Power and politics are ever-present and necessary features of organizational life. Without them, much of what gets done in organizations could never be accomplished. However, power can also be abused, and personal or political goals can overshadow organizational ones. This course provides a framework for intelligently analyzing the sources of power in organizations, and the circumstances that lead to its attainment and effective use. It also offers a framework for evaluating political behaviors on both pragmatic and ethical grounds. The course has the following overarching goals:

1. You will understand more about the nature and sources of power in organizations. This is the paramount objective because core issues of power and political process are ambiguous and often do not have "right" answers. I cannot teach you a set of formulas that will maximize your effectiveness. I can help you learn and apply tools and tactics for effectively and ethically attaining and using power.

2. You will increase your ability to think through and apply central concepts of power and influence, including social exchange perspectives on power, network structures and their consequences, the bases of interpersonal influence, and diagnostic tools and techniques to identify the "rules of the game." These concepts are the building blocks from which you can systematically recognize and evaluate power and influence strategies.

3. You will develop confidence and increased skills in diagnosing power situations, managing conflict, and using political strategies in pragmatic ways to get things done in the workplace and other organizations.
This is a masters-level course. As such, the focus will be on the application and use of the concepts and tools covered to real-world situations. The analysis of cases, media accounts, and video/movie segments will be central to our class discussions. There are no specific background prerequisites other than an interest in the subject matter and the willingness to work and come to class prepared.

**COURSE ASSUMPTIONS:**

1. Far more important than "objective facts," are the interpretations by people who view things from their own perspective. Managers often over-emphasize problem solving and under-emphasize problem identification, contextual analysis, and solution implementation tasks.

2. Organizations are not rational systems. Rather, organizations are coalitions composed of varied individuals and interest groups that engage in on-going contests for control.

3. There are enduring differences among individuals and groups.

4. Most important decisions in organizations involve the allocation of scarce resources -- decisions about who gets what, when, and how much.

5. Because of scarce resources and enduring differences, conflict is central to and pervasive in organizational dynamics, and power is the most important resource. Political processes resolve issues.

6. Conflict in organizational dynamics is not negative a priori. Competition for scarce resources within a firm can be beneficial for the organization.

7. Organizational goals and decisions emerge from bargaining, negotiation, and jockeying for position among coalitions and members. The dominant coalition defines operative meanings and values.

**Performance Measures and Feedback**

The primary tools for assessing your performance are the written assignments and your contribution to the class. These are closely tied to the readings and the mini-lectures. Your grade for the course will accordingly be based on the following components:

**INTERDEPENDENCIES ANALYSIS** -- You will develop a strategic analysis of the interdependencies, power sources, and effectiveness of a new manager, Erik Peterson at CelluComm. Two pages maximum, single spaced, 3/4" inch margins, 11 point font. Liberal use of summarizing tables is encouraged. Formatting examples will be provided in class. **25% of Final Grade**
NETWORK ANALYSIS -- You will conduct an analysis that examines your own networks of relationships and how they can help you in achieving your career aspirations (at this point, that consists mainly of finding a job). A network analysis instrument will be provided to help you diagnose your network. You will hand in a copy of the final worksheet from the analysis tool, as well as a report that discusses your short- and long-term career objectives, the strengths and weaknesses of your current network relative to these objectives, your preferred approaches in establishing your network, and an action plan describing how you can enhance your network going forward in order to help you accomplish your objectives. Five pages maximum (not including work sheet), double spaced, 1 inch margins, 12 point font. You may also include up to two figures or tables, if you wish. 25% of Final Grade

FINAL PROJECT -- The final project will consist of two parts. The first part, not to exceed three pages single spaced, will be a mini-case that you write. This case will be of an actual event, drawn either from your own past experiences or press accounts, that illustrates how power and influence tactics affected a significant organizational outcome. The case should illustrate at least three of the major concepts discussed over the course of the semester, and provide any background necessary for understanding the event in question, as well as describe the actual details of the event. The second part of your project, not to exceed five pages double spaced, will: (1) Identify each of the concepts illustrated by the case, (2) Explain why this case is a good example of these particular concepts, (3) Describe the outcome of the case, and (4) Critique the actions of the actors, identifying effective uses of power and influence, any mis-uses or unethical uses of power, and failures to take advantage of any potential sources of power. Based upon this critique you will also determine whether or not another outcome was possible, and if so, explain how it could have been achieved if power and influence had been used properly. You may also include appendices, if appropriate. Appendices are not required, however. This assignment will be completed in 3 person teams of your own choosing. 25% of Final Grade

CLASS PARTICIPATION -- Much of the learning to be done in this class will be based upon the quality of discussions that occur in the classroom. You will learn as much (and I hope more) from each other as you do from me. As such, adequate preparation, regular attendance, and participation in class discussions is mandatory if you expect to receive a decent grade in this class. Failure to attend class WILL HURT your final grade. Life is full of choices. It may be perfectly reasonable for you to choose to miss a class based on the tradeoffs, but realize that your choice will have a consequence. If you know you are going to miss a class, please inform me ahead of time. 25% of Final Grade

Criteria for Evaluation of Class Contribution

Class participation is a very important part of the learning process in this course and is also part of what will make the course useful for you and your fellow students.

* I expect that you will attend every class and that you are prepared.
* I will "cold call."
* Arriving late/leaving early cannot enhance and may well reduce your final course grade. If you must miss a course session, please confirm that with me prior to class by phone or
email. It will be your responsibility to access class notes and to find out information about substance and logistics.

Your comprehension and insights about cases and assigned readings are vivid in class discussion, and I will note and appreciate **quality** comments. In addition, **good listening is a crucial skill** for a manager, a complement to the ability to observe systematically and with empathy the experiences of others.

**Quality comments:**
* Offer original and relevant perspectives on the issues at hand
* Build on previous comments with new insights
* Show evidence of thought and reflection by including evidence, grounding experience in theory, making an argument, and recognizing potential tradeoffs inherent in a course of action
* Pose critical questions — too often we seek answers, rather than good questions.

**Other Administrative Details**

Faculty members tend to have somewhat different expectations as to class behavior and course norms; I'd like to outline a few of my expectations concerning such matters.

1. I will be happy to discuss the course, your progress, or any other issues of interest to you on an individual basis. Please see me in class or call to set up an appointment.

2. Since I frequently call on individuals whose hands are not raised, you should let me know before the start of the class if some emergency has made it impossible for you to be prepared adequately for that class. This still affects your day's grade (by limiting your ability to contribute), but prevents embarrassment for us both.

3. Group work is strongly encouraged for purposes of case preparation for classroom discussion and the group project. The individual written assignments are individual assignments; discussion with others is not permitted.
Week One 1/22 - 1/24

Session 1 - Introduction

Introduction to the class and hand out the syllabus

Session 2 - Power and Dependence

Readings:  Pfeffer, Chapters 1,2
Kanter, Power Failures in Management Circuits

Case: When Consultants and Clients Clash

Preparation Questions:

1. Why did Kellogg's friends recommend that consultants be brought in to help manage the integration of the operating policies?
2. Which individuals are in powerful positions and which individuals are powerless? How do you determine each actor's relative power?
3. What is Kellogg failing to grasp about the merger? The consultants?
4. Can the operating policies be integrated, or will they have to develop a new set of policies? What are the advantages and disadvantages of each of these courses of action?
Week Two  1/29 - 1/31

Session 3 - Resources, Relationships, Rules I

Readings:    Pfeffer, Chapters 3,4,10
             Kotter, Power, Dependence and Effective Management

Case:       Rondell Data

Preparation Questions:

1. Why did Hunt fire Forbus?
2. Describe Forbus's job in terms of the pattern of dependencies he faces in getting his job done. What are the sources of dependencies affecting Engineering Services in Rondell's overall structures, communication networks, technology and work processes, culture, and history?
3. How did Forbus manage these dependencies? Why?
4. Given specifics and evidence in the case, what could Forbus have done to increase the relative power and influence (and hence, effectiveness) of his unit?

Session 4 - Resources, Relationship, Rules II

Readings:    Pfeffer, Chapter 8
             Badaracco, The Discipline of Building Character

Case:        Martha McCaskey

Preparation Questions:

1. What exactly is the situation McCaskey is facing? Identify personal, organizational, and contextual factors that led to this predicament.
2. What are the "rules of the game" at Praxis and in the Industry Analysis Division? What is the case evidence for your assessment?
3. Why has the situation with Devon created more of a quandary for McCaskey than other actions she has taken or observed at Praxis?
4. By what means do organizations "draw lines"? How do you "draw lines"? How would you handle this situation in McCaskey's place? Why? Be prepared to role play in class to bring out key issues.
**Week Three  2/5 - 2/7**

**Session 5 - Formal Structure and Dependence**

Readings:  
Pfeffer, Chapter 7  
Pasquale et al., Changing the Way Organizations Change

Case: Ross Perot and General Motors

Preparation Questions:

1. Why did GM end up buying out Ross Perot? What went wrong?
2. Was the merger a good idea to begin with? Why or why not?
3. Why wasn't Perot able to accomplish the changes he and Smith had hoped he would be able to accomplish?
4. If Perot really wanted to make changes at GM, what could or should he have done?

**Session 6 - Uses and Limits of Formal Structure**

Readings:

Case: Starpower Exercise
Week Four  2/12 - 2/14

Session 7 - Debrief the Starpower Exercise
Case:  Starpower Exercise

Session 8 - Informal Structure and Dependence
Readings:  Pfeffer, 9
            Houston, High Anxiety
Case:  Karen Leary (A)

Preparation Questions:
1. What is the conflict about? How do Leary and Chung frame the situation? Why? How does organizational context affect their perceptions of what is at issue?
2. Who depends on whom for what?
3. What should Leary do? Why? What is her objective? Identify two different strategies for handling the decision she faces.
Week Five 2/19 - 2/21

Session 9 - Power and Culture - Analyzing the Rules

Readings: Goffee & Jones, What Holds the Modern Corporation Together?
Lukes, Power: A Radical View

Case: Video Clips

Session 10 - Managing Meaning and Symbols

Readings: Pfeffer, 15
Alinsky, Communication
Tannen, The Power of Talk

Case: Orit Gadiesh: Pride at Bain & Co.

Preparation Questions:

1. What are Gadiesh's power sources? How does she translate these into concrete influence and political capital? What kinds of influence currencies does she trade in?
2. Identify and evaluate Gadiesh's career-building strategy. How does she assemble everyday "robust actions" into career momentum? What kinds of tasks, responsibilities, and commitments did she seek out/accept? Did she make mistakes?
3. What are the rules of the game and cultural context at Bain & Co.? What speech should she give? Why?
4. Is her success unique or context-dependent? Would she be successful in another firm? What are key take away lessons about priorities for managing your career?
Week Six  2/26 - 2/28

Session 11 - Implementing Cultural Change

Readings:  Pfeffer, 5 (p. 101-110)

Case:  Andy Chew at Siemens Nixdorf: Change from the Middle

Preparation Questions:

1. Can such sweeping cultural change be mandated from the top? Can they really address 19 initiatives at once? Why or why not?
2. Does Andy Chew have the skills and resources necessary to effect a cultural change in this environment? What are the impediments to implementing his plan?
3. Why were so many employees resistant to change? Why isn't the formal authority and dictates of top management enough to break down their resistance?
4. What symbolic tools or actions did Chew use? Were they effective? Did Andy try to influence everybody himself? Could he, if he wanted to?

Session 12 - Overcoming Barriers to Power and Influence I

Readings:  Pfeffer, 16
          Eccles & Nohria, Action: The Realities of Managing (read p. 39-47, skim the rest)
          Hill, Exercising Influence

Case: Erik Peterson (A)

Preparation Questions:

1. How does Peterson define his critical dependencies in practice? How do you know? Why does he define the dependencies as he does?
2. What are the rules of the game at CelluComm? How does this affect Peterson's initial power base and the sources of power available to him?
3. What are his strategies for managing dependencies? How effective is he? Why?
4. How should he handle Knight's upcoming visit? What counsel would you give Peterson? Be prepared to role play in class to bring out key issues.

Interdependencies Case Analysis Due
Week Seven  3/5 - 3/7

Session 13 - Overcoming Barriers to Power and Influence II

Readings:

Case:  Erik Peterson

Session 14 - Social Exchange and Reciprocity

Readings:  Cialdini, 2 (17-top of 24, 30-40, 51-55), 7 (237-247, 256-270)
Cohen & Bradford, Influence Without Authority

Case:  IPO Share Allocations - WSJ articles "Spin Desk Underwriters Allocate IPOs for Potential Customers" & "Internet Firms Use IPO Shares to Reward Their Customers"

Preparation Questions:

1. Why do brokerages maintain spin desks? What do they hope to gain? What's the problem with spinning?
2. What psychological influence mechanisms do spin desk underwriters employ?
3. What is the IPO firm's motivation? Is it different than the investment banks' motivations?
4. Is it more acceptable for IPO firms themselves to engage in similar practices? Why or why not?
Week Eight  3/12 - 3/14

Session 15 - Persuasion and Manipulation I

Readings:    Cialdini, 3 (56-64, 67-69, 75-77, 81-88, 103-111)
            Aronson, The Rationalizing Animal

Case:        Charles Ponzi Video

Session 16 - Persuasion and Manipulation II

Readings:    Pfeffer, 11
            Cialdini, 4 (114-117, 140-146, 157-164), 5 (167-179, 188-191, 204-206),
            6 (208-218, 220-224, 226-234)

Case:        Video Selections
Week Nine  3/19 - 3/21

Session 17 - Internal Networks I

Readings:    Pfeffer, 6,13
             Krackhardt & Hansen, Informal Networks

Case:        Amelia Rogers at Tassani Communications

Preparation Questions:

1.  What is going on here?  Why did Burns call Johnson?  Why did Johnson call Rogers?
2.  What should Rogers do?  Should she speak to Burns?  Should she speak to Paglia?  What specific influence strategies and tactics should she use?

Session 18 - Internal Networks II

Readings:    Baker, Managing Up, Down and Sideways
             Baker, Bottlenecks and Bridges

Case:        Managing Xerox's Multinational Development Center

Preparation Questions:

1.  What have John Clendenin's objectives been at Xerox?
2.  What obstacles did he confront in accomplishing these objectives?
3.  What interpersonal and organizational strategies did he utilize to accomplish these objectives?
4.  What actions should Clendenin take now?

Week 10 - March 26 & 28 Spring Break
Week Eleven  4/2 - 4/4

Session 19 - External Networks I

Readings:  Burt, The Social Capital of Entrepreneurial Managers  
           Baker, Building Relationships with Customers and Clients  
           Baker, Word-of-Mouth Marketing  

Case:  Jerry Sanders  

Preparation Questions:  

1. What techniques did Sanders use to develop his networks? How did Sanders' networks impact his career decisions, and vice versa?   
2. What are the benefits to Sanders' method of network formation and use? What are the limitations or downsides?  
3. Did Sanders have to form all of the network relationships himself? How is Burt's concept of structural holes illustrated in this case?  
4. What were the characteristics of desirable network contacts in this case? Do these characteristics differ for Sanders' different projects? What were some of the key resources that network members controlled, and how did Sanders access and utilize them?  

Hand in worksheet (copy of page 6 of the instrument) for the Network Analysis Exercise

Session 20 - External Networks II

Readings: Ibarra, Managerial Networks  
           Baker, Finding Good People (or Changing Jobs)  

Case:  Discussion of the Network Analysis Project  

Network Analysis Assignment Due
Week Twelve  4/9 - 4/11

Session 21 - Managing Your Career

Readings:    Hill, Managing Your Career

Case:        Kevin Simpson

Preparation Questions:

1. What is your assessment of the power dynamics at Eli Lilly? At Haemonetics?
2. What sources of power and what influence strategies would be necessary for Simpson to be successful at Eli Lilly? At Haemonetics?
3. What additional information, if any, should Simpson collect before making the decision? How would he obtain that information?
4. Based on you answer to question 4, develop an action plan for how Simpson should proceed 1) before actually taking the job, and 2) in his first months on the job?

Session 22 - Managing Your Boss

Readings:    Hill & Kamprath, Beyond the Myth of the Perfect Mentor
              Gabarro & Kotter, Managing Your Boss

Case:        Joline Godfrey & Polaroid (A)

Preparation Questions:

1. What were Godfrey's objectives (personal and professional)?
2. How did she go about creating Odysseum?
3. Why was she able to create Odysseum? What obstacles did she face? What sources of power and what influence strategies did she use? What mistakes/missteps did she make?
4. What was the evolution of Godfrey's relationship with Sudbey? What did each party gain from the relationship?
5. What does it take to be a leader from the middle, as opposed to the top of the organization?
Week Thirteen  4/16 - 4/18

Session 23 - Politics and Organizational Change I

Readings:  Pfeffer, 14
          Eccles & Nohria, Putting Change in Perspective

Case:    Charlotte Beers at Ogilvy & Mather (A)

Preparation Questions:

1.  What is Beers trying to accomplish as CEO of Ogilvy and Mather Worldwide?
2.  What is your assessment of the vision?
3.  What is your assessment of the process Beers and her team went through to create the vision?
4.  What are the key challenges facing Beers at the end of the case?

Session 24 - Politics and Organizational Change II

Readings:  Kotter & Schlesinger, Choosing Strategies for Change

Case:    Peter Browning and Continental Whitecap (A)

Preparation Questions:

1.  What was Browning's predicament at Whitecap?
2.  What should his change objectives and time frame be?
3.  What should he do specifically in dealing with White and Lawson; Stark and Green?
4.  What qualities are most needed to become a successful change agent?
Week Fourteen 4/23 - 4/25

Session 25 - Empowerment and Making a Difference

Readings:

Case: Black Caucus Groups at Xerox Corporation

Preparation Questions:

1. What kinds of grievances motivated the Caucus initiatives? What problems of power and influence did Black professionals at Xerox face?
2. What organizing strategies did Caucus participants use to overcome these obstacles? How did Caucus participants translate grievances into "issues"? How did they forge common identities and sustain common interests? How did they use on-going organizational routines and activities to leverage their power position?
3. What factors in the organization and in strategic context affected how Kearns and his executive staff defined the situation? How did these factors work in favor of the Caucus efforts? Against them?
4. What should Kearns do? What are his options? What are the advantages and disadvantages of you recommended course of action?

Session 26 - Sexism, Sexual Harassment and Gender Issues in the Workplace

Readings:

Case: The Memo Every Woman Keeps in Her Desk
Will She Fit In?

Preparation Questions:

1. Should Ames present the memo to her CEO? Why or why not?
2. What other options does she have? How else might she approach this issue?
3. How should Carter deal with Hanson's "pass"? Should she approach Justin? McMullin? The Pellmore CEO? Why or why not?
4. What are the more general causes of the problems these women are facing in their companies? What can be done to solve these problems?
Week Fifteen  4/30 - 5/2

Session 27 - Ethical Issues in Organizational Politics

Readings:  Jackall, Moral Mazes
           Van, Why Should My Conscience Bother Me?

Case:  Salomon and the Treasuries Securities Auction

Preparation Questions:

1. Based on the information in the case, how serious was the misbehavior of Mozer and his group? Who was hurt?
2. Why were these improprieties allowed to occur? What are the sources of power and rules of the game at Salomon?
3. What actions should Meriwether consider? What will be the consequences of his alternatives?

Session 28 - Group Presentations

Project Presentations

Final Project Due.
Week Sixteen  5/7 - 5/9

Session 29 - Group Presentations

*Project Presentations will continue.*

Session 30 - Group Presentations & Wrap Up

*Project Presentations will continue.*