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MORS453 Power In Organizations: Sources, Strategies, Skills Winter 2009

Course focus

Power is a basic ingredient of organizational life. Leaders, middle managers, and everyone else use power all the time, to get things done. Personal experience with power in organizations can be exhilarating or painful, or both. Influence can be a force that you feel passively exposed to, or something that you initiate and shape as a leader. Effective leaders and managers are skilled in developing and harnessing power to attain their goals. The distribution of power and influence in organizations is also important: it can stifle or encourage innovation and efficiency—think of internal corporate ventures, and allow or prevent mistakes and crises—from “rogue traders” that bring down banks to ethical lapses at companies like Enron. MORS 453 develops your *ability to diagnose* power dynamics, and your *practical skills* for navigating them. Diagnosis and skills are part of the same equation to make you more effective in your career. The course is designed to, on the one hand, hone your ability to recognize, analyze, and evaluate the power dynamics of an organization. When managers fail, it is often not for lack of technical expertise but because they do not understand the rules of the game and the sources of power available to them. The second focus of the course is on practical skills, about how you as an individual can turn this knowledge into action. You learn to apply a tool kit of concepts, tactics and strategies for developing and utilizing power effectively and ethically.

Design of the course

MORS 453 is an intermediate to advanced level course, designed for fostering general management skills. Real world organizations are messy settings and the skills you develop need to reflect that character. Moreover, you need to find sources of power and influence strategies that fit your character, goals and environment. Hence, this class may provide fewer cook-book recipes, and may challenge you to work with greater complexity than more introductory courses you find elsewhere. The payback is that you should acquire not just a set of tools but also some skill in using them competently in practice.

Thematically, the course is structured around three blocks that build on each other cumulatively: The first part is about understanding *political context*, how to diagnose and compare the “rules of the game” in organizations, and how to distinguish players from by-standers. Understanding the rules and the players of the game is essential to use power effectively. A second part of the class focuses on how individuals can build and deploy different “currencies” of *political capital*. Think of political capital as a general-purpose resource that you can leverage when it comes to politics. Obviously, the value of your reservoir of political capital depends on the rules of the game you are trying to play. The final block of sessions turns to politics proper, to *interpersonal influence tactics* and skills for playing the game. This part is all about how you use your political capital in concrete situations.

Teaching approach

The learning goal is to develop your competence in using diagnostic and action tools for complex environments. This objective is reflected in the way the course is taught. The course alternates between simplifying concepts for the sake of clarity, and complexifying applications for the sake of realism. It also alternates between thinking in abstract methods and concepts, applying them to concrete situations, and reflecting on personal experience. Two qualities are especially encouraged:

Concreteness. If action is key for having influence, then the devil is in the detail of execution. Thus, general statements are fine and easier to learn, but they may not correlate highly with effective action. I will therefore occasionally push you hard on the specifics of your recommendations, call improvised role plays, and volunteer examples from your personal experience.

Evidence. If you are a relative novice to power analysis, you are easily fooled by well-known cognitive biases to jump to premature conclusions. Thus, digging into the details of cases, taking the perspective of different players, and getting to know one's blindspots are critical. Once you are experts, you can see the forest from the trees. As a learner, you want to examine many trees with great care.

Logic. Experienced managers have developed an intuition about power and influence that allows them to navigate difficult situations without thinking much about them. They often can't articulate why they act in a particular way. Prior to having such intuition, it is a good idea to rely on logical reasoning. Hence, I am looking for arguments and insights that put together the different pieces of analysis in a logic fashion.

The course draws on three reservoirs of knowledge:

- Research from organization studies, sociology, psychology, and political science
- Business cases, videos, and media accounts
- Your own experiences.

I have selected the core *readings* to be accessible and practice oriented, but also academically sound. Pay attention to pointers about readings in the schedule – some are optional and others only need to be skimmed. Mini lectures during class will expand and clarify important ideas from the readings. The goal of lectures is to simplify and sum up concepts as far as possible, and to link them back to the bigger picture of the course. The *cases* offer a context to apply the concepts learned and to complexify your thinking. The selected case studies are thematic, but more than a straightforward illustrations of one or two basic concepts. I expect you to think them through thoroughly. It is your job to sift through the case to find course concepts, to take the perspective of different protagonists, and to question information presented at face value. Finally, tapping into your *personal experience* will help you get the most out of the course and also allow others in the class to benefit from your insights. I will encourage you to share relevant stories from your work life in class, and occasionally create experience in simulated role plays.

Course objectives

Through this course,

- You will be able to understand and evaluate the bases, sources, and uses of power in organizations, and develop a toolkit of concepts for thinking about power dynamics. This includes:
 - Diagnostic tools to understand the political landscape and the rules of the game
 - Identifying forms of political capital and strategies for developing them
 - Interpersonal and collective influence strategies
 - Agenda management techniques
- You will develop confidence and skills in managing conflict, and in using political strategies in pragmatic and ethical ways to get things done in the workplace and other organizations.

- You will reflect on your own experience with power, develop awareness of your strengths and deficits, and learn to leverage your experience for continued learning beyond this class.

Readings

Cialdini, *Influence: The Psychology of Persuasion* (1998 or newer editions)

A classic, highly-readable guide to the power of social influence techniques, of broad applicability to both marketing and organization studies. Illustrated with vivid examples and supported by research findings, the author, a prominent social psychologist, provides readers with an understanding of the science that underlies six categories of influence techniques.

Course Packet (CP).

A list of further readings and resources is provided for each topic via the course website.

Assignments and Grades

There are four elements that compose your grade: A personal assessment and development plan, case analyses, a group project and class contribution. The ratio of individual to group assignments is 65:35. In addition, peer evaluations form part of the grade for the group project. Please submit all written assignments electronically, via the digital drop box on blackboard (Course Management System).

Grade composition

	--- Weight (%) ---	Due
Personal assessment and development plan	20	10 th class
Case analyses	35	
- Martha McCaskey (group*)	10	3 rd class
- Erik Peterson (individual)	25	6 th class
Group project*	25	9 th class
Peer evaluation adjustment*	+/- 3	
Class contribution	20	
Total	100	

* I will assign students to groups of 5 or 6 by the second class session. At the end of the quarter, everyone will perform a peer evaluation of their group members. Individual grades for the group assignments will be the group's grade adjusted for the peer evaluation.

Requirements

Personal assessment and development plan

The purpose of these essays is to train your reflection and planning skills, and to apply issues and ideas from the class to your personal experience. The context in question may be the workplace or other formal organizations you are involved with. I cannot evaluate your personal experience but I can evaluate how well you know and use the course material. The grade is based on three factors: insightful use of course material, depth of description of your experience / lessons, and completeness and organization of the answers.

This final assignment is designed to help you transfer what you learned out of the classroom. Think of a situation in the not-too-distant future in which you want to practice your power and influence skills. This can be a political issue in a current professional role, your first few weeks in a new job, or an important upcoming meeting. Engage in a “mental simulation” to visualize what will/can happen in this situation. Your write-up should then include:

- First, what is your goal?
- Second, describe relevant aspects of the general setting and your anticipated position. What is different to, and what the same as in your past experiences with power and influence? Use frameworks and tools we used in case analyses.
- Third, include a brief self-assessment that identifies patterns in your past experience. For example, what have been your political capital strengths in the past, what power deficits? Do you have preferred influence tactics and styles? Recurrent sources of success and failure?
- Fourth, put the three previous pieces together to form a diagnosis: What issues related to power and influence are you likely to face in the future situation? What does this analysis suggest in terms of a) preparation for this situation, and b) general personal development needs?
- Finally derive an implementation plan from your conclusions. The plan should involve general strategies for both personal development and for approaching the situation, a realistic time line, and at least several illustrations of very specific actions. Be concrete!

Your grade will be based on your skill in applying class concepts, and the logical consistency of your analysis and development plan. 15 pg. maximum excl. exhibits, double-spaced, 12 pt font and with a 1 inch margin all around.

Case Analyses

All case analyses as well as the group project will be evaluated based on the following criteria:

- Content: Did you answer the questions?
- Theory: How well do you apply appropriate materials from readings and lectures?
- Data: How do you utilize evidence to analyze, to make inferences, and to support arguments?
- Analysis: How logical, coherent, and complete is your analysis and assessment?
- Action plan: Does your action plan build on your analysis? Is it concrete and practical?
- Writing: How clear and organized is your presentation of the material?

a) Group case analysis

One written group case analyses is required, for the Martha McCaskey case. The case questions are listed under the corresponding class session. The write-ups are due at the beginning of the class. The page limit is 5 pages double-spaced, 12 inch font, 1 inch margin, plus no more than 2 pages of exhibits. Please apply the course frameworks in answering the case study questions and do not forget to include a plan of action.

b) Individual Case Analysis

Individually prepare an analysis for the Erik Peterson case. The case questions are listed under the corresponding class session. The write-up is due at the beginning of that class. The page limit is 7 pages double-spaced, 12 inch font, 1 inch margin, plus no more than 3 pages of exhibits. Please apply the course frameworks in answering the questions and do not forget to include a plan of action.

Group Project – Strategic Power Analysis

The assignment is to write an analysis of power and influence and make recommendations for improvement. Think of yourself as either a personal coach or a consultant writing a report that includes

some background analysis, a critical decision point or event, and an action recommendation. You can approach this assignment in one of two ways:

- a) Choose an individual. If you take this route, your analysis focuses more on individual strategies and tactics within a given context. Identify and analyze that person's political context and assess his/her sources of power and power deficits. Describe the person's political strategies and tactics, and how he/she built political capital and developed her/his skills. Assess the effectiveness of the person's political capital and influence tactics, identifying both strengths and weaknesses. If you were that person's mentor or coach, what would you recommend to make him/her more effective? How should he/she go about implementing this strategy? You may gather information directly from that person, from secondary sources, and/or by talking to others who know the person well. You are required to use more than one data source and your analysis must provide independent and critical analysis of the raw data, over and above what your informants tell you.

Note that selecting a suitable person often has significant implications for the quality of the report. Some recommendations in that respect: It is useful to focus on a person that has taken or is about to take important and contested actions. It is *very useful* to focus on a person who has experienced both success and failure. It is *essential* to have access to detailed and quality data about the person. Both access to data sources and the chance of getting frank and open information are important in this respect. For that reason I advise against using Kellogg staff and faculty – you are very unlikely to get the inside scoop. You may be creative. In the past, groups have written reports about colleagues, executives, politicians, and even historical and fictional characters from books and movies.

- b) The other option is to choose a company, a department, a division, group or some other organization. If you take this route, your analysis focuses more on how the organization “governs” itself, the political system and processes at the organizational level. Analyze the rules of the game, the sources and distribution of power in this unit, and important recurrent influence and agenda setting processes. Identify where the defining features of the political system come from. Assess the implications of this political system for the effectiveness of the unit. E.g., what does it take for individuals to succeed? And what positive and negative consequences does it have for the organization? If you were a consultant to the head of this organization, what changes would you recommend in order to make the organization's political system more effective? How should these changes be implemented?

Note that selecting a suitable organization often has significant implications for the quality of the report. Some recommendations in that respect: It is *very useful* to focus on an organization that has experienced both success and failure. It is *essential* to have access to reasonably systematic quality data about the organization. Both access to data sources and the chance of getting frank and open information are important in this respect. For that reason I advise against using Kellogg or Northwestern – you are very unlikely to get the inside scoop. You may be creative. In the past, groups have written quality reports about company departments, sports clubs, churches, criminal organizations, entrepreneurial companies, activist groups and political parties, including historical and fictional organizations from books and movies.

In either case, the analysis should encompass: a description of the political context, relevant political actors or interests, their power bases, the strategies and tactics they used (or are using), critical events and issues, an evaluation of effectiveness, and concrete action recommendations.

Past experience shows that key success factor for projects are: a) the use multiple sources of data, such as interviews with different participants or multiple well-researched secondary accounts, and b) a clear separation of descriptive data from the independent critical analysis that is your value added (i.e., replaying “opinion surveys” does not count for original analysis).

All groups are required to set up a short (15-30 minute) meeting with me before week 5 to discuss potential project ideas, concerns and confidentiality issues, and to clarify concepts and requirements, etc.

A one page progress report is due at the beginning of session 6. The report should include:

- The title of the project
- A short description of the focal individual or organization and the project focus
- Project planning: what has been done, what needs to be done
- Assessment: Is the project on track? Any difficulties?

An executive summary and the final written report are due by session 9.

Please submit the executive summary of no more than 250 words electronically. I will post the summaries on the class website the same day. Based on the summaries, you will electronically rank order the 5 presentations you are most interested in being presented. The rank order is due by 5pm on the Monday after session 9. I will notify three to four top ranking groups, who will present their cases in the final session. Expect presentations to be about 15 minutes, plus 10 minutes of discussion. Groups not presenting are expected to critique the recommendations from the perspective of the “client” (the focal person or head of the unit).

The final written report should include (1) the executive summary; (2) a 3- 4 page length description of key facts of the case; (3) a 7-10 page case analysis and recommendations section; (4) an appendix with any exhibits and the list of data sources used; (5) a draft presentation of 4-5 slides. The appendix does not count towards the page limit. Reports should be formatted double spaced, 12 inch font, 1 inch margins.

Class Contribution

It is difficult to get an A in this class without consistent and high quality class participation. Obviously, absence is not a contribution. I understand your time pressures and also that sometimes events just interfere. But in general, regular attendance is a must and excessive absence without good reason hurts your grade. If you must miss a class, please let me know beforehand by e-mail.

You are expected to read all the materials, and be able to talk in class about the theory and/or principles of this material, the facts of the case, and its implications for you as a leader and manager. Think of examples from your own job. I will undertake “supportive cold calling” to encourage balanced involvement, to ensure appropriate preparation, and to raise the quality of class discussions. Occasionally, I also ask individuals to role play scenarios in class. *I do not allow laptop use during class.*

I strongly encourage discussions in which students engage each other as well as the instructor. Pulling this off in a large section requires some discipline. I particularly value three types of contributions: taking a previous comment a step further (e.g. applying it to a different context, drawing attention to logical consequences not originally mentioned), pointing out related concepts and experiences (e.g. personal experience, confirming and disconfirming case evidence), and proposing a counter-idea (but if you oppose, you have to propose a constructive alternative). Comments that are vague, unrelated, or disrespectful of others will be evaluated negatively. Getting things wrong or asking basic questions of understanding, however, is fine.

I also realize that some find it easier to speak up than others. In addition to verbal participation during sessions, you can also participate by emailing contributions prior to class. These can include comments or questions about cases and readings, references to current events or other examples that relate to the class topic, etc. Keep emails to 100 words maximum and send them by 8am on the day of class.

Grading policy

I use the full grading scale, top to bottom, to reflect the quality of your work. You will receive feedback with each assignment, and I will make every effort to keep a quick turnaround time. *Late assignments will*

carry a penalty equivalent to 25% of the maximum score. Assignments that are more than a week late will receive a zero score. If you are unhappy with a grade, you have one week to submit an explanation via email of why you think I should reconsider your grade. If I do not receive a written explanation within a week of you receiving the grade, I will not entertain complaints. If I do receive a written explanation, I will either invite you to come to office hours to discuss the assignment or have it re-graded by a knowledgeable third party. The grade may go up or down as a result of re-grading. Final grades for the course are simply the sum of the individual components.

Important notes on submitting assignments via blackboard (CMS):

Sometimes, assignments do not arrive on my end of the digital drop box. It is generally your responsibility to get assignments to me, but I realize that technical difficulties can get in the way. You can do your share to minimize penalties by doing the following:

- Make sure to hit “send”. You first need to upload the document to the digital drop box, but that is only the first step. Unless you hit “send” in a separate step, I have not received the assignment.
- Do not use the # character in the file name (e.g., assignment #3.doc). For some reason, the system rejects files that contain it.
- When you have hit “send”, wait until you get a confirmation message on the screen. If you do not see one or the session times out, re-send the document. You may also save a screenshot of the confirmation.

I also check immediately after class if anything is missing. Email assignments only in exceptional circumstances.

Kellogg Honor Code and Code of Classroom Etiquette

MORS 453 is subject to both the Kellogg Honor Code and the Code of Classroom Etiquette. For the individual written assignments, assistance from other students or any other individuals is not allowed. You must also provide an individual evaluation of group project participants (forms to be handed out in class), without discussing the evaluation with other students.

Please do not consult on cases with former or prospective 453 students. The printouts of PowerPoint slides handed out in class are copyrighted material. These copies are for your *personal* use. You must ask for my permission before sharing them in your company or with faculty at other universities.

Subject to the honor code, you should not consult any materials or sources other than those provided in preparing cases or in completing individual assignments. I am well aware that commentaries are available on the internet and from former students for some cases. Do not be tempted to use those shortcuts! Be aware that I use most cases in non-traditional ways and the standard answers may be highly misleading for the context of this class. I will also be merciless in reporting any apparent plagiarism.

Class Schedule

Pay attention to pointers about readings in the schedule below!
Some readings are optional and others only need to be skimmed.

I. Introduction: Power and organizations

Session #1: Getting started, overview

This session gives you a general introduction to the class. I will introduce some key concepts and an overall framework, which we will then apply to the case. I will also provide an overview of the logic behind the design of the class, and will discuss organizational and logistic issues.

Readings: Kanter, Power Failure in Management Circuits, *HBR* (CP)
 Eccles & Nohria, Beyond the Hype, ch.2: Action (CP)
 McClelland & Burnham, Power is the Great Motivator (CP)

Case: Lisa Benton (A) (CP)

Preparation:

- Evaluate the situation facing Benton.
- What are her sources of power?
- What could she have done differently?
- What should she do now?

Make use of the readings. Make use of your own experience in similar situations. Think carefully about the evidence you have for your assessments, and how reliable it is. Be specific in your action recommendations.

Assignments: -

II. Macropolitics: The rules of the game

Session #2: Organizations as political systems and the rules of the game

This session focuses on organizations as political systems, and on the written and unwritten rules of the game they sustain. Think of power as a figure-ground relationship: Politics are the figure, the organizational context in which they play out is the ground. You can only make sense of the figure against the ground. The class session centers around tools for diagnosing the political landscape, before we take a sneak preview into political capital. Read Scott-Morgan and Morgan carefully. You can skim Goffee and Jones for the main points.

Readings: Morgan, Organizations as political systems, p. 141-158
 Scott-Morgan, The Unwritten Rules of the Game: p.21-27 (CP)
 Goffee and Jones, What Holds the Modern Company Together? (CP - skim)

Case: Peter Browning and Continental White Cap (CP)

Preparation:

- What are the rules of the game at Continental White Cap? Evidence?
- What do these rules imply for Browning's position of power?
- How should Browning go about implementing his change objectives?
- Would the same approach work at your current/former employer?

Assignments: -

III. Micropolitics: Sources and uses of power

Session #3: Reputation capital, status and the ethics of building power

While the previous session focused on the organizational context, we now turn to analyzing power from the perspective of the players. The session focused on the different “currencies” of political capital. The Tim Keller case serves as a springboard to discuss dynamics of reputational capital. The latter part of the session builds on these insights to discuss the ethics of building and using power in the context of McCaskey. The Meyerson’s article is well structured and can be skimmed for the main points, the Kleiner article is optional but useful.

Readings: Peters, Hierarchies and pecking orders, p. 144-5 (CP)
 Kleiner, Are You With the In-Crowd? (CP - optional)
 Alinsky, Of Means and Ends (CP)
 Meyerson, Radical Change, the Quiet Way (CP - skim)

Cases: Tim Keller (CP)

Preparation:

- What are the rules of the game at KPL and what is valued for advancement?
- What has Keller done right and what wrong to build his reputation at KPL?
- What are his deficits looking forward?
- What should Keller do about the weekend meeting and why?

Martha MacCaskey (CP)

Preparation:

- What are the rules of the game at Seleris and the IAD?
- What are McCaskey’s sources of political capital? What are her deficits?
- What decision does McCaskey face? Why did this quandary develop?
- Do you agree with her assessment of the options she considers?
- What courses of action can she pursue? Consider the benefits and risks of the main alternatives and identify which is best.

Assignments: Group case analysis #1 (MacCaskey) due by the beginning of class

Session #4: Social capital, power and entrepreneurship

We will revisit but also extend concepts social capital concepts from MORS430 in the light of political capital at the organizational and personal level. Burt’s article goes nicely with the case. The chapter from Cialdini describes one way to build social capital. The exercise allows you to diagnose your own social capital profile and identifies development pathways for social capital.

Readings: Burt, The Social Capital of Entrepreneurial Managers (CP)
 Cross, Nohria & Parker: Six Myths About Informal networks (CP)
 Uzzi & Weber, Network Development Exercise (in class, via blackboard)
 Cialdini, ch 2: Reciprocation

Case: Jerry Sanders (CP)

Preparation

- What are the rules of the game facing Sanders?
- How does Sanders, build, use, and maintain social capital?
- What are the benefits and costs of his political strategies?
- How does Sanders’ use of power compare to other leaders you know?

Assignments:

Session #5: Economic, organizational and symbolic capital

The end of formal hierarchy in organizations has been pronounced for several decades, but they are still around. Organizational capital continues to be important but understanding it more broadly than as command and control and understanding its connections to other currencies is key. We will examine the power arising from information and other soft resources, as well as economic capital. The second half of class focuses on ways to tap into the power of symbolic capital. Cialdini and Simons are easy reads and set the stage for discussions in class. The Morgan excerpt can be skimmed, but know the main ideas.

Readings: Simons: Control in An Age of Empowerment (CP)
 Cialdini, ch 3, 6: Authority, Commitment
 Morgan, Symbolism, gender and management, p.176- 183 (CP - skim)

Case: Tara Swan and Nickelodeon Latin America (CP)

Preparation:

- What is Swan's political capital at Nickelodeon International and Latin America? How valuable are different currencies in these two organizations?
- What formal and what de-facto control over what resources does she have? How did she gain control over them? How does she retain control?
- Has her political capital changed with the appointment to general manager?
- Evaluate the relative political capital of different candidates for interim manager. Should Swan appoint an interim manager? If so, who?

Assignments: -

Session #6: Political capital and managing (inter)dependencies

This capstone session consolidates and extends the political capital part of the course. If you have different forms of political capital, where and how do you best use them to maximize their efficiency? The Kotter reading helps you think about this question in structural terms (the where), the other two pieces deals with the more interactive aspects (the how). Much of the class discussion will revolve around the Eric Peterson case. The case is designed to test your ability to apply course concepts in appropriate ways and to train your ability to distinguish important from unimportant aspects of a complex environment.

Readings: Kotter: Power, Dependency, and Effectiveness (CP)
 Hill, Becoming the Boss (CP)
 Edmondson and McLain-Smith: Too hot to handle? (CP – optional)

Case: Erik Peterson (A) (CP)

Preparation:

- What are the rules of the game at CelluComm and GMCT?
- What critical dependencies does Erik Peterson face?
- What are his sources of political capital and what are his power deficits?
- How effectively does he use the capital he has? Consider Eric's implicit theory of what his dependencies are and where he puts his energy.
- Develop a detailed plan of action for Erik. In your analysis, consider critical events he faces, as well as likely consequences of his actions.

Assignments: Individual case analysis (Erick Peterson) due by the beginning of class.
 One page project progress report due at beginning of class.

IV. Tactics for gaining and using power

Session #7: Individual influence styles and collective influence through coalition building

This last block of classes shifts focus towards tactics through which political capital is turned into influence. The Coach K – Coach Knight contrast raises the question “is it better to be loved or feared?” How would you answer this question? The optional article on Obama and the Xerox case are case examples for newcomers and outsiders that build coalitions and mobilize grass-roots support to gain power and effect change. Skim the chapter by Cialdini for the main points.

Readings: Coach K: A Matter of the Heart; Coach Knight: The Will to Win
 Making It: How Chicago Helped Obama (CP – optional)
 Ibarra & Suesse, Building coalitions (CP)
 Cialdini, ch 4: Social Proof (skim)

Case: Black Caucus Group at Xerox Corporation (A) (CP)

Preparation:

- What kinds of issues / grievances motivated the Caucus initiatives?
- What organizing strategies did Caucus participants use? How did Caucus participants translate their wants into “issues”?
- What factors in the rules of the game and political context at Xerox work in favor of the Caucus’ efforts, what factors work against them?
- Evaluate Kearns handling of the Black Caucus group so far.
- What are Kearns options? What should he do? Why?

Assignments: -

Session #8: Agenda management: Participation, solutions and problems

The session uses insight from March’s “garbage can” model of organizations, to identify and practice tactics pertaining to managing agendas and control the decision-making process. The first part of the class is a role play simulation that focuses on agenda management in a small scale setting: a single meeting. The main points in Pfeffer and Cialdini are straightforward, skim or skip the rest. The Donna Dubinsky case looks at agenda management across a wider setting and a longer period of time in combination with questions of coalitions and leadership.

Readings: Maister: Garbage Can Decision Making (CP)
 Pfeffer: Timing (ch 12), Framing (ch 10) (CP – skim)
 Cialdini, ch 7: Scarcity (skim)
 Role instructions for agenda management simulation (handout)

Case: Donna Dubinsky

Preparation:

- What are the rules of the game at Apple? Are they stable?
- What are Donna’s sources of power? How valuable are they?
- Identify the ingredients of the conflict over the distribution strategy. Make use of insights from the “garbage can” model.
- Assess Donna’s handling of the conflict over time. How effective is her approach? What alternative tactics should she have considered?
- What should she do now?

Assignments: -

Session #9: Language, cultural capital, charisma and leadership

This class looks at the use of language and emotional identification as an influence tactic. While all effective managers need to be able to use power effectively, skillful *leaders* distinguish themselves by evoking the right images in their followers, and so we call them charismatic. However, what counts as charismatic depends on the rules of the game. All readings are short and equally relevant.

Readings: Cialdini, ch 5: Liking
 Tannen, Power of Talk (CP)
 Pfeffer, Fit between situational requirements and personal traits, p. 77-81 (CP)

Case: Orit Gadish: Pride at Bain & Co. (CP)

Preparation:

- What are the rules of the game at Bain & Co?
- What are Gadish's sources of political capital? How does she exercise interpersonal influence?
- Identify and evaluate Gadish's career-building strategy.
- What speech should she give? Why?
- What are the lessons about priorities for managing your career?

Assignments: Final group project and executive summary due at the beginning of class
 Votes for project summaries due by 5pm on Monday after class.

V: Conclusions**Session #10: Career choices and management, project presentations, take-always**

The first half of the session uses a power and influence perspective on career choices and career management. The other half is dedicated to groups presenting their projects. In addition, I will tie up any loose ends and give a brief wrap-up of the course.

Readings: Drucker: Managing oneself (CP)

Case: Kevin Simpson (CP)

Preparation:

- What are the rules of the game at Lilly and Haemonetics?
- What forms of political capital and what influence tactics will be necessary for Simpson to succeed at either place?
- What additional information should he collect to make the decision? How would he best obtain the information?
- Which job should he take and why?

Assignments: Personal assessment and development plan due at the beginning of class