</i>, 24(1), 89-106. |
| W Feb 4 | Effects of Influence Tactics in the Workplace | <ul style="list-style-type: none"> - Lee, S., Han, S. J., Kim, S. L., Cheong, M., & Yun, S. (2014, January). How I Get My Way? A Meta-Analytic Review of Research on Influence Tactics. In Academy of Management Proceedings (Vol. 2014, No. 1, p. 16584). Academy of Management. - Kennedy, J. C., Fu, P. P., & Yukl, G. (2003). Influence tactics across twelve cultures. <i>Advances in global leadership</i>, 3, 127-147. - Supplementary Reading (A Classic!): Yukl, G., & Tracey, J. B. (1992). Consequences of influence tactics used with subordinates, peers, and the boss. <i>Journal of Applied Psychology</i>, 77(4), 525. |
| W Feb 11 | Personality Antecedents of Impression Management and Influence Tactics | <ul style="list-style-type: none"> - Bourdage, J. S., Wiltshire, J., & Lee, K. (2014). Personality and Workplace Impression Management: Correlates and Implications. <i>Journal of Applied Psychology</i>. - Cable, D. M., & Judge, T. A. (2003). Managers' upward influence tactic strategies: The role of manager personality and supervisor leadership style. <i>Journal of Organizational Behavior</i>, 24(2), 197-214. - Supplementary Reading: Barbuto, J. E., & Moss, J. A. (2006). Dispositional effects in intra-organizational influence tactics: A meta-analytic review. <i>Journal of Leadership & Organizational Studies</i>, 12(3), 30-48. |
| W Feb 18 | Reading Week. No lectures. University open this day. | |
| W Feb 25 | Situational and Contextual Antecedents of Impression Management and Influence Tactics | <ul style="list-style-type: none"> - Wiltshire, J., Bourdage, J. S., & Lee, K. (2014). Honesty-Humility and Perceptions of Organizational Politics in Predicting Workplace Outcomes. <i>Journal of Business and Psychology</i>, 29(2), 235-251. - Ansari, M. A., & Kapoor, A. (1987). Organizational context and upward influence tactics. <i>Organizational Behavior and Human Decision Processes</i>, 40 (1), 39-49. - Supplementary Reading: Gardner, W. L., & Martinko, M. J. (1988). Impression management in |

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| | | organizations. <i>Journal of Management</i> , 14, 321-338. |
| W Mar 4 | Political Skill in the Workplace | <ul style="list-style-type: none"> - Ferris, G. R., Treadway, D. C., Perrewé, P. L., Brouer, R. L., Douglas, C., & Lux, S. (2007). Political skill in organizations. <i>Journal of Management</i>, 33(3), 290-320. - Harris, K. J., Kacmar, K. M., Zivnuska, S., & Shaw, J. D. (2007). The impact of political skill on impression management effectiveness. <i>Journal of Applied Psychology</i>, 92(1), 278. - Supplementary Reading: Ahearn, K. K., Ferris, G. R., Hochwarter, W. A., Douglas, C., & Ammeter, A. P. (2004). Leader political skill and team performance. <i>Journal of Management</i>, 30, 309-327. |
| W Mar 11 | Organizational Impression Management | <ul style="list-style-type: none"> - Highhouse, S., Brooks, M. E., & Gregarus, G. (2009). An organizational impression management perspective on the formation of corporate reputations. <i>Journal of Management</i>, 35(6), 1481-1493. - Elsbach, K. D., & Eloffson, G. (2000). How the packaging of decision explanations affects perceptions of trustworthiness. <i>Academy of Management Journal</i>, 43(1), 80-89. - Supplementary Reading: Elsbach, K. D., & Sutton, R. I. (1992). Acquiring organizational legitimacy through illegitimate actions: A marriage of institutional and impression management theories. <i>Academy of Management Journal</i>, 35(4), 699-738. |
| W Mar 18 | Influence and Leadership | <ul style="list-style-type: none"> - Sparrowe, R. T., Soetjijto, B. W., & Kraimer, M. L. (2006). Do leaders' influence tactics relate to members' helping behavior? It depends on the quality of the relationship. <i>Academy of Management Journal</i>, 49(6), 1194-1208. - Furst, S. A., & Cable, D. M. (2008). Employee resistance to organizational change: managerial influence tactics and leader-member exchange. <i>Journal of Applied Psychology</i>, 93(2), 453. - Supplementary Reading: Enns, H. G., & McFarlin, D. B. (2005). When executives successfully influence peers: The role of target assessment, preparation, and tactics. <i>Human Resources Management</i>, 44(3), 257-278. |
| W Mar 25 | Power and Influence | <ul style="list-style-type: none"> - Treadway, D. C., Breland, J. W., Williams, L. M., Cho, J., Yang, J., & Ferris, G. R. (2013). Social Influence and Interpersonal Power in |

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| | | <p>Organizations Roles of Performance and Political Skill in Two Studies. <i>Journal of Management</i>, 39(6), 1529-1553.</p> <p>- Article 2 TBA</p> |
| W Apr 1 | Interview Impression Management – General | <ul style="list-style-type: none"> - Levashina, J., & Campion, M. A. (2006). A model of faking likelihood in the employment interview. <i>International Journal of Selection and Assessment</i>, 14 (4), 299-316. - Rosenfeld, P. (1997). Impression management, fairness, and the employment interview. <i>Journal of business ethics</i>, 16(8), 801-808. - Higgins, C.A., & Judge, T.A. (2004). The effect of applicant influence tactics on recruiter perceptions of fit and hiring recommendations: A field study. <i>Journal of Applied Psychology</i>, 89, 622-632. - <i>Supplementary Reading</i>: Tsai, W.-C., Huang, T.-C., Wu, C.-Y., & Lo, I.-H. (2010). Disentangling the effects of applicant defensive impression management tactics in job interviews. <i>International Journal of Selection and Assessment</i>, 18, 131- 140. doi: 10.1111/j.1468-2389.2010.00495 |
| W Apr 8 | Interview Impression Management – Antecedents | <ul style="list-style-type: none"> - Peeters, H., & Lievens, F. (2006). Verbal and nonverbal impression management tactics in behavior description and situational interviews. <i>International Journal of Selection and Assessment</i>, 14, 206-222. - Van Iddekinge, C.H., McFarland, L.A., & Raymark, P.H. (2007). Antecedents of impression management use and effectiveness in a structured interview. <i>Journal of Management</i>, 33, 752-773. |
| W Apr 15 | Interview Impression Management - Detection | <ul style="list-style-type: none"> - Roulin, N., Bangerter, A., & Levashina, J. (2014). Honest and Deceptive Impression Management in The Employment Interview: Can It be Detected and How Does It Impact Evaluations? <i>Personnel Psychology</i>. - Levashina, J., Morgeson, F. P., & Campion, M. A. (2009). They don't do it often, but they do it well: Exploring the relationship between applicant mental abilities and faking. <i>International Journal of Selection and Assessment</i>, 17(3), 271-281. |

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Absence From A Test/Exam

Makeup tests/exams are NOT an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered except under exceptional circumstances. Students are advised to wait until the final examination schedule is posted before making any travel arrangements.

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or via the Department Office (Admin 255), or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Course Credits for Research Participation (Max 2% of final grade)

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **April 15, 2015**.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>. Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 170 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suypaca@ucalgary.ca
Student Union Faculty Rep.: Phone: 403-220-3913 socialscirep@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.su.ucalgary.ca/services/student-services/student-rights.html>).

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.
Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **January 23rd, 2015**. Last day for registration/change of registration is **January 26th, 2015**. The last day to withdraw from this course is **April 15th, 2015**.