

FOR BIDDING PURPOSES ONLY

MANAGEMENT B8531 – SECTION 001-002
POWER, INFLUENCE, AND NETWORKS
SPRING 2018

Spring 2018

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TA:

*"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 is designed to give you a set of tools for understanding and managing power and political dynamics in a manner that allows you to achieve your personal and professional goals. Before coming to CBS, it is likely that your success depended on your own individual performance. However, when you leave CBS, you will be leading teams, divisions, and organizations, and your success will increasingly depend on your ability to lead others. A fundamental component for success as a leader is developing a clear understanding of power and influence processes and knowing how to act on that knowledge. Ultimately, organizations are political entities, and power and influence are key mechanisms by which things get accomplished. Therefore, you need to be not only good technicians, but also good politicians. 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 in influence in an authentic and ethical manner.

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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. 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

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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 27, 2016 by 10:00pm):

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 political dynamics in your organization might 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.
- (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.

Final paper (30%) (due Tuesday, May 3, 2016 by 10:00pm):

The final paper 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. What are your career goals in the short-term (three to five years)? The medium-term (five to ten years)?

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2. Think about an organization you hope to join or launch at some point during this journey (think back to your Memo).
3. What is your action plan for building power and becoming influential in this setting? Think about what actions you will need to take to secure your desired opportunity, what you will do early on in the new role, and how your actions will need to evolve over time. Be specific.
4. 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 pragmatism 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.

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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	Accessing Network Advantages
Week 5	Power and Influence in Communication
Week 6	Influence Tactics
Part III: Power and Influence in Organizations	
Week 7	Being an Organizational Member
Week 8	Power Dynamics across the Hierarchy
Week 9	Leading and Managing
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

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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: Complete personal characteristics assessment on Canvas and bring a hardcopy with you for the next session (January 28th).

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: No additional reading or exercise.

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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: No additional reading or exercise.

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

Prior to Class: Read Caro, TPTP, Chapter 16, "In Tune."

Lyndon B Johnson, Part II

1. What sources of power did Johnson possess or acquire?
2. What personal characteristics and aptitudes did Johnson demonstrate?
3. What structural or cultural sources of power did Johnson have or acquire?

Read Pfeffer, MWP, Chapter 9, "Individual Attributes as Sources of Power."

After Class: Complete the network assessment exercise, following the link on Canvas. Dan will send additional instructions. **Due Sunday, February 7th by 10:00 pm.**

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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: Review the output of your network exercise and be prepared to discuss next class

Session 6: Relational Sources of Power: Alliances

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: Review the output of your network exercise and be prepared to discuss next class (February 16th).

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PART II: POWER AND INFLUENCE IN INTERPERSONAL RELATIONS

WEEK 4

Session 7: 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 Dweck, “The Mindset of a Champion.”

After Class: Complete the network habits exercise posted on Canvas for Week 4 before the next class session (February 18th).

Session 8: Network Advantages: Getting *the* Job

Prior to Class: Read Josie Esquivel, *HBS Case*

1. How did Josie Esquivel become a star analyst? What were the sources of her competitive advantage?
2. Should she accept the job offer from Morgan Stanley? Why or why not?

Read Pfeffer, *MWP*, Chapter 5, “Resources and Allies.”

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

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 before the next class session.

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

Prior to Class: Please be sure to read your personalized feedback report 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: No additional reading or exercise.

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: Complete the influence habits exercise posted on Canvas for Week 6 before the next class session.

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.

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PART III: POWER AND INFLUENCE IN ORGANIZATIONS

WEEK 7

Session 13: Entering a New Organization

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.

Session 14: Managing Your Career

Prior to Class: Read Hill "Managing Your Career", *HBS Note*.

Read Battilana and Tilcsik, "Self-Monitoring," *HBS Note*.

Read Gabarro and Kotter, "Managing Your Boss," *HBS Note*.

After Class: Memo Assignment is due by.

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 10:00 pm today** and bring hardcopy to next class session.

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

Prior to Class: Read Kotter, "Relations with Subordinates."

Read Thompson, "Team Decision Making," and "Close Encounters."

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

After Class: No additional reading or exercise.

WEEK 9

Session 17: Power and Authenticity

Prior to Class: Read Pfeffer, MWP, Chapter 17, "Managing Power Dynamics," and Chapter 18, "Managing with Power."

Read Ibarra "The Authenticity Paradox," *HBR*.

After Class: No additional reading or exercise.

Session 18: Managing Distributed Teams

Prior to Class: Read Brett, Greg James, *HBS Case*.

1. How well has James managed his global team?
2. Who is responsible for the HS Holding crisis?
3. What role did the "Open Work" environment play in the case?
4. What role did diversity play on this team?
5. What should James do in the short- and long-term?

Read Beyfar, and Kern, "Managing Multicultural Teams," *HBR*.

After Class: No additional reading or exercise.

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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: 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: Prepare 1-2 questions for our alumni panelists joining for our next session and submit these on Canvas by.

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WEEK 12

Session 23: Course Wrap-up and Alumni Panel

April 26, 2016

Prior to Class: A panel of recent CBS MBA alumni will be joining us for this session. The purpose of this panel is to hear how power and politics are likely to affect you in your early career. 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 self-reflection exercise posted on Canvas for Week 12 by the next session (April 26th) and bring hardcopy to class.

Commented [AM1]: This is habits reflection

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 by

SUMMARY OF COURSE ASSIGNMENTS AND DELIVERABLES

Deliverable	Due

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