

MANAGEMENT B853I – SECTION 001
POWER & INFLUENCE
FALL 2019

FOR BIDDING PURPOSES ONLY

Fall 2019

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*"Leadership is the art of getting someone else to do something you want done
because he wants to do it." – Eisenhower*

COURSE DESCRIPTION

The Power, Influence, and Networks course will empower you to achieve your personal and professional goals by providing you with a set of tools for understanding and managing power and political dynamics. Before coming to CBS, it is likely that your success depended primarily on your own individual performance. When you leave here, however, you will be leading teams, divisions, and organizations, and your success will increasingly depend on your ability to lead others. A fundamental component of success for a leader is having a clear understanding of power and influence processes and knowing how to act on that knowledge. Ultimately, organizations are political entities where power and influence are key mechanisms by which things get accomplished. After taking this course you will be better able to:

- (1) Map the distribution and sources of power within organizations;
- (2) Formulate strategies for identifying and building your own sources of power;
- (3) Develop strategies for enhancing your social networks and for understanding how these social connections may be rich sources of power and influence;
- (4) Understand different influence styles and learn how to interact and communicate with others in ways that make you more influential; and (5) Anticipate and guard against the pitfalls of power, enabling you to use power and influence in an authentic and ethical manner.

To achieve these goals, this course is designed to both help you acquire the *knowledge* necessary to better understand political dynamics as they unfold around you and to provide you opportunities to *practice* applying this knowledge. Despite the common misconception that people are either naturally skilled in the exercise of influence and acquisition of power or not, the reality is that political skills can be learned. They are, however, difficult to acquire simply through reading articles or listening to lectures. These skills are more readily developed through experiential learning—the application of concepts and frameworks learned in class to real world situations. Therefore, we will draw on a mix of conceptual models, tactical approaches, self-assessment tools, and simulation exercises.

COURSE REQUIREMENTS AND GRADING

You will be evaluated on four types of work throughout the semester: (a) class participation (30%); (b) memo (20%); (c) short assignments and exercises (20%); and (d) a final paper (30%).

Class Participation (30%):

Classroom learning is a shared responsibility. Though I will structure and facilitate the discussion, it is your responsibility to come to class well prepared and ready to engage actively. Hearing the ideas, experiences, and insights of your classmates through an interactive class discussion is an essential component for understanding the concepts introduced in this course. It is therefore essential that you are embracing the norms of the Columbia Core Culture:

Present: Be on time and present for every session. Attendance will be part of your grade for class participation and students are expected to sit in their assigned seats.

Prepared: Complete pre-session assignments and readings. Bring your nameplate and be prepared for cold calling.

Participating: Be an active and conscientious participant in class discussion and exercises. This means that electronic devices such as laptops, tablets, and smartphones are not allowed during class, except during sessions where the use of these devices is a part of in-class work.

Your participation grade is based on your presence in class and your contributions to the class discussion. Your course contribution grade will be based on arrival on time to class, timely submission of pre-class assignments, engagement and participation in the classroom. In terms of attendance, you will be allowed *one excused absence*. For an absence to be excused you must inform me or the TA that you will not attend before the start of the class. You will have opportunities to make contributions at several points during each session. The level and quality of participation will be the most important determinant of the participation grade. Quality discussion comments possess one or more of the following attributes: (1) presents well-reasoned arguments that draw

on the core concepts and tools introduced in the course; (2) moves the discussion forward by integrating and building on previous contributions with new insights; or (3) offers insightful and constructive critiques of others' contributions.

Memo (20%) (Due Sunday, March 25, 2018 by 11:59 pm):

This memo is a short written assignment (less than 750 words), intended to help you learn from your past work experience and to apply lessons from this class to your past, current, and future work and careers. The purpose is not to simply restate what we have covered in class. Instead, you should apply course concepts and tools to develop deeper insight into a pivotal episode in your career. Further, this memo will prove useful in writing your final paper.

You are free to structure the memo as you see fit, but the memo should address the following:

- (1) Think back to a time when political dynamics in your organization may have prevented you from achieving your desired goal or result. Identify a concept we have discussed in class that relates to this situation and discuss how the concept helps sharpen your diagnosis of the situation and informs your understanding of what you might have done differently to achieve a more desirable outcome.
- (2) Looking forward at your career, what are your goals, with respect to power and influence, for the short-term (next five or so years)? For example, what kind of positions would you like to hold? What kind of impact would you like to have in these positions? [For first-year students, this may be related to a summer internship as opposed to a first full-time job post-CBS.]

Reflection Exercises and Other Short Assignments (20%):

Over the course of the semester you will be responsible for submitting several short reflections and exercises, as outlined in the detailed section for each session below. These assignments are to help you understand how to apply the tools you learn in class by helping you draw connections between course concepts and your own experiences. These assignments will be graded solely on timely completion. Refer to the table of "Deliverables and Due Dates" on the last page of the syllabus for information on deadlines for all assignments.

Final paper (30%) (Due Tuesday, May 1, 2018 by 11:59 pm):

The final paper (less than 2,500 words) involves creating a plan of action to help you chart your short- to medium-term career development strategy. Drawing on your insights from your Memo and other exercises, you will have an opportunity to apply additional concepts and lessons from the course to your current position (or to potential future positions you might be considering).

Your paper should address the following topics:

1. Provide a brief biographical sketch. Be sure to include details that are important for understanding the remainder of your paper.
2. What are your career goals in the short-term (three to five years)? The medium-term (five to ten years)?
3. Think about an organization you hope to join or launch at some point during this journey (think back to your Memo). What type of organization is this (be as specific as possible). What will it take to enter/start this organization? Think about what actions you will need to take to secure your desired opportunity.
4. What is your action plan for building power and becoming influential in this setting? Think about what you will do early on in the new role, and how your actions will need to evolve over time. Be specific.
5. What ethical and social dilemmas might you encounter in implementing this plan and how would you handle these dilemmas? How will you remain authentic in the process?

Final papers should not exceed 2,500 words. Your grade will be based on the depth of your understanding of core course concepts, how well you apply those concepts to your real-world context, the thoughtfulness and rigor of the diagnosis you present, and the balance of creativity and feasibility displayed in your action plan.

REQUIRED COURSE MATERIALS

Cialdini, R. B. *Influence: The Psychology of Persuasion*. New York: William Morrow.

Pfeffer, J. *Managing with Power: Politics and Influence in Organizations*. Boston, MA: Harvard Business School Press. (MWP)

Cases and all other supplemental readings are posted to Canvas.

COURSE OUTLINE

Part I: Political Mapping and Sources of Power	
Week 1	Course Introduction
Week 2	Individual Sources of Power
Week 3	Relational Sources of Power
Part II: Power and Influence in Interpersonal Relations	
Week 4	Developing Powerful Networks
Week 5	Power and Influence in Communication
Week 6	Influence Tactics
Part III: Power and Influence in Organizations	
Week 7	Applying Concepts to Your Career
Week 8	Power Dynamics across the Hierarchy
Week 9	Power and Influence with Authenticity
Week 10 (session 1)	Power in Complex Environments
Part IV: Integrating Concepts	
Week 10 (session 2)	Leading Organizational Change
Week 11	Leading Organizational Change (continued)
Week 12	Review and Course Wrap-up

PART I: POLITICAL MAPPING AND SOURCES OF POWER

WEEK 1

Session 1: Course Introduction and Core Concepts

Prior to Class: Read Pfeffer, MWP, Chapter 1, "Decisions and Implementation." and Chapter 2, "When is Power Used."

After Class: No additional reading or exercise.

Session 2: Profile of the Naïve Politician

Prior to Class: Read Thomas Green, *HBS Case*

1. Why was Green initially successful at Dynamic Displays?
2. How and why did things begin to unravel?
3. How did Green react and why?
4. What should he have done differently?

Read Pfeffer, MWP, Chapter 3, "Diagnosing Power and Dependence," and Chapter 4, "Where Does Power Come From."

After Class: Complete personal characteristics assessment on Canvas.

WEEK 2

Session 3: Positional and Personal Sources of Power: Reputation and Performance

Prior to Class: Read Caro, TPTP, Chapter 13, "On His Way."

Lyndon B Johnson, Part I

1. What things did Johnson do to build his reputation?
2. What was Johnson's formal authority? What did he do to obtain more authority?
3. How did Johnson think about effective performance in his job? What did performance mean to him?
4. What strategies did Johnson use to acquire resources useful for exercising power?

Read Pfeffer, MWP, Chapter 7, "Formal Authority, Reputation, and Performance."

Optional: Read American President, "Lyndon Baines Johnson: A Life in Brief."

After Class: Dana will send your scores from the personal characteristics assessment this afternoon. Please print these out and bring to our next class session where we will review.

Session 4: Positional and Personal Sources of Power: Personal Attributes

Prior to Class: Read Pfeffer, MWP, Chapter 9, "Individual Attributes as Sources of Power."

Read Dweck, "The Mindset of a Champion."

After Class: Complete the network assessment exercise, following the link on Canvas. Dana will send additional instructions for this exercise by this afternoon.

WEEK 3

Session 5: Relational Sources of Power: Networks

Prior to Class: Read Heidi Roizen, *HBS Case*.

1. What are the strengths of Roizen's network? The weaknesses?
2. How does Roizen develop and maintain her network?
3. What is Roizen like as a person? What is it about her that allows her to network so widely?
4. Would you characterize Roizen as *strategic* or *calculating*?

Read Pfeffer, MWP, Chapter 6, "Location in the Communication Network."

Optional: Read Ibarra, "Managerial Networks," *HBS Note*.

After Class: Dana will be sending you information for accessing your personal report related to the network assessment you completed last week. Please print and review your personal report and be prepared to discuss in class session 6.

Session 6: Relational Sources of Power: Alliances and Understanding Your Network

Prior to Class: Read Amelia Rogers, *HBS Case*.

1. What is going on here? Why did Burns call Johnson? Why did Johnson call Rodgers?
2. What should Rogers do? Should she speak to Burns? Should she speak to Paglia? (Please be specific about the influence strategy and tactics she should use)

Read Pfeffer, MWP, Chapter 5, "Resources and Allies."

After Class: Submit two questions for our session 7 guest speaker, Yael Silverstein on Canvas.

PART II: POWER AND INFLUENCE IN INTERPERSONAL RELATIONS

WEEK 4

Session 7: Theory in Practice: Importance of Networks with Yael Silverstein

Guest Bio: Yael Silverstein of Global Health Corps (CBS '13) will join us to discuss her personal experiences with power, influence, and networks in her career. She will share tips and strategies for developing and maintaining an effective network as well as effectively transitioning from CBS to the next stage of your career. Please come prepared with questions for our speaker.

Prior to Class: There is no preparation required for this class session.

After Class: Complete the personal and network habits exercise posted on Canvas for Week 4.

Session 8: Strategically Shaping Your Network

Prior to Class: Read Uzzi and Dunlap, "How to Build Your Network."

Read Levin and colleagues, "The Power of Reconnection— How Dormant Ties Can Surprise You."

Read Ferazzi, Never Eat Alone, Chapter 12 "Share Your Passions." Chapter 13 "Follow Up or Fail" and Chapter 20, "Pinging – All the Time."

After Class: No additional reading or exercise.

WEEK 5

Session 9: Leaderless Group Exercise and Communication Styles

Prior to Class: There is no preparation required for this class session. You will receive materials for the exercise at the beginning of the class. This is a time sensitive group exercise, so please arrive on time.

Note: You will need to bring your laptop or tablet to class for this exercise.

After Class: You will receive a personalized feedback report from a classmate and a link to a video of your group discussion. Please read the personalized feedback and watch the video.

Session 10: Acting and Speaking with Power (Leaderless Group Debrief)

Prior to Class: Please be sure to read your personalized feedback report and review segments of the video from the Leaderless Group Exercise and be prepared to discuss the following:

1. Were there any surprises in your feedback report?
2. What were some of your strengths in the group discussion in terms of your interpersonal style?
3. What were some areas for improvement in your interpersonal style?

After Class: Note: Begin reading Cialdini for session 11 early as this is a longer set of readings.

WEEK 6

Session 11: Influence Tactics

Prior to Class: Cialdini, "The Science of Persuasion," *Scientific American*.

Cialdini, Influence:

Ch. 1, "Weapons of Influence;" Ch. 2, "Reciprocation;"
Ch. 3, "Commitment and Consistency;" Ch. 4, "Social Proof;"
Ch. 5, "Liking;" Ch. 6, "Authority;" Ch. 7, "Scarcity."

After Class: No additional reading or exercise.

Session 12: Influence without Formal Authority

Prior to Class: Read Pfeffer, MWP, Chapter 11, "Interpersonal Influence."

Read Cohen and Bradford, "Influence without Authority."

After Class: No additional reading or exercise.

PART III: POWER AND INFLUENCE IN ORGANIZATIONS

WEEK 7

Session 13: Memo Exercise

Prior to Class: We will spend this class session on your memo. Come prepared to discuss the outline for your memo. In preparation for class, review the memo prompt in this syllabus and draft your responses to these questions.

After Class: Memo Assignment is due.

Session 14: Being an Organizational Member

Prior to Class: Read Matt Leeds, *HBS Case*.

1. Did Matt take the right job?
2. How has he managed his entry to the organization? What could he have done better?
3. Should he resign? If so, why? If not, then what should he do instead?

After Class: No additional reading or exercise.

WEEK 8

Session 15: Managers and Subordinates Exercise

Prior to Class: There is no preparation required for this class session. You will receive materials for the exercise at the beginning of the class. This is a time sensitive group exercise, so please arrive on time.

Note: You will need to bring your laptop to class for this exercise. You will also need a headset with earbuds to connect to your laptop for this session.

After Class: Complete short self-reflection exercise posted on Canvas for Week 8 **by end of day today** and bring hardcopy to next class session to facilitate with our discussion.

Session 16: Managing Power Dynamics across Hierarchy (Exercise Debrief)

Prior to Class: Read Pfeffer, MWP, Chapter 17, "Managing Power Dynamics."
Read Thompson, "Team Decision Making."
Read Gabarro and Kotter, "Managing Your Boss," *HBS Note*.

Optional: Read Hill and Lineback, "I'm the Boss!"

After Class: Submit two questions for our session 17 guest speaker on Canvas.

WEEK 9

Session 17: Theory in Practice: TBD

Guest Bio: TBD

Prior to Class: TBD

After Class: No additional reading or exercise.

Session 18: Power and Authenticity

Prior to Class: Read Pfeffer, MWP, Chapter 18, "Managing with Power."
Read Ibarra "The Authenticity Paradox," *HBR*.

After Class: No additional reading or exercise

WEEK 10

Session 19: Power and Influence in Complex Environments

Prior to Class: Read Deflategate and the NFL, *HBS Case*

The purpose of reading this case is largely to understand the background and the information that was brought to bear on the investigation. We will be using this case to analyze how power and influence were exercised by various stakeholders during a complex and charged situation.

Read Pfeffer, *MWP*, Chapter 12, "Timing," and Chapter 13, "Information Analysis."

After Class: No additional reading or exercise.

PART IV: INTEGRATING CONCEPTS

Session 20: Leading Organizational Change Exercise

Prior to Class: There is no preparation required for this class session. You will receive materials for the exercise at the beginning of the class. This is a time sensitive group exercise, so please arrive on time.

Note: You will need to bring your laptop to class for this exercise.

After Class: Upload a screenshot of your team's Simulation Exercise Score by **5pm**. Continue to work on the Leading Organizational Change Exercise.

WEEK 11

Session 21: NO CLASS

Note: We will not have class so that you can complete the Leading Organizational Change Exercise.

Session 22: Leading Organizational Change Debrief

Prior to Class: TBD

After Class: Submit your completed Building Successful Habits Form on Canvas.

WEEK 12

Session 23: Course Wrap-up and Alumni Panel

Prior to Class: A panel of CBS MBA alumni will be joining us for this session. The purpose of this panel is to hear how the various elements related to power and politics that we have covered are likely to affect you in your career after leaving CBS. Each speaker will be asked to comment briefly on a range of topics such as (1) How do you exercise influence without authority (i.e., manage laterally or even upward)? (2) What political blunders, if any, have you learned from? (3) What are some effective ways to build your network? (4) What are your tips for persuading others to say “yes” to your ideas? Students will then have the opportunity to ask the members of the panel specific questions relating to power and politics.

After Class: Complete short optional self-reflection exercise posted on Canvas for Week 12 and bring hardcopy to class. This will serve as extra participation credit.

Session 24: Capstone Case

Prior to Class: Margret Thatcher, *HBS Case*

1. What bases of power did Thatcher develop in her early career?
2. How did she exercise influence? How did this change over time?
3. What enabled Thatcher to so dramatically change the political landscape of Britain? How did she accumulate so much power?
4. What were the weaknesses in her power bases or her influence tactics that led to her losing power?

After Class: Final Paper is due.

Summary of Deliverables and Due Dates

The table below highlights the key dates where assignments are due to help you manage important deadlines for the course. Please note that the reference following each deliverable (in parentheses) points to where in the syllabus you can find additional information. Please also note that instructions for assessments and exercises (denoted with an *) will be posted to Canvas with the actual assignment and Dana will send any additional details you need to successfully complete these assignments as the dates approach.

Assignment	Submit by
*Personal Characteristics Assessment (session 2)	Thursday, January 25 at 11:59 pm
*Network Assessment (session 4)	Sunday, February 4 at 11:59 pm
*Guest Speaker Questions (session 6)	Sunday, February 11 at 11:59 pm
*Personal and Network Habits Exercise (session 7)	Thursday, February 15 at 2:15 pm
Memo Assignment (course requirements)	Sunday, March 25 at 11:59 pm
*Self-reflection Exercise (session 15)	Tuesday, March 27 at 11:59 pm
*Guest Speaker Questions (session 16)	Sunday, April 1 at 11:59 pm
*Simulation Exercise (session 20)	Tuesday, April 17 at 5:00pm
*Final Building Successful Habits Form (session 22)	Sunday, April 22 at 11:59 pm
*Optional Self-reflection Exercise (session 23)	Thursday, April 26 at 2:15 pm
Final Paper (course requirements)	Tuesday, May 1 at 11:59 pm