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POWER IN YOUR HANDS: BUILDING A CAREER

Master Degree

Syllabus

BOK 2.29

MBA 551

Specialty: D3 "Management"

Educational program "Business Administration"

Quarter/Year: Spring / 2026

ECTS Credits: 6

Instructor: Olga O. Verkhohlyad PhD, Associate

US Credits: 3

Professor

Contact information: olga.verkhohlyad@uacu.edu.ua

Prerequisites: -

Course Description.

This course is a summary of the study of management. It covers all its aspects from the point of view of the effectiveness of their implementation. The goal is to get acquainted with modern scientific approaches and practical aspects of the application of performance management. For this, during the course, the following main topics will be studied: financial performance measures in the private sector; performance management in not-for-profit organizations; non-financial performance indicators; causes and consequences of crisis situations in organizations; impact of business structure and information technologies on performance management; and other topics.

The course is built with the use of cases, in particular, in relation to the practical skills of drawing up a company's sales budget and the development and evaluation of KRI (key performance indicators) and OKR (Objectives and Key Results).

After studying the course, students will be able

Course Outcomes

PH 1. Know their own personal rights and responsibilities as a member of society, be aware of the values of the civil society, the rule of law, human and civil rights and freedoms in Ukraine.

PH 2. Preserve the moral, cultural, scientific values and increase the achievements of society, use various types and forms of physical activity in order to maintain a healthy lifestyle.

PH3. Demonstrate the knowledge of theories, methods and functions of management, modern leadership concepts.

PH 4. Demonstrate the skills to identify problems and justify management decisions.

PH 5. Describe the content of the functional areas of an organization.

- PH 6. Demonstrate the skills to search, collect and analyze information, calculate indicators to justify management decisions.
- PH 7. Demonstrate organizational design skills.
- PH 8. Apply management methods to ensure the effectiveness of an organization.
- PH 9. Demonstrate the skills of interaction, leadership, teamwork.
- PH 10. Have the skills to justify effective tools to motivate the staff of an organization.
- PH 11. Demonstrate the skills of situation analysis and establishing and ensuring communication in various areas of an organization's activity.
- PH 12. Assess the legal, social and economic consequences of an organization's operation.
- PH 13. Communicate orally and in writing in the state and foreign languages.
- PH 14. Identify the causes of stress, adapt self and their team members to a stressful situation, find the ways to neutralize it.
- PH 15. Demonstrate the ability to act in a socially responsible manner and socially consciously on the basis of ethical considerations (motives), respect for diversity and interculturalism.
- PH 16. Demonstrate the skills of independent work, flexible thinking, openness to new knowledge, be critical and self-critical.
- PH 17. Perform research individually and/or in a group under the guidance of a leader.

Competencies

IK Ability to solve complex specialized tasks and practical problems, which are characterized by complexity and uncertainty of conditions, in the field of management or in the learning process, which involves the application of theories and methods of social and behavioral sciences

- 3K.1. Ability to realize their rights and responsibilities as a member of society, to understand the values of civil (free democratic) society and the need for its sustainable development, the rule of law, human and civil rights and freedoms in Ukraine.
- 3K.2. Ability to preserve and multiply moral, cultural, scientific values and achievements of society based on understanding the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technology, use different types and forms of motor activities for active recreation and a healthy lifestyle.
- 3K.3. Ability to abstract thinking, analysis, synthesis.
- 3K.4. Ability to apply knowledge in practical situations.
- 3K.7. Ability to communicate in a foreign language.
- 3K.9. Ability to learn and master modern knowledge.
- 3K.11. Ability to adapt and act in a new situation.
- 3K.12. Ability to generate new ideas (creativity).
- 3K.13. Appreciation and respect for diversity and multiculturalism.
- 3K.14. Ability to work in an international context.

- CK.2. Ability to analyze the results of the organization, to compare them with the factors of external and internal environment.
- CK.3. Ability to determine the prospects for the development of the organization.
- CK.6. The ability to act socially responsibly and consciously.
- CK.7. Ability to choose and use modern management tools.
- CK.8. Ability to plan the activities of the organization and manage time.
- CK.9. Ability to work in a team and establish interpersonal interaction in solving professional problems.
- CK.14. Understanding of the principles of psychology and use them in professional activities.

CK.15. Ability to form and demonstrate leadership qualities and behavioral skills.

Internationality: Internationality: The knowledge provided in the course is applicable in many world cultures.

Communications

For individual issues, students should contact the professor ONLY by given e-mail or by Moodle. In the Subject line they should put: UACUFirstNameLastName. E-mail messages will normally be answered within 24 hours.

Note! Only emails sent from the student's corporate email address will be answered.

Attention! Official and only language used for assessment activities is English. Official and only languages used for communication within the University are Ukrainian and English.

Student Responsibilities

Time Commitment

The study of technical courses is cumulative (i.e., an understanding of earlier material is necessary to grasp concepts covered later). Past experience has shown a high correlation between procrastination and low grades. Students must be committed to completing tasks on time.

Students are responsible for following the schedule, attending classes, completing assignments on time and to the required standards, and maintaining academic integrity. These responsibilities are not open for discussion with instructors or the dean's office.

Technical Aspects

The student is obliged to provide himself/herself with all the necessary technical equipment for the educational process (laptop or computer, webcam, headsets or headphones and microphone), as well as access to the Internet.

Only students signed-in with their own first and last name are allowed into video consultations in Zoom.

Grading Policy

The course is based on mastery of course outcomes. Student grades for this course will be calculated based on performance.

Note: the minimal grade to pass a subject is 60% for Bachelor's students and 70% for Master's students.

Graduate Grading Guidelines

The assignment of a letter grade for a course is an indication of the student's overall success in achieving the learning outcomes for the course. The course letter grade may be viewed as a summary statement of the student's achievement in individual assessments (assignments & activities). These assessments are intended to identify for students their strengths as well as those areas in need of improvement. Student work is assessed according to the guidelines below.

Course-level Grading guidelines:

Master

Grade	Grade ECTS	International Grade
90% - 100%	A	5 (Excellent)
83% - 89%	B	4 (Very Good)
75% - 82%	C	4 (Good)
70% - 74%	D	3 (Good)
35% - 69%	FX	Not acceptable, possible repetition of course

Criteria for grading:

ECTS grade	Requirements for the student
A	The student demonstrated a comprehensive systemic and in-depth knowledge of program material; processed basic and additional literature; obtained a solid grasp of the conceptual apparatus, methods, techniques and tools provided by the program; found creative abilities in the presentation of the educational program material both on this issue and on related modules of the course and related courses, or the student had a current control of 90-100 points
B	The student demonstrated good knowledge of program material; processed the basic literature, mastered the conceptual apparatus, methods, techniques and tools provided by the program, but with some inaccuracies
C	
D	The student showed mediocre knowledge of the core program material; learned information mainly from a lecture course or just one textbook; mastered only certain methods, techniques and tools provided by the program
E	
FX	The student has significant gaps in knowledge of the main program material; fragmentary mastered the basic concepts, techniques and tools; significant mistakes are made when using them

Maximum total possible points – 100 points incl. (Midterm and Final exam are 70% of overall evaluation, where Midterm – 30% and Final – 40%)

Final Paper – 18 points

Consultations – 12 points

Student Workload

It is assumed that for each out of 17 class sessions a student spends about 10.5 academic hours of work. This includes 3.5 academic hours of working on lecture materials (including consultations) and 7 academic hours of personal work. Personal work includes all outside-lectures work that a student completes to master the course.

Please pay attention that 1 academic hour equals to 40 minutes.

Assignment Format

All work should be shown in time. If the student misses the deadline – the task is failed. Midterm covered topics from previous lectures (weeks 1-7). It included multiple choice questions, cases (essays) and problems and took about 1,5 hours.

The Final exam covered all course material and included multiple choice questions cases (essays) and problems. It lasts for 1.5 hours. Admission to the Final exam is possible only if all the tasks of the curriculum are covered.

After the Midterm and Final is graded a student has access to the grade only. Access to the attempt, corrects answers and information whether the answer is correct cannot be granted.

Academic dishonesty

Academic integrity is submitting one's own work and properly acknowledging the contributions of others. Forms of academic dishonesty include:

1. Plagiarism – submitting all or part of another's work as one's own in an academic exercise such as an examination, a computer program, or written assignment.
2. Cheating – using or attempting to use unauthorized materials on an examination or assignment, such as using unauthorized texts or notes or improperly obtaining (or attempting to obtain) copies of an examination or answers to an examination. Including the use of artificial intelligence and pre-prepared answers to the questions of tasks is prohibited (unless otherwise specified in the task itself or allowed by the instructor).
3. Facilitating Academic Dishonesty – helping another commit an act of dishonesty, such as substituting for an examination or completing an assignment for someone else.
4. Fabrication – altering or transmitting, without authorization, academic information or records.

Any violation of these rules constitutes academic dishonesty and is liable to result in a failing grade and disciplinary action. In case of any academic dishonesty a student is not allowed to continue or retake the assessment activity and for the Final the unsatisfactory grade ("0") is assigned for the course total. Cases of the academic dishonesty are not considered by the Academic Council.

Midterm and Final are valid only if they are taken on-campus (room defined by the dean's office) and on UACU's computer/laptop or online on the student's computer/laptop using Zoom and other conditions defined by the dean's office to avoid the cases of academic dishonesty. Students who will not meet this requirement will be expelled from the course with grade "0".

In case of missed Midterm or Final exam (for a valid reason like sickness or an emergency) a request to repeat the exam is possible. Permit to repeat a midterm or final exam is done through a letter to the dean's office with request and approval of subject lecturer.

Submission or retaking of any assessment activities after deadlines are forbidden.

Submission & Return Policy

Assignments must be submitted to the professor on or before the due date indicated in the Course Schedule. The assignments submitted after the due dates receive zero points.

**** NO MAKE –UP QUIZZES AND EXAMS ****

Schedule

Submission & Return Policy

Assignments must be submitted to the professor on or before the due date indicated in the Course Schedule. The assignments submitted after the due dates receive zero points.

**** NO MAKE –UP QUIZZES AND EXAMS ****

Lectures	Topic	Assignments Due	Points
	Introduction to the course.		
Lecture 1	Why is the struggle for power always present in organizations?		
Lecture 2	What power gives to those who have it (benefits and negatives).		
Lecture 3	Power viewed as an opportunity or responsibility and why it matters.		
Lecture 4	Lacking power.		
Lecture 5	Acquiring power.		
Lecture 6	Seven rules of power.		
Lecture 7	A few words about narcissistic leaders.		
Lecture 8	Controlling power misuse.		
Session 9	Midterm Exam		30%
Lecture 10	Power and viewing others as objects		
Lecture 11	Power and prosocial behavior		
Lecture 12	Power and working in teams		
Lecture 13	Power and negotiations		
Lecture 14	Getting and losing power		
Lecture 15	Office politics		
Lecture 16	Dealing with a supervisor who misuses power Final Paper is due Missed consultations submissions are due		18% 12%
Session 17	Exam		40%

Recommended Materials

1. Carey, B. (2008). You Remind Me of Me. *The New York Times*. Feb 12, 2008. <https://www.nytimes.com/2008/02/12/health/12mimic.html>
2. Cho, M., & Keltner, D. (2020). Power, approach and inhibition: empirical advances of a theory. *Current Opinion in Psychology*, 33, 196-200. <https://doi.org/10.1016/j.copsyc.2019.08.013>
3. Cislak, A. (2013). Effects of power on social perception: All your boss can see is agency. *Social psychology*, 44, 139-147. <https://doi:10.1027/1864-9335/a000139>
4. Galinsky, A., Magee, J., Inesi, M., Gruenfeld, D. (2006). Power and perspectives not taken. *Psychological Science*, 17, 1068-1074. <https://doi.org/10.1111/j.1467-9280.2006.01824.x>
5. Gladwell, M. (2009). How David beats Goliath. *The New Yorker*, May 4, 2009. <https://www.newyorker.com/magazine/2009/05/11/how-david-beats-goliath>
6. Greer, L., & Chu, C. (2020). Power struggles: when and why the benefits of power for individuals paradoxically harm groups. *Current Opinion in Psychology*, 33, 162-166.
7. De Wit, F., Scheepers, D., Ellemers, N., Sassenberg, K., & Scholl, N. (2017). Whether power holders construe their power as responsibility or opportunity influences their

tendency to take advice from others. *Journal of Organizational Behavior*, 38(7), 923-949. <https://doi.org/10.1002/job.2171>

8. Dekkers, T., Rentergem, J., Meijer, B., Popma, A., Wagemaker, E., & Huizenga, H. (2019). A meta-analytical evaluation of the dual-hormone hypothesis: Does cortisol moderate the relationship between testosterone and status, dominance, risk taking, aggression, and psychopathy? *Neuroscience and Behavioral Reviews*, 96, 250-171.

9. Kanter, R.M. (1979). Power failure in management circuits. *Harvard Business Review*, 57(4), pp. 65-75.

10. Kotter, J. (1977). Power, dependence and effective management. *Harvard Business Review*, 55(4), 125-135.

11. McClelland, D., & Burnham, D. (2003). Power is the great motivator. *Harvard Business Review*, available at: <https://hbr.org/2003/01/power-is-the-great-motivator>.

12. O'Reilly, C., Pfeffer, J. (2021). Organizational power and politics: The narcissist's advantage? *Personality and Individual Differences*, 182, Article 111061.

13. Pfeffer, J. (2013). You're still the same: Why theories of power hold over time and across contexts. *The Academy of Management Perspectives*, 27(4), 269-280. <https://doi.org/10.5465/amp.2013.0040>

14. Pfeffer, J. (2022). *Seven Rules of Power*. London, UK: Swift Press.

15. Sassenberg, K., Ellemers, N., & Scheepers, D. (2012). The attraction of social power: The influence of construing power as opportunity versus responsibility. *Journal of Experimental Social Psychology*, 48, 550-555. <https://doi.org/10.1016/j.jesp.2011.11.008>

16. Singh, A. (2009), Organizational power in perspective. *Leadership and Management in Engineering*, 9(4), 165-176. [https://doi.org/10.1061/\(ASCE\)LM.1943-5630.0000018](https://doi.org/10.1061/(ASCE)LM.1943-5630.0000018)

17. Scholl, A., de Wit, F., Ellemers, N., Fetterman, A., Sassenberg, K., & Scheepers, D. (2018). The burden of power: Construing power as responsibility (rather than as opportunity) alters threat-challenge responses. *Personality and Social Psychology Bulletin*, 44(7), 1024-1038.

18. Tobore, O. T. (2023). On power and its corrupting effects: the effects of power on human behavior and the limits of accountability systems. *Communicative & Integrative Biology*, 16(1), Article 2246793.

19. Tost, L. (2015). When, why, and how do power holders "feel the power"? Examining the links between structural and psychological power and reviving the connection between power and responsibility. *Research in Organizational Behavior*, 35, 29-56. <https://doi.org/10.1016/j.riob.2015.10.004>

Recommended Materials

1. Belmi, P., Schroeder, J. (2020). Human "Resources"? Objectification at Work. *Journal of Personality and Social Psychology*. <http://dx.doi.org/10.1037/pspi0000254>

2. Brass, D., Burkhardt, M. (1993). Potential power and power use: An investigation of structure and behavior. *Academy of Management Journal*, 36(3), 441-470.

3. Ferris, G. R., Treadway, D. C., Perrewé, P. L., Brouer, R. L., Douglas, C., & Lux, S. Political skill in organizations. *Journal of Management*, 33: 290-320.

<https://www.youtube.com/watch?v=AozJ4AkgAMw>

4. Galinsky, A., Schaerer, M., Magee, J. (2017). The four horsemen of power at the bargaining table. *Journal of Business and Industrial Marketing*. 32, (4), 606-611.

5. Glacomantonio, M., Andrighetto, L., Cristofaro, V. (2025). All are objects in the eyes of those who compete: social motivations and interpersonal objectification. *Motivation and Emotion*, 49, pp 348-363.

DOI: <https://doi.org/10.1007/s11031-025-10124-2>

6. Gruenfeld, D., Inesi, E., Magee, J., Galinsky, A. (2008). Power and objectification of social targets. *Journal of Personality and Social Psychology*, 95(1), 111-127.
7. Guinote, A., Kossowska, M., Jago, M., Idenekpoma, S. (2025). Why do people share (mis)information? Power motives in social media. *Computers in Human Behavior*, 162. Article 108453. DOI: <https://doi.org/10.1016/j.chb.2024.108453>
8. Kusano, K., Kemmelmeir, M. (2025). Expression of prestige through authentic pride, not dominance through hubristic pride, promotes fairness in ultimatum bargaining. *Scientific Reports*, 15, Article 10524.
9. LaCroix, J., Pratto, F. (2015). Instrumentality and the denial of personhood: The social psychology of objectifying others. *Revue Internationale De Psychologies Sociale*, 1, pp. 183-211.
10. Laurin, K., Guan, K., Younge, A. (2025). Does saying “Thanks a lot” make you look less than? The magnitude of gratitude shapes perceptions of relational hierarchy. *Social Psychological and Personality Science*. 1-15
DOI: <https://doi.org/10.1177/19485506251320427>
11. Nelissen, R., Meijers, M. (2011). Social benefits of luxury brands as costly signals of wealth and status. *Evolution and Human Behavior*.
12. Schaerer, M., Swaab, R., Galinsky, A. (2015). Anchors weigh more than power: Why absolute powerlessness liberates negotiators to achieve better outcomes. *Psychological Science*, 26, (2), 170-181.
13. Schaerer, M., Loschelder, D., Swaab, R. (2016). Bargaining zone distortion in negotiations: The elusive power of multiple alternatives. *Organizational Behavior and Human Decision Processes*. 137, 156-171.
14. Schaerer, M., Tost, L., Huang, L., Gino, F., Larrick, R. (2018). Advice giving: A subtle pathway to power. *Personality and Social Psychology Bulletin*, 44(5), pp 746-761. DOI: [10.1177/0146167217746341](https://doi.org/10.1177/0146167217746341)
15. Treadway, D., Breland, J., Williams, I. Social Influence and Interpersonal Power in Organizations: Roles of Performance and Political Skill in Two Studies. *Journal of Management*
16. Van Kleef, G., De Dreu, C., Pietroni, D., Manstead, A. (2006). Power and emotion in negotiation: Power moderates the interpersonal effects of anger and happiness on concession making. *European Journal of Social Psychology*, 36, 557-581.
17. Van Kleef, G. A. (2023). When and how norm violators gain influence: Dominance, prestige, and the social dynamics of (counter)normative behavior. *Social and Personality Psychology Compass*, 17(5), Article e12745.
DOI: <https://doi.org/10.1111/spc3.12745>
18. Van Kleef, G. A., Homan, A. C., Finkenauer, C., Blaker, N. M., & Heerdink, M. W. (2012). Prosocial norm violations fuel power affordance. *Journal of Experimental Social Psychology*, 48(4), 937–942.
DOI: <https://doi.org/10.1016/j.jesp.2012.02.022>

* *The above schedule and procedures are subject to change in the event of extenuating circumstances.*

Протокол засідання кафедр № 1 від 27.01.2026 року

Проректор з навчально-методичної роботи



Л.І.Кондратенко

Завідувач кафедри



Г.А.Бевзо

Викладач



О.О.Верхогляд

