



## POWER AND INFLUENCE – SPRING 2012

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<b>Section 1</b>	TTh	9:00am - 10:30am	Uris 326
<b>Section 2</b>	TTh	10:45am - 12:15pm	Uris 326
<b>Section 3</b>	MW	4:00pm - 5:30pm	Warren 310
<b>Section 4</b>	MW	5:45pm - 7:15pm	Warren 310

### Course Rationale

Power is the ability to get people to do something they did not want to do and make them happy that they did it. Power and politics are pervasive and important in organizations, so you need to be able to understand power and to act on that knowledge. Organizations are fundamentally political entities, and power and influence are key mechanisms by which *things get done*. Therefore, this course has three objectives: 1) to enhance your ability to diagnose and analyze power, understand why some have more power than others and grasp the strategies and tactics by which power is employed; 2) to demonstrate effective and appropriate methods of influence; 3) to practice developing and executing political strategies for accomplishing specific goals in your professional lives.

### Course Overview

The course is divided into three parts. The first part is an introduction to the concept of power and to political diagnosis. Here we explore the circumstances under which power and politics will be more prominent as features of organizational life and learn how to map the political landscape surrounding your goals. The second part focuses on sources of power, as we explore why some organizational members have more power than others (aside from their formal authority) and learn how to develop and respond to those informal bases of power. The third part applies all of the above lessons in a series of complex real-world cases and simulations. Here we also consider some specific tactics by which power and influence are exercised in organizations, such as analysis and presentation of information, agenda setting, coalition politics, strategic timing, and framing.

### Course Materials

- Case pack
- (Optional) Jeffrey Pfeffer's, *Managing With Power: Politics and Influence in Organizations*. Harvard Business School Press.

## Method of Evaluation

You will be evaluated on three types of work: 1) your performance on a final examination (50% of the grade); 2) the *quality* of your contributions to class discussion of the course material (20% of the grade); and on 3) two self-reflective short papers (each is 15% of the grade).

### Final examination (Tuesday, May 8, 9:00am)

The final examination will give you an opportunity to review and consolidate your learning. You will be presented with a case, similar to the ones we discuss in class. I will expect you to use knowledge and insights gained from this class to diagnose the situation described in the case, and then devise a political strategy based on your analysis. You must *master* the material so you are able to use it to cope with a real-world situation, not simply memorize concepts and definitions.

### Class participation

Class participation is a crucial part of the learning process in this course, so it is also an important part of your evaluation. A valuable contribution to class discussion: 1) offers a relevant and novel perspective on the issue; 2) builds on the preceding discussion and moves the analysis forward to generate new insights; 3) if it includes a personal anecdote or experience, it does so in a way that helps to illuminate the ideas being discussed; and 4) uses logic, evidence, and creativity, and is more than merely an expression of an opinion or feeling.

### Reflective writing assignments ('memos')

These two reflective writing assignments are for your own benefit, aiming to help you learn from your past and current work experience and to apply lessons from this class to your career. They will also help you prepare for the final exam. Both memos are *Assignment Type B* (individual-preparation, individual-grade), as described at the start of your course pack.

Students will submit the memos via Angel, which records the date and time of submissions. As a policy, I do not accept late assignments. I very occasionally make exceptions for tardy assignments if I am notified ahead of time and tardiness is due to circumstances outside a student's control.

## Student Norms of Classroom Conduct

Observing these norms will facilitate a better learning environment for everyone.

### Class attendance

I expect you to attend every class, to arrive on time, and to be prepared to discuss the material listed in the syllabus for that class. I will not reprimand students for missing class, but I can't reward you for class participation if you are not present either physically or mentally. I understand that occasionally, because of factors outside of your control, you may be late to class, or you may have to miss a class entirely. I expect you to notify me by email of your lateness or absence as soon as you become aware of these circumstances. If you need to arrive late or leave early, please do so quietly to avoid distracting your classmates.

## **Name Plates**

Please display your name plate in every class, to help me and your classmates learn your name.

## **Use of electronic devices in class**

On rare occasions, I may ask you to access the World Wide Web during class time. Otherwise, I expect you to turn off laptops, cell phones, PDAs, and other electronic devices during class time. Such devices distract you and your classmates, and interfere with the flow of class discussion.

## **Feedback**

I love teaching this class and I'm committed to making this class professionally rewarding for you. Please give me feedback on your learning experience in this class *before* the end of the semester, either directly or by relaying through your class representative. If you wish, use <http://www.anonymousfeedback.net/> to send me a message anonymously.

## **Descriptions of Classes**

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### **PART 1: *Introduction to Political Diagnosis***

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**CLASS 1. (Mon March 19, Tue March 20)** Today we will get to know the core concepts of the course, *power* and *politics*, and discuss when and why organizational politics are likely to arise.

**Case (Read it *before* the First Class):** Matt Leeds (A)

Please come to class ready to discuss the following questions.

1. What are the 'political' problems facing Matt Leeds?
2. In what ways is Danner-Boynton a *politicized* environment? Why?
3. What *specific* actions should Leeds take to pursue his desired promotion?

**Reading:** Managing with Power (MWP), Ch. 1, "Decisions and Implementation."

**(All readings from the book, *Managing with Power*, are highly recommended, but optional.)**

**CLASS 2. (Wed March 21, Thu March 22)** Here we look at the crucial step of political diagnosis, developing a *constituency map* of the relevant players who may promote or impede your goals.

**Case:** Peter Browning at Continental White Cap (A)

1. Who should be on Peter Browning's map? Why?
2. How should he deal with these people?
3. What *specific* actions should he take, and in what order?

**Reading:** MWP, Ch. 3, "Diagnosing Power and Dependence"

**CLASS 3. (Mon March 26, Tue March 27)** Here we take a closer look at political diagnosis, focusing in particular on how the field of constituents (and thus the map) changes over time.

**Case:** Kristen Peters (A)

1. What would be your short-term political goals in this summer internship?
2. How politicized would you expect the environment of the internship to be? Why?
3. *At each stage of the case*, how would you have managed your relationships differently if you were Kristen Peters?

**Reading:** MWP, Ch. 2, “When is Power Used?”

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**PART 2: Using and Developing Bases of Power**

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**CLASS 4. (Wed March 28, Thu March 29)** In this class, we begin to discuss various sources of power that may be used to promote (or impede) your goals.

**Case:** Rob Parson at Morgan Stanley (A)

1. What bases of power is Parson developing, and how do these fit with the culture at Morgan Stanley under Mack?
2. What *political* considerations should play into Nasr’s decision to recommend Parson for promotion to MD?
3. If you were Nasr, what would you choose and how specifically would you execute your choice?

**Reading:** MWP, Ch. 4, “Where Power Comes From”;  
MWP, Ch. 7, “Formal Authority, Reputation, and Performance.”

**Submit Memo A to ANGEL any time Friday March 30 to Sunday April 1**

**CLASS 5. (Mon April 2, Tue April 3)** Today we will discuss the politics of information, at the micro-level in the dynamics of persuasion, framing, and collective decision-making, at the macro-level in development and maintenance of organizational culture.

**Case:** None.

**Reading:** MWP, Ch. 10, “Framing.”  
MWP, Ch. 13, “The Politics of Information and Analysis.”

**CLASS 6. (Wed April 4, Thu April 5)** Today we will discuss the politics of social relationships, and how these may draw on and develop multiple sources of power.

**Case:** Karen Leary (A)

1. What is the problem at the Elmsville branch office?
2. Why is Chung behaving as he is? How did you reach your conclusion?
3. If you were Karen Leary, how would you respond to Chung's demands?  
What specific actions would you take?

**Reading:** MWP, Ch. 5, "Resources, Allies, and the New Golden Rule."  
MWP, Ch. 6, "Location in the Communication Network."

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**PART 3: *Designing and Implementing Political Strategies***

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**Friday April 6: *12 Angry Men* Three Showings:**

**Uris 140 – 11:45am-1:15pm**

**Uris 140 – 1:30pm-3:00pm**

**Uris 140 – 3:30pm-5:00pm**

**Bring the *12 Angry Men* Viewing Guide to Organize Your Notes on the Film**  
**Also available on Amazon Video on Demand, on Netflix, and at Butler Library.**

**CLASS 7. (Mon April 9, Tue April 10)** In class, we will discuss a movie about the deliberations of a jury. As you watch the movie (at the public showing above or on your own), use the *Viewing Guide* to take organized notes on the particular tactics that jurors use to influence each other.

**Movie Viewed Outside of Class:** *12 Angry Men* (see above, or further details on Angel)

**Reading:** MWP, Ch. 11, "Interpersonal Influence,"  
MWP, Ch. 12, "Timing."

**CLASS 8. (Wed April 11, Thu April 12)** Here we confront a complicated case, where a real-world player must map her landscape and develop a political strategy. In this session, you will work in teams to develop strategies and you will present your strategies to the class.

**Case:** Elizabeth Parker (A) and (B)

1. Consider the process by which Parker develops a political strategy in her new position as Delaware undersecretary of Environmental Affairs, in the (A) case.
2. Consider the political situation that Parker faces in her next position, as deputy secretary of the Environmental Standards Division, in the (B) case.
3. Sketch a political strategy to pursue Parker's goals in the (B) case. I suggest that you bring notes on your strategy to class today, to inform your team discussion.

**Reading:** MWP, Ch. 8, "The Importance of Being in the Right Unit."

**Submit Memo B to ANGEL any time Friday April 13 to Sunday April 15**

**CLASS 9. (Mon April 16, Tue April 17)** Today we will engage a multiparty negotiation exercise. This will be an opportunity to apply the political tactics and techniques that we have studied, including diagnosing the perspectives of other players and developing a political strategy to pursue your goals.

**Case:** No case, but read the exercise instructions before class (which will be posted on Angel).

**Reading:** MWP, Ch. 14, “Changing the Structure to Consolidate Power,”  
MWP, Ch. 15, “Symbolic Action: Language, Ceremonies, and Settings.”

**CLASS 10. (Wed April 18, Thu April 19)** In this session, you will collaborate with your teams to apply the frameworks of this class to a challenging new case.

**Case:** Hindustan Unilever Limited

1. With your team, map the political landscape that Prasad faces, given her goals to relocate the factory and sign a productive Long-Term Settlement with the unions.
2. Considering the bases of power that Prasad has available (or can develop), work with your team to devise a strategy to achieve these goals.

**Reading:** MWP, Ch. 17, “Managing Political Dynamics Productively,”  
MWP, Ch. 18, “Managing With Power.”

**CLASS 11. (Mon April 23, Tue April 24)** In this class, we will engage a team-based computer simulation of an intervention to promote change in a firm. This simulation will offer an opportunity to practice many of the insights we have learned about political strategy.

**Case:** Jean Spire at Teleswitches Ltd.

1. How would you describe the culture in this organization?
2. How might this culture affect your overall political strategy and specific tactics?
3. Develop a strategy to roll out the innovation, including overcoming any resistance.

**Reading:** Read the Instructions for the Simulation (on Angel).

**CLASS 12. (Wed April 25, Thu April 26)** In this class, we will discuss and debrief the simulation, which will serve as a vehicle to review the content of the class in preparation for the final exam.

**FINAL EXAM: Monday, May 7, 2:00pm** 4 Hour Case Analysis, *Open Book, Open Note*