UC DAVIS
GRADUATE SCHOOL
OF MANAGEMENT

MGV 223V Power and Influence in Management

Course Designer	Dr. Gary Katzenstein
Course Materials	Available through Study.net

Our nettlesome task is to discover how to organize our strength into compelling power.
— Martin Luther King, Jr.

Course Description

In the workplace, the dynamics of power and influence surround us. They play a role—often a central role—in nearly all aspects of organizational life, from individual career progress to broad organizational change. Accordingly, **our task in this course will be to develop the knowledge and skill that will enable you to manage power and influence successfully** in a wide variety of situations throughout your career.

What does it mean to manage power and influence successfully? A key challenge of this class will be for each student to begin developing their own answers to that question. **There are many, many ways to manage power and influence dynamics at work, and they are generally not "one size fits all."** The particular situation you face, the goals you're working toward, and your own personal preferences can all make certain paths to (or away from) power fit better than others. This class will help you to explore your options, to learn to analyze "fit," and to anticipate the practical and ethical challenges you may encounter in implementing your power and influence strategies.

As we progress through the course, remember that power and influence are not simply inborn—they can be acquired. This means that, **even if you do not feel naturally comfortable with power and influence, you can enhance your skill** in managing those dynamics, and the benefits to even small improvements can be substantial. If you become just 5% more effective in advancing your goals in every situation you confront, these incremental gains can, like compound interest, bring you big payoffs down the road.

COURSE OBJECTIVES

At a general level, the course is intended to help you learn about power, politics, and influence and to become more effective in navigating organizational politics. More specifically, the course is intended to:

- **Develop your conceptual knowledge of power, politics, and influence**, thereby enhancing your awareness of organizational politics. The keys to your success here are the course readings and lectures, which will reveal essential information about power and influence, including: a) when power and influence are used and useful, b) what sources people typically use to build power, and c) how various strategies for wielding influence work.

- **Develop your ability to analyze and diagnose power, political, and influence situations**. The conceptual knowledge you gain in the class will be most helpful to you when you can use it to illuminate and explain the dynamics of power, politics, and influence in specific workplace situations. Class discussion, exercises, and the group midterm project are the means by which you will be able to hone these skills throughout the course.

- **Help you manage power successfully in your own life.** The course will try to help you envision the way you'd like to experience power in your professional life and to help you start making your vision a reality. By completing self-diagnostic exercises and your Personal PPI Journey (to be explained later), you will be prompted to reflect on many things, including what you are willing (and not willing) to do to be powerful, what your personal tendencies for developing and exercising influence are, and what you might do to become more effective.

COURSE OPERATIONS AND ADMINISTRATION

Course Structure

As with most courses in the online MBA, there will be asynchronous work, readings, exercises, cases, and live sessions. Generally (but not always), you will do the readings first and then the asynchronous work, before you do the exercises and read the cases. For most weeks, we will spend a good deal of the live session discussing the case or articles for the week, so it's very important that you read the case thoroughly and take notes, after reading the readings for the week and doing the asynchronous work.

Course Assessments

In this class, you will be evaluated based on the following criteria:

Activity	Percent
1. Asynchronous Coursework	15.0%
2. Attendance and Live Session Participation	20.0%
3. Individual Power and Politics Paper	15.0%
4. Group Case Analysis/Midterm	30.0%
5. Personal PPI Journey Project	20.0%
Total:	100%

1. Asynchronous Coursework

Asynchronous Assignments (open response or individual work through the asynchronous coursework sequence) (15% of grade). Completing all open-response questions or individual work required during asynchronous course work will be 15% of the course grade. This work is graded Pass/Fail—if a student watches all segments of the asynchronous work and completes all open-answer questions for a given week, they will receive 10 points. With 10 weeks in the course, this totals 100 points.

The asynchronous work will not be graded on the quality of the work—only on its adequate completion. If the live session instructor notices that a student has placed a few half-hearted words in a box that clearly requires more just to get credit, this will not be considered satisfactory work. Any activities receiving a Fail (because it has not been completed or completed satisfactorily) will reduce the total points for a given week on a pro-rated basis. Note that for some weeks, some open-ended questions may require more time and effort than others that merely require a few words. They will be given proportionately more weight in that week's points and should be easy to spot from the amount of time they take to compete (and the number of words allowed in the response).

The asynchronous work for the week should be completed 48 hours (actually, the end of that evening) before the live Session for the week to give you at least one full evening to read the case for the week and complete any other assignments that require the asynchronous work as a prerequisite. Students will be advised when the case or other work might be longer than average. (So, for example, if the live session is on Thursday evening, the asynchronous work should be completed by Tuesday night.)

2. Attendance and Live Session Participation

Class participation during live sessions is a key to success in this class. Much of the knowledge and skill you develop here will arise from in-class interactions with your fellow students—interactions that thoughtfully and respectfully challenge assumptions, broaden perspectives, and reveal insights into the course content. Your live session class participation grade will be determined by the extent to which you engage in and support these interactions.

Gaining participation "marks" is **not intended to be a "numbers game"**; that is, it is not a matter of speaking as many times as you can. It's more the quality of your comments and your ability to build on others' comments and facilitate a sense of community and conversation among your classmates.

In other words, during in-class discussions, you will be evaluated on the extent to which your questions and comments build on the preceding discussion and move it forward to generate new insights. **Good questions are focused and specific**, aimed at inviting the class to dig more deeply into an issue. Good comments **go beyond simple statements of opinion, using logic and evidence to offer relevant, focused, and constructive thoughts** for the class to consider. Because discussions in somewhat larger groups can suffer from a lack of continuity, comments that **respond immediately to preceding comments** are particularly welcome. Please also note that although spirited debate is encouraged, making comments in a way that disparages or belittles others is absolutely unacceptable.

To foster continuity of discussion within our diverse group of participants, the live session instructor sometimes let students just speak up, or they may call on raised hands according to the following rules: 1) Hands that have just gone up in response to the current comment and **hands that have been up for a long time are given priority**; 2) when multiple hands have been raised, **priority will be given to the person who has spoken least in the past.** Please don't feel deterred if the live session instructor passes over your hand or if they cut short your comment on a particular occasion—it probably means that they think you have already contributed a lot and that others need the "airtime" more.

If you would like to know where your participation level stands at any point during the course, please ask the live section instructor, and they can get you that information. Some people will feel shy about speaking up in class, but gaining the confidence to speak in public is a critical management skill, so the live session instructor will work with you if you would like to speak but have trouble "raising your hand."

3. Individual Power and Politics Paper

The first paper you will write will be an individual effort, asking you to choose a power and politics situation that you have experienced at your current or previous job, analyzing it in terms of course concepts, and then proposing a better solution by using what you've learned about power and politics to that point in the course. The assignment will give you a chance to use course concepts and write before the midterm and your final individual project. The paper will be due before the Week 5 live session. The full assignment can be found in the Assessment Materials section of the Toolbox.

4. Group Case Analysis/Midterm

The midterm will be a group case study. The case will be a comprehensive examination of concepts from the first half of the course. Case groups will have **five** people, and the live session instructor will assign people to teams after the second week of the course, when drop/add is completed, (If the numbers don't work out evenly, some teams will have only four teammates.) Real group settings are one of the best places to try the principles of influence, and student perspectives on project group dynamics will be a rich source of insight for our discussions throughout the course. You will complete a peer evaluation form, provided by your live session instructor, at the end of the group work where you will assess the effort that you and your teammates did on the project. Please find the full assignment instructions in the Assessment Materials section of the Toolbox. The assignment will be due before the Week 6 live session.

5. "Personal PPI Journey" Project

The **Personal PPI Journey Project** is your chance to analyze your work situation and regularly apply the course concepts to your work experience. Simply put, we will learn many skills for gaining and using power that are best integrated into your professional life when actually put into practice, rather than merely studied through lecture, video, or cases. Therefore, we will begin with your choosing a power and politics situation at work that you wish to work on during the course and develop a Political Action Plan. Throughout the course, you will then try, at work, various skills that you will learn each week to assess your comfort, mastery, and professional reactions and to see what influence your attempts had, eventually writing up your results in a short summary paper.

These exercises will allow you to clearly see how what you're doing in the course applies to your work life and to productively integrate those skills into your everyday interactions. Toward the end of the course we will ask you to revisit your initial goals in the Political Action Plan to see how things have changed (hopefully for the better). Not only should you be satisfied with the improved power and influence you have at work, but this should also help

you clarify which skills work well for you, which you might want to work on, and which skills are not for you. Within the project, the last assignment, the Personal PPI Journey Summary, will have the most weight. The due dates for the weekly PPIs can be found in the weekly schedule. They are called PPIs (for "Power, Politics, and Influence").

Because of the volume and the personal nature of these assignments, your live session instructor cannot grade each individual paper each week. Instead they will set up partners (and maybe one team of three people) in a discussion board to read over your partner's PPI for each week, provide feedback as each sees fit, and help you on your journey. Because your partner will be reading your work throughout the course, they will become familiar with your journey, the actors, and the issues that you are working with and trying to solve. They should read the PPI the week after it's due in live session, and the two of you should set a time to exchange feedback via conversation before the next live session (or just do it via written comments on the discussion board if your schedules don't match that week). The PPIs will not be graded per se by your partner, but rather they will give you a "Check, Check-plus, or Check-minus" based on the **thought you show, clarity of expression, ability to use course concepts, insights, and quality of your writing**. Most (probably 80–90%) will receive a "Check" with constructive comments (again, a matter of practicality) if the person has done a reasonable job.

However, if the person does not hand in their PPI, that will be recorded as "Missing." If the PPI is of notably poor quality or many pieces of the PPI are missing or poor quality, that will be recorded as a "Check-Minus." And if your partner has done a truly superior job, above and beyond what you think was necessary, that will be recorded as a "Check-Plus."

The live session instructor will also be providing feedback on the first PPI (the Political Action Plan) to make sure your question/goal/problem is properly scoped, because this will affect the rest of your project. The live session instructor will provide a grade on your Personal PPI Journey Summary, because this segment will carry the most weight on your PPI grade.

You will **not be graded on how well you achieved your goal or project**, because there are many things out of your control when it comes to reaching your conclusion. Rather, your grade will reflect **your ability to show which of the influence techniques you tried, how you implemented them, what effect they had**, and **why you think they worked or were not effective**. Also, you should start your Personal PPI Journey Summary with a summary of the situation to give the reader some sense of the problem, the key issues and individuals or entities on your side and against you, your dependencies, your relevant personality traits and reputation, and your resources (and others') that give you or other people or departments power that were useful during your journey.

In the end, if there **is still more work to be done to achieve your goal, give us an assessment of where you are in the process, what else you plan and hope to do after**

the course, and what course concepts and techniques you plan to use. **All these** will improve your grade because this shows what you've taken away from the course and what you can use going forward in your work life.

The PPIs before the Personal PPI Journey Summary will count for 70% of your PPI Project grade. If your partner deems them all as expected (a Check), you will get the full 70 points (out of 100) for those PPIs. Depending on how many Check-Minuses or Check-pluses you get, you will bump up or drop down up to 5 points. The remaining 30% for the Personal PPI Journey Summary, to be graded by the live session instructor, will be graded on **quality, thoughtfulness, correct and helpful use of course concepts, and a coherent story**, all supported by what we've done throughout the course.

Please find the full assignment instructions for each PPI assignment in the Assessment Materials section of the Toolbox. Note: Before starting the first PPI assignment (the Political Action Plan), students must complete the PPI Exercise Journey in the Toolbox. The table below provides a time frame of due dates for the individual PPI exercises.

PPI Assignment	Week Due
* Complete The PPI Exercise Journey before beginning PPI 1 in the Toolbox.	
PPI 1: Personal Political Action Plan	1
PPI 2: Personality and Reputation	2
PPI 3: Dependency Diagram	3
PPI 4: Critical Resources Map	4
PPI 5: Empathy Maps	7
PPI 6: Give to Get	6 (Part I) /8 (Part II)
PPI 7: Influence Planning	6
PPI 8: Push/Pull and Advocacy/Inquiry	10
PPI 9: Personal PPI Journey Summary	After final live session

OPERATIONS AND ADMINISTRATION

Attendance Policy

Because participation is a priority in this course, it's important that you attend every class. This is especially so because we will occasionally complete exercises in class for which we will need to be able to accurately anticipate attendance. However, if you find that an unavoidable circumstance will cause you to be late or to miss a class, we would appreciate it if you would notify the live session instructor at least 24 hours in advance, by email. If you will be missing

an entire class, please make arrangements with a friend to take good notes. Also, if you are going to miss a class, you can watch the recording of the live session once it is posted on the learning platform.

That said, it's understood that everyone is very busy and that travel, illness, and personal considerations might prevent you from attending a class. Certainly, one missed class is understandable, but two missed classes in a row is a problem. If you are going to be missing two sessions in a row, please clear this with the live session instructor so that they can judge what problems might arise and try to come up with a plan to address the situation.

Missing three or more classes is not acceptable and will drop you at least a full grade in the class. If you fall into this situation, you must confer with the live session instructor to discuss the absences so that they can better understand your situation and can make appropriate adjustments.

Video Camera Policy

The GSM at UC Davis has a policy that cameras must be kept on during live sessions and that your audio must be clear. If your video or audio is not clear enough for us to see and hear you, we will suggest that you upgrade your camera and microphone, or improve your lighting.

Course Materials

We will be drawing on four sources of required reading material for assignments, and discussion in this course:

- **Coursepack (on Harvard Business Publishing)**
  - Once you are in the class, you should order your copy of the Coursepack through Harvard (instructions should be on the 2U course website).
- **Other Readings (through the UC Davis library)**
  - If noted, links will need to be accessed from on campus or by <u>using the library VPN</u>. Some items will need to be searched for directly. The link will take you to main the database page of the journal. Click on "Search within this publication" and then search for the indicated text written as, "AN [Insert number]" in the second field. A full list of readings is at the end of the syllabus.
- **Book**
  - Jeffrey Pfeffer, **Managing With Power: Politics and Influence in Organizations** (abbreviated as "MWP").
- **Lecture Notes/Handouts**
  - These will be available in the Toolbox. Also, any additional lecture notes that will be used in the live sessions will be posted in the Tools section of the course.

As you look through the schedule of readings and assignments (next), there is a list of readings to be done almost always **before** each live session class (if it's to be done after, that will be noted in the instructions for the week). The Study.net coursepack readings are indicated by the author's name and title. They should be in order, but if, for some reason a reading seems missing, please check all the readings for that week (also sometimes Study.net will use a slightly different title, although we've tried to synchronize titles). Book chapters are indicated by the author's name ("Pfeffer" for chapters from **Managing With Power**), chapter number, and chapter title. In general, plan to read the Pfeffer chapters and other readings for each week and then complete the asynchronous work **before reading the case(s**) **or watching the** **12 Angry Men** **film (in Week 7)**, to identify the concepts and arguments that will help you get the most from the case.

Class Norms

In organizations people in leadership and followership roles concern themselves with the notion of equity. "Equity," operationally defined, is ensuring everyone is treated in a fair and equal manner based on norms established in the organization. In this context, then, to be fair to everyone in the class, the following norms will be adhered to by all class members, including me:

- **Classes start on time and end on time**; you are expected to be in class at the start time and remain until the class ends.
- **Please keep your camera on at all times**, and make sure that you are clearly visible in a well-lighted area of your residence or office.

Feedback Committee

When a class is relatively new, the live session instructor may like to have a feedback committee that can provide feedback each week before or after class so that they can stay on top of things and make changes that generate the best possible learning experience. Being a part of the feedback committee is also class participation, but more so, it's greatly appreciated and a way for you to influence how and what we do in class.

Program Mission

The mission of the UC Davis Graduate School of Management is to be a global leader in management research and education. As part of the world's premier public university system, we pursue significance, excellence, and scholarly rigor in our research, teaching, and service to the people of California. We emphasize curiosity, creativity, and high standards in the generation and transmission of theoretical and practical knowledge relevant for business.

Honor Code and Academic Integrity

Academic integrity exists when students and faculty seek knowledge honestly, fairly, with mutual respect and trust, and accept responsibility for their actions and the consequences of those actions. Without academic integrity, there can be no trust or reliance on the effectiveness, accuracy, or value of a University's teaching, learning, research, or public service activities. It is therefore key that we understand what academic integrity is, why it is important, and how to help it flourish on college campuses.

1. It is expected that all class members will treat each other with respect and dignity.

2. It is not acceptable behavior to insult, harass, or demean any member of the class.

3. Professional business behavior should be modeled in the classroom, including the use of appropriate language, jokes, or stories.

In general, students should adhere to the UC Davis Principles of Community, copied below.

The University of California, Davis, is first and foremost an institution of learning and teaching, committed to serving the needs of society. Our campus community reflects and is a part of a society comprising all races, creeds, and social circumstances. The successful conduct of the university's affairs requires that every member of the university community acknowledge and practice the following basic principles:

We affirm the inherent dignity in all of us, and we strive to maintain a climate of justice marked by respect for each other. We acknowledge that our society carries within it historical and deep-rooted misunderstandings and biases, and, therefore, we will endeavor to foster mutual understanding among the many parts of our whole.

We affirm the right of freedom of expression within our community and affirm our commitment to the highest standards of civility and decency toward all. We recognize the right of every individual to think and speak as dictated by personal belief, to express any idea, and to disagree with or counter another's point of view, limited only by university regulations governing time, place, and manner. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, and respect.

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, status within or outside the university, or any of the other differences among people that have been excuses for misunderstanding, dissension, or hatred. We recognize and cherish the richness contributed to our lives by our diversity. We take pride in our various achievements, and we celebrate our differences.

We recognize that each of us has an obligation to the community of which we have chosen to be a part. We will strive to build a true community of spirit and purpose based on mutual respect and caring.

For more information, please review the Academic Conduct Booklet:
https://gsm.ucdavis.edu/sites/default/files/2020-10/code_of_conduct_booklet_2020.pdf

The live session instructors' personal philosophy regarding this matter is very simple: In an academic setting there can be absolutely no tolerance for cheating or plagiarizing by a student. To violate this sacred trust strikes at the very core of why you are attending UC Davis, which is, presumably, to learn, to challenge, to dialogue with others, and to receive feedback from the work you have done. Those who violate this fundamental rule should expect to fail the class. Indeed, in the age of the internet, all kinds of help might be available online, but please, do not even think of such behavior, at the risk of your UC Davis degree. **AGAIN, DO NOT SEEK HELP OF ANY KIND ON THE INTERNET FOR ANY COURSE ASSIGNMENTS**. The program and live session instructors hope that this is the only time we will have to even raise this topic.

GRADING CRITERIA

o   Written deliverables for this class should contain arguments and assertions that are precise, organized, logical, and appropriately supported by the relevant data and theories.

o   Your work should demonstrate a clear, in-depth, and sophisticated **understanding of key concepts**. The idea is not to touch on as many concepts as possible but rather to articulate a **focused, coherent, consistent argument**.

o   How well are **course concepts explicitly integrated** into your analysis?

o   Do you explicitly cover **many of the concepts that can constructively be applied** or limit your explanation to merely one or two factors?

o   **Do you tell a concise, cohesive and convincing "story" about what is going on in the case?**

In general:

• Be **well organized and thesis driven**, with a clear thrust and argument flow. That is, your paper should "tell a story", explaining why what is happening is occurring and should do so in terms of relevant course concepts.

• Make arguments that are **specific and justified** using **relevant theories and frameworks.**

• **Explore implications of the insights you derive**. For example, what potential limitations or blind spots exist in your analysis and may pose problems for your recommendations? How do you overcome them?

• Work done in teams should project a **single editorial voice**.

• Pay attention to presentation style. **Spelling and grammar errors** are as inexcusable in the course as they are in business or nonprofit organizations.

Case Analyses

• VERY briefly describe the situation, and identify relevant issues and objectives.

• Clearly articulate and justify both the conceptual framework and the arguments and conclusions that underlie your analysis with facts from the case.

• Discuss **specific, plausible recommendations** that follow from your analysis of the underlying issues and problems.

• Before presenting your solutions, it is often very helpful to **explicitly specify the criteria that you are using to evaluate your solutions.**

• Discuss the **implications, limitations, and potential problems of the recommendations** (i.e., how will your proposed course of action meet the criteria for success you have articulated, and what are the likely side effects?).

• Additional grading criteria and suggestions for high-quality case write-ups will be discussed and posted as assignments are due.

Course Schedule

WEEK 1: Power, Politics, and Influence: Foundations

Readings:
- o Pfeffer, MWP, Chapter 1, **Decisions and Implementation**.
- Caro, Chapter 13, **The Path to Power/On His Way** (this piece/case to be discussed in Week 2, not this week).
  - o See guiding questions for this case in next week's assignment.

Case:

Chris Christie/"Bridgegate" Readings

- Restore Integrity at the Port Authority
- Lane Closings Show Port Authority's Status as 2 Warring Fiefs
- Chris Christie's Damage Control Veers Off Course

Assignment/Guiding Questions:

Chris Christie/"Bridgegate" Readings

1) How was the Port Authority **designed to avoid politics**?

2) What elements of the **environment, organization, processes, or behaviors** have made the Port Authority increasingly **political**?

3) What are the **consequences** of an increasingly political Port Authority? Do you think these **political behaviors have contributed to "Bridgegate"?**

Self-Assessment Exercise

- **Political Skills Inventory**
  - o After calculating your scores, please enter them on the Qualtrics link provided with the introductory letter to the course.

Due:

- **PPI Exercise Journey** (located in the Toolbox). This must be completed before beginning Personal PPI 1: Personal Political Action Plan.
- **PPI 1: Personal Political Action Plan.**

WEEK 2: Developing a Power Base: Personality, Reputation, and Other Resources

This week, please do the **Self-Assessments first**, and then enter your results via the Qualtrics link that your live session instructor will provide.

Self-Assessment Exercises: (in reading packet, if no URL link provided here)
- Self-Monitoring Scale
- EQ Survey
- Wiggins Dominance Scale
- Locus of Control
- Big 5/(Agreeableness Subscale)
  - http://personality-testing.info/tests/BIG5.php
- Narcissism
  - https://psychcentral.com/quizzes/narcissistic-personality-quiz#1

Readings:

- Pfeffer, MWP, Chapter 7, **Formal Authority, Reputation, and Performance**
- Pfeffer, MWP, Chapter 9, **Individual Attributes as a Source of Power**

Additional Resources/Reference (not to be read this week, but for personal use when you have time/if you wish)
- McGinn and Lingo, Power and Influence: Achieving Your Objectives in Organizations, pp. 1–5 (reference as a summary of Chapter 9 above)

Case:

   Lyndon Baines Johnson (LBJ), Part II

- Caro, Chapter 16, The Path to Power/In Tune (Concentrate on from p. 277 on; read all, if you can.)

Assignment/Guiding Questions:
A) LBJ Readings
- What **personal and structural resources** does LBJ have when he starts his job? What are his **liabilities**?

- How does **building a reputation** depend on **early events**? What does it say about **which battles to fight**?

- What role does LBJ's **personality** play? What **abilities does LBJ have** that the average manager does not have?

- Pfeffer argues that **personal attributes** like "**competent**" and "**ambitious**" may be a **result of power rather than a source of power**. Why is this argument about the direction of causality important? In the story about the school superintendent, why did "**charisma**" not transfer when the superintendent took her new role in the state department of education?

- What do we learn from LBJ about **mastering a job**? What does he do when he first arrives in his job to acquire power? What does he do in the middle phases? Why is **the mail** so important (both for internal and external reasons)? What does he do when he has mastered the job?

- Does **reciprocity** work only for people you like? Does it work only when someone asks for a favor? How can **reciprocity** be used to induce someone else to **make a concession**?

Due: **PPI 2: Personality and Reputation**

WEEK 3: Origins of Organizational Politics

Readings:
- Hill, **Power Dynamics in Organizations**, pp. 1–5, 9–10
- McGinn and Lingo, **Power and Influence: Achieving Your Objectives in Organizations**, pp. 11–13 (in Week 2 readings)
- Hill, **Building Effective One-on-One Work Relationships** (pp. 1–3)
- Pfeffer, MWP, **Chapter 2**, When Is Power Used?

Additional Resource/Reference (not to be read this week, but for personal use when you have time)
- Pfeffer, MWP, Chapter 3, Diagnosing Power and Dependence

Cases

1) Microsoft Readings Case (to be read in order below)

- Microsoft: Software's David and Goliath in One
- Microsoft's Creative Destruction
- Microsoft Overhauls, the Apple Way
- Optional:
  - Satya Nadella Rewrites Microsoft's Code (this article shows how Satya Nadella has changed Microsoft's culture; can be read after class)

2) SMA: Micro-Electronics Product Division (MEPD) (A)

Assignment/Guiding Questions:

1) Microsoft Case

1) How do the **hiring practices, leadership, and culture** contribute to the political environment at Microsoft from Microsoft's early days?

2) How do those elements play out later as far as power and politics when Microsoft needs to and tries to innovate? How does the **political system prevent innovation and execution**?

3) What should Microsoft do to **lessen the politics and start innovating**?

4) If you read the optional piece, **how did Nadella change Microsoft's culture** to restart its ability to innovate?

2) SMA: MEPD Case

       Please use the material in the asynchronous material for the week to diagnose the political and power issues at SMA/MEPD. How did the four-element political model explain what was going on?

In addition, please think about the following:

1) What was the role of the **outside environment** in generating the political situation at MEPD?

2) How has the company's **strategy** changed, and how does that affect the power and politics of the organization?

3) What was the role of the MEPD **culture** in generating the politics? Where did the culture come from?

4) What was the role of the company's **structure** in generating the politics at MEPD?

5) What was the role of **leadership** in generating the politics at MEPD?

6) What role did **coordination** play in allowing politics to become so problematic at MEPD?

7) Which subunits had the **most power** at the **beginning of the case**, and which had the **most at the end**? Which subunits **should have the most power** for MEPD to get its work done?

8) What similarities do you see between the **SMA and Microsoft cases**?

Due: **PPI 3: Dependency Diagram Exercise**

Readings:
- o **Power Dynamics in Organizations**, pp. 5–9 (article in Week 3's readings)
- o Lehrer, **The Power Trip**
- o Keltner, **The Power Paradox**

Cases:

- Shellenbarger, **From Loyal Sidekick to Partner**

- **Danone–Wahaha Case**

- **Lehman Brothers Case/Set:**
  - Auletta, **Power, Greed, and Glory on Wall Street: The Fall of Lehman Brothers** (Part I of II)
  - Auletta, **The Fall of Lehman Brothers: The Men, the Money, the Merger** (Part II of II)

Additional Resources/Reference (both good to read AFTER Lehman Bros. discussion in class if you would like)

- Pfeffer, MWP, Chapter 16, How Power Is Lost

Assignment/Guiding Questions:

- **Shellenbarger, From Loyal Sidekick to Partner**
  - **What sources of power** mentioned in Power Dynamics in Organizations did Star Fischer use to gain the power she achieved?
  - **How** did she leverage these sources to advance in the organization?

- **Danone–Wahaha Case**

  - What are Zong/Wahaha's and Faber/Danone's **sources of power** in the case?
  - Why did the situation become as **political** as it did?
  - How do the **Foundation Elements** help explain what happened?
  - What made this situation **even more difficult** than it might have been?
  - How is this situation the **same or different** from the power and politics dynamics **within** a single organization?
  - **What was different by the end of the case**, and how did this contribute to the problems and the changed power dynamics?
  - How might have **cultural differences** affected the outcome?

Lehman Brothers Case Questions:

o   Evaluate **Peterson's and Glucksman's sources of power** and their **use of influence tactics** prior to Peterson's demise.

o   How did the **culture and history** at Lehman Brothers contribute to the political climate?

     o   What should or could Peterson have **done differently**?

o   Evaluate Glucksman's use of **power** and **influence after taking over**. What should he have done differently? Why did he lose power?

o   Evaluate the "influence tactics" **by Glucksman's detractors** to bring about his fall.

o   **What was the key moment at which Glucksman lost power** at Lehman Brothers? What was going on at that moment? What could he have done to lessen the chances of his demise?

- **PPI 4: Critical Resources Map (very short)**

WEEK 5: Give to Get/Social Networks

Readings:
- o   Hill, **Exercising Influence**
- o   Cohen and Bradford, **Influence Without Authority**
- o   Conger, **The Necessary Art of Persuasion**
- o   Pfeffer, MWP, Chapter 5, **Resources, Allies, and the New Golden Rule**
  - o   (Important, but can be read after this week's session, because next week has an easier reading load; relates closely to this week's case)

Additional Resources/Reference

- •   For use in PPI 5/**Empathy Maps**
  - •   Cohen and Bradford, Chapter 4 (**How to Know What They Want**)
    (You should scan this chapter this week, because it will help you understand what Clendenin is doing in the case and how you develop a sense of empathy for your project members; certain parts may help you with your empathy maps)
- •   Pfeffer, MWP, Chapter 4, **Where Does Power Come From?**

Case:
- o   **Managing Xerox's Multinational Development Center**

Assignment/Guiding Questions:
- •   What **personal bases of power** could Clendenin rely on to advance through Xerox?

- •   How does Clendenin use "**currencies of exchange/give to get"** and **reciprocity** to **create and control resources and power** at Xerox?

- •   What gives the MDC such organizational power?

- •   How does Clendenin use his **network** to gain power?

- •   Which **Foundation Elements** figure into the way that Clendenin built power and worked politically?

- •   How did **Xerox get itself into the dilemma** they face at the end of the case? Was it inevitable?

- •   If you were Clendenin, **what would you do** given his options at the end of the case?

- •   Do you think Xerox will be able to maintain what they have if Clendenin is shifted out of his current position? Would his lieutenant be able to maintain things?

- •   How did Clendenin use **the four elements that Conger talks about** in his article on persuasion?

Due: Individual Power and Politics Paper

PPIs to Start (NOT DUE this week)

- **PPI 5: Empathy Maps** (due in **Week 7**)

- **PPI 6: Give to Get** (Part I due in **Week 6**/Part II due in **Week 8**)

WEEK 6: Integration of Power and Politics/Cialdini's Influence Framework, Made to Stick, and Managing the Boss

Case:
- **Donna Dubinsky and Apple Computer, Inc. (A)**

Reading(s):

- Kotter, **Managing Your Boss**
- Shellenbarger, **Email Enigma: When the Boss's Reply Seems Cryptic**
- Leftover readings from Week 5 (perhaps the Pfeffer chapter, MWP, Chapter 5, and Cohen and Bradford, Chapter 4, How to Know What They Want)
- Heath, **Teaching That Sticks/Made to Stick** (This is for the exercise in Week 8.)

- Cialdini, **Harnessing the Science of Persuasion** (This is a **review** of material from the first OB course in the program, so this article can be skimmed to refresh.)

Assignment:
- Midterm due

- Read **Teaching That Sticks** and start the **Made to Stick Exercise** (due in Week 8); the exercise instructions are in the Additional Resources section of the Toolbox. You will present your PowerPoint slides during the live session in Week 8.

Due:

- **Group Case Analysis (Donna Dubinsky Case)/ Midterm**
- **PPI 7: Influence Planning**
- **PPI 6: Give to Get (Part I/first examples only)**

Also, the Assessment Materials section of the Toolbox has the Personal PPI Journey Summary that is the final PPI assignment for the end of the course. It details what additional PPI resources you have as you influence those in your Political Action Plan and Dependency Diagram. Please read the first part of this document to get the big picture of what you will be doing for the remaining PPIs and how it will come together for your final PPI write-up.

WEEK 7: Influence

This week we will introduce several frameworks for influence that you will be using for the rest of the course.

Readings:

- Hill, **Building Effective One-on-One Work Relationships** (pp. 4–7)
- Schein, *Humble Inquiry*, Chapter 1, **Humble Inquiry**
- Schein, *Humble Inquiry*, Chapter 2, **Humble Inquiry in Practice-Case Examples**
- Bohns, **Need a Favor? Research Suggests It's Best to Ask in Person**
- McGinn and Lingo, **Power and Influence: Achieving Your Objectives in Organizations**, pp. 14–17 (in readings for Week 2)

Reference Material for PPI 8 (Push/Pull—Advocacy/Inquiry)

- **The Fifth Discipline Fieldbook**
  - This reading is a good reference for how to use advocacy/inquiry and to provide specific examples of what to say when various advocacy/inquiry situations arise. We suggest that you look it over this week to get a general sense of what it offers and then have it available if you think that you will encounter one of those situations as you go about your influence work in your organization over the rest of the course.

- Schein, *Humble Inquiry*, Chapter 3, **Differentiating Humble Inquiry From Other Forms of Inquiry**
  - Similar comments to the chapter above: More a scan/reference to have some questions ready to use during your inquiries for the last weeks of the course.

Case:

1) *12 Angry Men* (the film)

> Please watch this movie before class (via Netflix or similar streaming service). As with most of the casework in the class, you will want to watch it **after** doing the asynchronous work for the week to have all the influence concepts at your fingertips as you watch. The movie focuses on the deliberations of a jury. Our objective in viewing it is to examine the myriad influence strategies used by the

protagonist to change the opinions of other jury members and to exercise influence over the group.

Questions:

1. Why was the architect able to influence the rest of the jury?

2. **What specific influence tactics** did the architect use?

Think in terms of:

- o "Give to Get"/Currencies of Exchange
- o Cialdini's Framework
- o Advocacy/Inquiry (Push/Pull)
- o "Made to Stick" Framework (Heath)
- o Rational vs. Emotional influence
- o Information vs. Social/People influence

3. What **interpersonal style** did the architect adopt in interacting with his fellow jurors?

4. Do you think the **architect made any mistakes** in his attempts to persuade the rest of the jury? If so, what were they?

Due: PPI 5: Empathy Maps (from Week 5)

To Start: PPI 8: Push/Pull and Advocacy/Inquiry

Additional Resources:

In addition to the Push/Pull—Advocacy/Inquiry PPI, I've provided some other PPIs that are not required but that you can do over the rest of the course to apply other ideas that we have covered (or will cover) for influence, and that you can hand in with your Personal PPI Journey Summary. These PPIs are available in the Additional Resources section of the Toolbox and are not to be handed in or uploaded.

These PPIs are:

- Cialdini PPI Worksheet
- Made to Stick PPI Worksheet
- Networking PPI Worksheet

WEEK 8: Social Networks and Influence/Made to Stick

Note that you will be preparing the **"Made to Stick" Exercise** for this week's live session (the exercise is available in the Toolbox). If you have not looked at or completed the exercise yet, please do so, because it will require some time during the week to prepare or complete it prior to the live session.

Also note that this is one of the weeks where you will need to do the exercise BEFORE the asynchronous work for the week. You should have the Network Assessment and asynchronous work done **2 days before the live session**.

Finally, before you read the rest of the assignment for this week, the live session instructor wants you to know that there will be a Zoom exercise (the Leaderless Group Exercise) that you will be doing for Week 10 that **requires a team of four students to meet outside of class and do the exercise before midweek before the live session for Week 10**. For planning purposes at this busy time of the quarter, please read about the assignment (The Leaderless Group Exercise) listed at the top of Week 10's asynchronous coursework, so that your team can make the appropriate plans. The live session instructor will place you into teams of four after the Week 8 live session.

Self-Assessment:

> **Network Assessment Exercise**

- **Please fill out the Network Assessment Exercise in the packet before doing the asynchronous work**. Then, please transfer your results to the Qualtrics survey at a link the live session instructor will send you.

- To give us enough chance to process and summarize your data, **we ask that you submit your reply by the date specified by your live session instructor so that they can process class results before the live session.**

Readings:
- Ibarra, **Managerial Networks**
- Pfeffer, MWP, Chapter 6, **Location in the Communication Network**
- Uzzi and Dunlap, **How to Build Your Network**
- Heath, **Teaching That Sticks/Made to Stick (from Week 6)**

Case:
- **Heidi Roizen**

Additional Resources/Reference

- Cross and Prusak, **The People Who Make Organizations Go—or Stop**

Assignment:

- "**Made to Stick**" Exercise Prep (exercise found in the Toolbox/Additional Resources)

Heidi Roizen Case Questions

- What has made Roizen so **successful**?
- What steps did Roizen take, over various jobs, to **develop a network**? To **maintain** it?
- What are the **strengths of Roizen's network** as we see it at the end of the case? The **weaknesses**?
- Why is "**betweenness**" an important source of power? What "**betweenness**" does Roizen have?
- What can someone **do to become more central** in their environment?
- What suggestions would you give Roizen for **adjusting and maintaining her network** as she becomes more involved as an internet venture capitalist?
- **How does your own network compare with Roizen's**? To what extent are the differences due to the political structure in which the networks exist? To what extent are the differences due to personal preferences and style?

Fun Assignments:

- After you've read the case, please go to **LinkedIn** and see **how many degrees of separation** you are from Heidi Roizen. Who would you need to contact to gain access to her?

- If you're interested in **visualizing your own LinkedIn network**, you can do so with the following tool: https://thanh-to.github.io/linkedin-connections-visualization.html

Due: **PPI 6: Give to Get** (**Part II**)

WEEK 9: Applied Influence: Organizational Change

Readings:
- o   Jick, **The Challenge of Change**
- o   Kotter, **Leading Change: Why Transformation Efforts Fail**

Cases:

- **Kaiser Case** (to be read during the asynchronous work, not the live session)
- **Mint Condition**
- **Peter Browning and Continental Whitecap (A)**

Assignment/Guiding Questions:

Mint Condition

- How do **power, politics, and influence/the Foundation Elements** figure into the eight steps of the Kotter model?

- How did Diehl **effectively use the guidelines suggested in the Kotter** article to manage change at the Mint? What **other influence strategies** did Diehl apply to successfully navigate a difficult change situation?

- How do the **Foundation Elements** make for **more effective influence** in a change situation?

- What is the **role of emotion** in Diehl's success at the Mint and in influence during change, in general?
- What is the **role of timing/process** in effective influence in this situation?
- What was Diehl's **attitude toward control** as an influence tactic?

Peter Browning and Continental Whitecap

- What should **Browning's change/influence strategy** be in this situation?

- What **political and power constraints** must Peter Browning think about in developing his influence strategy at Continental?

- Is Peter Browning an **insider or outsider** in this situation? Does this affect his power and ability to influence those at Continental Whitecap? What specifically should he do, specifically, **in dealing with White and Lawson, Stark, and Green**?

- Who **might Browning use as change agents** that might help him navigate the political waters at Continental Whitecap and influence change? Does **order of change agents** make any difference?

- How does **timing** figure into the success of the change plan?

Live Session Exercise:

- We will likely call on a few of you to play Peter Browning to try to convince the rest of the organization (your classmates) to change things as you see fit. So, everyone should think about the various influence techniques we've studied and come up with a strategy and a few sentences that you would use to try to convince the rest of the organization (your classmates) to adopt whatever changes you feel are necessary. When you are ready, please record your speech at the appropriate point in this week's asynchronous work.

Week 10: Applied Influence: Interpersonal Communication

Case

- **None**

Assignment:

Leaderless Group Exercise (Compensation Task)

There are no readings or asynchronous work preparation needed for this exercise.

You will be assigned to teams of four **after the live session in Week 8** (or as close to four as we can, given the number of students in the class). You will be doing the task over Zoom, where you will choose a job candidate among the four of you as part of a recruiting task. You will each have a specific role and information, which you are not to share with the others in your group.

Once you have completed the task, you will be asked to enter some data and opinions on Qualtrics via a link that the live session instructor will provide. After one group member uploads the link, you should also be able to review the Zoom session to reexamine your behavior or those of your groupmates vis-à-vis the concepts for the week after you do the readings and asynchronous work for the week.

As for timing, the live session instructor will send out instructions and roles at the end of Week 8 because you will need time to plan for your group session online during the last 2 weeks of the course. The exercise itself **must be completed at least 4 days before the live session in Week 10.** Again, you can do the asynchronous work after your Zoom exercise (and some of the questions will refer back to the exercise and suggest that you rewatch segments of the video). The readings for the week can be done at any time in the week and may be helpful for some if done before the exercise, but this is not strictly necessary.

Readings:

- **Nonverbal Communication in Negotiation**
- Cuddy, Kohut, and Neffinger, **Connect, Then Lead**
- Bernstein, **A Tiny Pronoun Says a Lot About You**

Due: PPI 8: Push/Pull and Advocacy/Inquiry

Due: PPI 9: Personal PPI Journey Summary (after Week 10)

This will be due a few days after the last live session, to be announced by the live session instructor, depending on the specific calendar for the quarter.

Items found in the Harvard coursepack are <mark>highlighted</mark>.

Linked items are available online or through the UC Davis library. If noted, links will need to be accessed from on campus or by using the library VPN. Some items will need to be searched for directly. The link will take you to main the database page of the journal. Click on "Search within this publication" and then search for the indicated text written as, "AN [Insert number]" in the second field.

Students have access to the New York Times website if they set up an account. More information can be found here. (Links to New York Times items below will go to the library databases.)

1. Robert A. Caro, **Ch. 13, On His Way** from The Path to Power. Pgs 217-240. Penguin Random House. ISBN: 9780679729457

2. Jameson Doig. **Restore Integrity at the Port Authority** NY Times Op-Ed. Feb. 20, 2012 **[Needs VPN]**

3. Thomas Kaplan, **Lane Closings Show Port Authority's Status as 2 Warring Fiefs** NY Times Jan. 11, 2014 **[Needs VPN]**

4. Joshua Green, **Chris Christie's Damage Control Veers Off Course,** Business Week, January 09, 2014 ISSN: 0007-7135

5. McGinn and Lingo, **Power and Influence: Achieving Your Objectives in Organizations** HBS 801425

6. Robert A. Caro, **Ch. 16, In Tune** from The Path to Power. Pgs 269-292. Penguin Random House. ISBN: 9780679729457

7. **Power Dynamics in Organizations** By: Linda A. Hill HBS 494083

8. **Building Effective One-on-One Work Relationships** By: Linda Hill HBS 497028

9. Elizabeth Corcoran, **Microsoft: Software's David and Goliath in One** Washington Post Oct. 18, 1998 **[Needs VPN]**

10. Dick Brass. **Microsoft's Creative Destruction** NY Times Feb. 4, 2010 **[Needs VPN]**

11. Nick Wingfield. **Microsoft Overhauls, the Apple Way** NY Times Jul 12, 2013 **[Needs VPN]**

12. Harry Mccracken. **Satya Nadella Rewrites Microsoft's Code** Fast Company Sept. 18, 2017

13. **SMA: Micro-Electronics Product Division (MEPD) (A)** By: Michael Beer, Michael L. Tushman HBS 400084

14. **Essay: The Power Trip** Lehrer, Jonah. Wall Street Journal, Eastern edition; New York, N.Y. [New York, N.Y]. 14 Aug 2010: W.1. **[Needs VPN]**

15. **The Power Paradox** By Dacher Keltner | December 1, 2007 Greater Good Magazine

16. Shellenbarger, **From Loyal Sidekick to Partner** WSJ Nov. 19, 2014 **[Needs VPN]**

17. Danone–Wahaha Case

18. Auletta, **[Power, Greed, and Glory on Wall Street: The Fall of Lehman Brothers](#)** (Part I of II) New York Times Feb. 18, 1985 **[Needs VPN]**

19. Auletta, **[The Fall of Lehman Brothers: The Men, the Money, the Merger](#)** (Part II of II) New York Times Feb. 24, 1985 **[Needs VPN]**

20. **Exercising Influence** By: Linda Hill HBS 494080

21. **[Influence Without Authority: The Use of Alliances, Reciprocity, And Exchange To Accomplish Work](#)**. Authors: Cohen, Allan, Bradford, David Organizational Dynamics. Winter 89, Vol. 17 Issue 3, p5-17 **[Needs VPN]**

22. **[The Necessary Art of Persuasion](#)** By: Jay Conger HBR 98304 **[Needs VPN, Search for "AN 547143" in the second field.]**

23. Cohen, Allan R., and David L. Bradford. Influence Without Authority, **[Chapter 4: How to Know What They Want](#)**, John Wiley & Sons, Incorporated, 2017. ProQuest Ebook Central **[Needs VPN]**

24. **Managing Xerox's Multinational Development Center** By: Russell A. Eisenstat HBS 490029

25. **Donna Dubinsky and Apple Computer, Inc. (A)** By: Todd D. Jick, Mary Gentile HBS 486083

26. **[Managing Your Boss](#)** By: John J. Gabarro, John P. Kotter HBR R0501J **[Needs VPN, Search for "AN 15524513]**

27. **[Email Enigma: When the Boss's Reply Seems Cryptic](#)** Shellenbarger, Sue. Wall Street Journal, Eastern edition; New York, N.Y. [New York, N.Y]. 12 Mar 2014: D.1. **[Needs VPN]**

28. Heath, **[Teaching That Sticks](#)**/Made to Stick

29. **[Harnessing the Science of Persuasion](#)** By: Robert B. Cialdini HBR R0109D **[Needs VPN, Search for "AN 5329110"]**

30. Schein, **[Chapter 1, Humble Inquiry](#)** from Humble Inquiry 2nd edition. Feb 23, 2021 | ISBN 9781523092628 **[Needs VPN, this links to the whole book, you will need to find the specific chapter]**

31. Schein, **[Chapter 2, Humble Inquiry in Practice-Case Examples](#)** from Humble Inquiry 2nd edition. Feb 23, 2021 | ISBN 9781523092628 **[Needs VPN, this links to the whole book, you will need to find the specific chapter]**

32. **[Need a Favor? Research Suggests It's Best to Ask in Person](#)** By: Mahdi Roghanizad, Vanessa Bohns HBR H06RNH **[Needs VPN]**

33. **The Fifth Discipline Fieldbook pgs 253-268** Peter Senge. 1994. Penguin ISBN-13: 9780385472562

34. Schein, **[Chapter 3, Differentiating Humble Inquiry From Other Forms of Inquiry](#)** from Humble Inquiry 2nd edition. Feb 23, 2021 | ISBN 9781523092628 **[Needs VPN, this links to the whole book, you will need to find the specific chapter]**

35. **Network Assessment Exercise (Executive Version)** By: Herminia Ibarra HBS 497003

36. **Managerial Networks** By: Herminia Ibarra HBS 495039

37. [How to Build Your Network](#) By: Brian Uzzi, Shannon Dunlap HBR R0512B **[Needs VPN, Search for "AN 18916475"]**

38. **Heidi Roizen** By: Nicole Tempest, Kathleen L. McGinn HBS 800228

39. [The People Who Make Organizations Go—or Stop](#) By: Rob Cross, Laurence Prusak HBR R0206G **[Needs VPN, Search for "AN 675641"]**

40. **The Challenge of Change** By: Todd D. Jick HBS 490016

41. [Leading Change: Why Transformation Efforts Fail](#) By: John P. Kotter HBR R0701J **[Needs VPN, Search for "AN 23363656"]**

42. **Kaiser Case** Service Innovation Handbook Lucy Kimball. 2015. pgs 80-83 ISBN-13: 9789063693534

43. Anna Muoio. [Mint Condition.](#) Fast Company Nov. 30, 1999

44. **Peter Browning and Continental Whitecap (A)** By: Todd D. Jick, Mary Gentile HBS 486090

45. **Nonverbal Communication in Negotiation** By: Michael A. Wheeler, Dana Nelson HBS 903081

46. [Connect, Then Lead](#) By: Amy J.C. Cuddy, Matthew Kohut, John Neffinger HBR R1307C **[Needs VPN, Search for "AN 88350074"]**

47. [Bonds: On Relationships: A Tiny Pronoun Says a Lot About You and Your Status](#) Bernstein, Elizabeth. Wall Street Journal, Eastern edition; New York, N.Y. [New York, N.Y]. 08 Oct 2013: D.1. **[Needs VPN]**

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