

POWER AND POLITICS IN ORGANIZATIONS

Management 422
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Course Objectives

- **To learn a conceptual framework for analyzing power and influence in organizations.**
- **To understand how to develop sources of power and influence that will allow you to accomplish your goals.**

In previous Fuqua courses, you have acquired technical skills that allow you to devise effective solutions to problems that your organization faces. A basic premise of Management 422 is that, in today's organization, a manager needs a set of skills to get a solution accepted and implemented. Through cases and exercises, this course will help you: 1) diagnose the distribution of power and interests in organizations, 2) identify strategies for building sources of power, 3) understand techniques for influencing others, and 4) understand the manager's role in building cooperation and leading change in an organization.

Course Requirements

There are three components to your grade: class participation, an individual paper, and a group project. Each of these components is described in more detail below.

CLASS PARTICIPATION (25%)

Class participation is a very important part of the learning process in this course. You will learn a great deal from the ideas of others in the class. It is essential that you come to class prepared to share your insights about the case with others and to test your analysis of the case against the analysis of your peers.

You will be evaluated on the quality of your contributions and insights. A contribution to class discussions builds on the preceding discussion, and moves it forward to generate new insights. Good comments are perceptive and relevant. They should use logic and evidence (e.g., specific incidents from the readings/case), and should do more than express an opinion. Comments may also relate a personal experience or current event that helps to illuminate the ideas being discussed. Quality of comments is more important than quantity.

Because discussions in large groups can suffer from a lack of continuity, comments that respond immediately to preceding comments--either by extending or critiquing the line of reasoning--are particularly welcome. To foster continuity of discussion yet diversity of participants, I call on raised hands according to the following rules: 1) hands which 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 I pass over your hand or if I cut short your comment on a particular occasion — it probably means that I think you have already contributed a lot and that others need the "air time" more.

One of the best ways that you can ensure being included in class discussion is to display a clearly visible, *legible* nameplate (and, if you prefer to go by a nickname, make sure that your nameplate shows it, because I will tend to call you what your nameplate says).

INDIVIDUAL PAPER (35%)

Due at the beginning of Class 9. You should submit an individual paper analyzing and extending one of the concepts discussed in the first 8 classes as described below. Your paper may be up to 4 pages in length (with standard font sizes and margins) and should have your name and section at the top. This paper should draw on ideas discussed in the readings and in class, but go beyond them, offering you an opportunity to develop new insights about a particular topic of interest.

Assignment Description. Select one influence tactic or source of power discussed in class and analyze the factors that influence its use: the factors might include limitations on its use, ways to overcome those limitations, or opportunities for effective use that we have not discussed. In preparing and writing up your analysis, you should draw on one or more specific organizational decisions or conflicts that you witnessed in your past work experience. While you may use articles and book chapters assigned in class to support your analysis, you must source any concepts used in your paper (Note: this applies whether you are quoting or paraphrasing the source). The purpose of this assignment is not to make sure you have read (and understood) a particular article or chapter assigned in the course. Rather, the point is to have you critically think about the application of a particular concept of interest in an organizational setting that you have experienced. This process should extend your mastery of the concept by giving you the opportunity to better understand the factors that influence the application of the concept.

GROUP PROJECT (40%)

The group project should be no more than 12 double-spaced, typed pages of text (not including up to 3 supplemental displays). Groups may range in size from four to six people.

Similar to the individual paper, the primary purpose of this assignment is for you to further develop your understanding of aspects of organizational power and politics presented in this course. While the individual paper should be focused on 1 topic, this assignment should allow you to explore the inter-play of several concepts. Your goal is to offer a set of new, coherent insights about the use and acquisition of power in organizations. The project should analyze a situation where a person or team was successful at getting things accomplished. You may choose a published case, a situation in the news, or a personal experience. Your objective is to analyze the situation, not merely describe it. Thus, you will need to select an incident where you have the ability to get detailed information about the setting, the participants, the issues, etc. You will want to discuss the interests of various parties, their sources of power, and the motivational and influence tactics they used. What do we learn from this situation about getting things done in organizations?

During Class 4 you should turn in a two-page final project proposal that lists your group's members, the topic you have selected, some information sources you will use, and initial

thoughts about the analytical framework you will apply. See the description at the end of this syllabus for details.

The final paper is due on the last day of final exams. Make sure you keep a copy of your final project for yourself; stories, analyses, suggestions, etc. from your projects may be used in future classes, so I keep all the projects for future reference.

The project will be evaluated on the following criteria:

- Intellectual understanding: How convincing is your analysis? Do you bring meaningful order and insight to the evidence you report?*
- Mastery: Do you make effective use of class concepts in analyzing your situation?*
- Validity: Do you provide evidence to illustrate your point? [Note: The best evidence comes from multiple sources that provide corroborating accounts of the people and events involved in a particular situation. You should not rely on any individual source of information, or rely on particularly biased sources (e.g., many “Hollywood” style movies) as a primary source of evidence for your analysis.]*
- Scope: How ambitious is your project? How difficult is the task you set for yourself?*
- Creativity: Are you able to extend, modify, or elaborate on the concepts you employ?*

Guide to the Course Schedule

Readings should be done before class on the day indicated. We will be drawing on three sources for the readings:

1. *Course packet*
2. *Books*
 - Robert Cialdini (2001). *Influence: Science and Practice* (other titles and editions may also be used)
 - Jeffrey Pfeffer (1994). *Managing with Power*
3. *Class Handouts*

As you look through the schedule, you will see that there is a list of readings to be done before each class. The course packet readings are indicated by author, title, and page number in the course packet (course packet page numbers are always followed by the letters **CP** in the syllabus). Textbook chapters are indicated by the author’s name (“Pfeffer” for chapters from *Managing with Power* and “Cialdini” for chapters from *Influence*), chapter number, and chapter title.

In the Course Schedule section of this syllabus, I have identified for each class the readings that are used as case studies and the relevant readings from other sources such as the Pfeffer or Cialdini texts. Typically, you should read the Pfeffer and Cialdini chapters before reading the cases to identify the relevant concepts and arguments.

It is essential that you read the case material before each class. Additional readings in the textbooks and course packet are listed either as “recommended” or as “optional.”

Questions to help you think about the readings are included for each case and chapter. Note that the page numbers referred to in the instructions are not course packet page numbers, but refer to the page numbers from the original source (e.g., “page 277 of Caro’s biography of LBJ”).

OVERVIEW OF TOPICS AND CASES

Week	Week’s Topic	Class	Monday	Class	Thursday
1	Intro - Power, Politics & Influence	1	Intro to Power & Politics (Texcorp)	2	Language and Influence
2	Influencing Others	3	Gaining Compliance (Lyndon Johnson)	4	Building Loyalty and Commitment (A Few Good Men)
3	Influencing Others & Ethics	5	Internalization (12 Angry Men)	6	Ethical Issues for Leaders
4	Other Sources of Power	7	Networks	8	Personal & Organizational Sources (Lehman Brothers, Jack Welch)
5	Using Power & Coalitions	9	Corporate Examples (Black Caucus Groups at Xerox, Carly Fiorina-HP)	10	Government Examples (Robert Moses, Sandra Day O’Connor, Earl Warren)
6	Power, Politics & Your Career	11	P&P Across Career Stages (Margaret Thatcher)	12	Your Career and Course Summary

COURSE SCHEDULE

Week 1: Introduction to Power, Politics & Influence

Class 1: Introduction to Power & Politics

See Texcorp case and questions in the pre-assignment packet.

Class 2: Language and Influence

Bulletin Board Assignment: Additional materials will be distributed in Class 1 to prepare for Class 2. These materials will describe what you need to post.

In this session a general “influence continuum” framework for thinking about different forms of influence will be introduced. Then we will explore how certain aspects of language and different

leader behaviors influence the motivation and aspirations of others. In Classes 3-5 we will build on the influence continuum framework to explore different aspects of influence in greater detail.

Before class, please read:

Collins and Porras, Building Your Company's Vision CP p. 2

There will be many occasions when you need to develop a compelling, short, vivid description of something you want to accomplish in order to persuade others to want to follow. This article discusses both the content of effective visions and processes for generating them. We will use this reading as a starting point for thinking about using language to motivate and persuade others. To the extent that much "vision" talk in organizations results in nothing more than (unread) mission statements, it is fair to be skeptical about it. However, our focus will not be on such statements per se, but on how the power of language can be useful in handling a range of everyday organizational activities, such as giving a speech, managing a crisis, or being ready with an "elevator pitch" to sell a new project.

After considering language in several written examples, we will expand our focus to consider how language and other cues affect motivation in more direct interpersonal interaction. In addition to reading the Collins and Porras article, you should also read the following two chapters from Pfeffer. As you read these chapters in preparation for our discussion, please consider the questions provided after each chapter.

Pfeffer, Symbolic Action: Language, Ceremonies, and Settings (Ch. 15)

How does the symbolic use of language and settings help motivate and unify members of an organization? Across members of disparate groups?

Pfeffer, The Politics of Information and Analysis (Ch. 13)

Pfeffer argues that organizations value rational analysis but that information is often used more for rationalization. Do you accept his claims about "selective use" and "no learning"?

Week 2: Influencing Others

Class 3: Gaining Compliance

Before class, please read:

Cialdini (Ch. 2), Reciprocation

Pfeffer (Ch. 9), Individual Attributes as Sources of Power

Caro, On His Way (Ch. 13), CP p. 19

Caro, In Tune (Ch. 16), CP p. 32

Before reading the chapters on Lyndon Johnson (LBJ), you should read Cialdini's chapter on reciprocation (Ch. 2) and Pfeffer's chapter on individual attributes as sources of power. Then, as you read about Johnson, think about how he uses reciprocity in his interactions with peers,

subordinates, superiors, and external constituencies. 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? As you read the Pfeffer chapter, consider whether you believe it is easy or hard to acquire are the traits on Pfeffer's list.

The last two readings are from Robert Caro's award-winning biography of Lyndon Johnson, The Path to Power. Read all of chapter 13. In chapter 16, you should concentrate on pages 277 through the end of the chapter, although all of it is worth reading if you have the time. (Note: page numbers that do not have a CP in front of them refer to the page numbers in the Caro book).

In this class we will examine how Johnson employed the use of favors and other tactics to successfully reach agreement with or gain compliance from others. The assumption under this approach to influence is that some partners will never agree with the intrinsic merits of an idea, and must be enticed by other means to support it. This process requires the ability to understand their interests and to negotiate creatively.

We will also use the Johnson chapters to consider how personal characteristics contribute to a person's ability to influence others. Often we tend to think of powerful people as having rare, hard-to-define personal characteristics, such as "charisma," or having personality traits that are hard to acquire if one did not already possess them (e.g., "extroversion"). What role does LBJ's personality play in his success? He was known as someone that "could almost read minds." Is this true? What abilities does LBJ have that the average manager does not have?

Finally, if we have time in this class, we will consider some of the implications that LBJ's experiences have for managers in terms of managing one's career (we will return to this topic in Classes 11 & 12). As you read Caro's chapters, what personal and structural resources does LBJ have when he starts his job? What are his liabilities? What do we learn from LBJ about mastering a job? What does he do when he first arrives in his job to acquire power (e.g., p. 217-229)? What does he do in the middle phases (e.g., 229-234)? Why is the mail so important (both for internal and external reasons)? What does he do when he has mastered the job (e.g., the material in Chapter 16 regarding office geography, forming a political organization, cars and yachts)?

Class 4: Building Loyalty and Commitment

Before class, you should first read the following chapters from Cialdini.

Cialdini, Commitment and Consistency (Ch. 3). Read the first two pages of the chapter to get the general idea, then concentrate on the section "Commitment is the Key", starting on p. 61 of the 2001 edition, and read through the end of the chapter.

Cialdini, Social Proof (Ch. 4) (Recommended). Although the whole chapter is quite interesting, if you are pressed for time, then focus on p. 99 through the top of p. 111 to get the main idea (page numbers from the 2001 edition).

Cialdini, Liking (Ch. 5) (Recommended). Again, if you are pressed for time, then focus on p. 144 through the top of p. 156 to get the main idea and contributing factors (page numbers from the 2001 edition).

Cialdini, Authority (Ch. 6) (Recommended). Focus on page 179 through the top of page 188 to get the main idea; the remainder of the chapter elaborates on factors that may confer authority and some possible defenses against the unwanted influence of authority (page numbers from the 2001 edition).

After reading the Cialdini chapters, your assignment is to watch the film “A Few Good Men”. While this is an entertaining film, which many of you have probably already seen, I want you to watch the film (again if you have seen it) with a very specific focus on how the Marine Corp and its officers develop loyalty and commitment in soldiers and how loyalty appears to influence the behavior of those soldiers.

As you watch the movie, try to identify specific examples of each of the influence tactics described by Cialdini in Chapters 3-6; consider how any of these processes may be used to engender loyalty and commitment. You may also wish to consider if and how reciprocity (refer again to Cialdini, Chapter 2) is involved in the influence attempts made by any of the characters in the movie.

Based on the examples you identify, how do you believe the Marine Corp goes about building loyalty and commitment in its soldiers? Be specific about the tactics and how any of Cialdini’s influence principles might lead to loyalty and commitment. Why is intense loyalty and commitment so important to the Marine Corp? Do other organizations (e.g., businesses) use similar tactics and are these as effective in other settings? Why or why not? As you think about these questions, consider the organizations that you have worked for, did any employ similar processes, albeit not perhaps quite to the same degree as in the Marine Corp?

Next, consider loyalty at the individual level, do the same processes seem to affect the development of personal loyalty to an individual leader? Specifically, consider why Downey appears so loyal to Dawson. Do you believe Downey is loyal to Lt. Kendrick or Col. Jessep for the same reasons that he is loyal to Dawson? Why or why not? What is your personal experience – why were you loyal to a particular supervisor?

In addition to providing some interesting insights into the processes influencing the development of commitment and loyalty, the film also raises important questions concerning the potential influence of loyalty and commitment on follower behavior. In the movie, in what ways did intense loyalty and commitment seem to be beneficial? In what ways do loyalty and commitment seem to be potentially harmful? Again, consider how this might apply in other, non-military organizations.

Finally, if people are loyal to a supervisor (or an organization) for different reasons, will they behave differently in situations where loyalty is tested? In thinking about this question, again drawn on examples from the film and from your own personal experience (e.g., consider whether your approach to dissent would be the same or different depending on why you felt loyal to a particular supervisor). Also consider whether there might be any other factors that could influence the development or affect of loyalty and commitment.

Week 3: Influencing Others and Ethics

Class 5: Influence through Internalization

In today's session, we will focus on *persuading* others based on the intrinsic merit of your ideas. The assumption here is that some people will have an open mind and can be persuaded about its merit. This process requires the ability to understand the interests and values of others, and to link one's own objectives and values to those of other people, ultimately, having others accept our objectives as their *own* (i.e., *shared goals*). In preparation for this discussion, you should first read Conger's article on persuasion. This article takes the position that effective persuasion is not about selling, pushing, and tricking, but about having a deep understanding of the interests of others, and describing in a vivid way how you can meet those interests.

Conger, The Necessary Art of Persuasion, CP p. 48

Next, we will discuss the influence processes portrayed in the movie *Twelve Angry Men*, a well-loved film that was nominated for three Academy Awards when it was released in 1957. The movie—based on a play—portrays the struggles that occur in a group of twelve jurors deciding a murder trial. Although a work of fiction, it realistically portrays influence techniques that have been studied in social psychology. We will use it to discuss the influence processes associated with internalization; however, we will also use examples from the film to understand when other influence processes (e.g., associated with gaining compliance or building loyalty) can (or must) be used in achieving one's objectives.

To prepare for class, please view a copy of the 1957 movie (with Henry Fonda). A room will be reserved on an afternoon or evening before class if you'd like to view it on a large screen here at Fuqua. Also, DVDs will be available through the Ford library that may be checked out for one day. Finally, you can also get a copy through a local video store or another video service (e.g., Netflix).

As you watch the movie, think about how the characters in the movie, particularly Henry Fonda's character (he's the one in the white suit), use the influence strategies of reciprocity, commitment and consistency, and social proof. When does Fonda follow the recommendations of Conger and when does he use tactics that are more compliance-related? (I will also give you a handout in advance of watching the movie that will give you a few more things to look for and will help you keep track of the characters.)

During class, we will show brief clips of the movie and talk about how these approaches were used during the conflict-filled deliberations in this jury.

Class 6: Ethical Issues for Leaders

Bulletin Board Assignment: A survey involving several different scenarios will be distributed before class, you will need to read these scenarios and respond to a few questions following each scenario; your responses need to be submitted by noon on the day before class.

Before class, please read the following articles.

Andrews, Ethics in Practice, CP p. 65

Donaldson, Values in Tension: Ethics Away from Home, CP p. 74

The first 5 sessions of the course have introduced some of the concepts of power, politics, and particularly, influencing others. While the examples we have discussed so far raise issues about the appropriate use of power and influence, we have not attempted to be systematic in considering the ethics involved in the use of power. While various definitions of ethics are available, Merriam-Webster Online Dictionary provides a convenient standard, defining ethics as a set of moral principles; a theory or system of moral values; or the principles of conduct governing an individual or a group (e.g., professional ethics). Before reading the assigned articles, based on your own experience, how do you believe ethics are determined and developed in a society? How do we transmit (teach) ethics within our society and within different groups (e.g., businesses)? Is there a hierarchy of values or moral principles within a set of ethics (in answering this question, consider whether you believe the violation of certain principles is more severe than the violation of other principles)?

During class we will discuss these questions and we will discuss the results of your responses to the different scenarios provided in the bulletin board assignment. Building on this discussion, we will consider similarities and differences in the ethical considerations that people apply to different issues. We will also consider some legal and organizational responses to the well-publicized “lapses” in ethical judgment within certain US corporations during the early part of this decade. We will use this discussion to elaborate on the various factors that influence organizational decision-makers in an effort to decide what, if anything, organizations should be doing to improve ethical judgment beyond relying on legalistic solutions.

Week 4: Other Sources of Power

Class 7: Networks

Pre-Assignment: Complete the Network Assessment Exercise (provided in your course pack), and submit the Step 5 page (more instructions will be provided prior to this class session).

Ibarra, Network Assessment Exercise: Abridged MBA Version, CP p. 87

In this class, we’ll focus on the advantages and disadvantages of different network configurations and on approaches to building network relationships. After completing the network assessment exercise, you should also read the following articles in preparation for this class.

Gladwell, The Law of the Few, CP p. 94

In this chapter from *The Tipping Point*, Malcolm Gladwell introduces the idea of connectors by recounting the story of Paul Revere’s ride during the American Revolution. He then reviews several lines of research, including a famous social psychological study showing that any one person in the U.S. is tied to any randomly-drawn person in the U.S. by just six intervening relationships on average. This precise number has met with some skepticism recently. However, a second finding from that study may be even more interesting: Successful chains between any two people often “pass through” just one or two central people. He gives several additional colorful examples (in the movies, Roger Horchow, Lois Weisberg). We’ll discuss the

benefits and costs of *being* Lois Weisberg and *knowing* Lois Weisberg as possible network strategies.

Hirschberg, The Coppola Smart Mob, CP p. 111

This New York Times Magazine article describes how the young director Sophia Coppola puts together projects for both herself and for her friends. (It was written roughly at the time that *Lost in Translation* was released.) What is her relationship style? Is she an effective leader? Why? How would you characterize her social network? How did it acquire these characteristics? What lessons can you draw from her approach to relationships?

Class 8: Personal and Organizational Sources of Power

In preparing for this class, I've asked you to read several chapters from the Pfeffer book. After reading these chapters, there are two articles dealing with the conflict for power that occurred at Lehman Brothers in the 1980s. These articles will serve as the primary case material for our discussion in this class. Following each Pfeffer chapter and the Auletta articles, several questions are provided for you to consider. We will take up these questions during our discussion in class.

Pfeffer (Ch. 2), When is Power Used?

This chapter analyzes the sources of conflict in organizations. How do the factors that Pfeffer discusses apply to the Lehman Brothers conflict?

Pfeffer (Ch. 3), Diagnosing Power and Dependence (Recommended)

Why is "defining" relevant political subunits important for diagnosing power (p. 50-54)? What makes definition necessary? Skim the section on Assessing Power of Subdivisions (p. 54 to 63). In your recent experiences, do the multiple indicators on p. 63-64 paint a clear picture of who had power in the organizations for which you've worked?

Pfeffer (Ch. 4), Where Does Power Come From? (Recommended)

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 on p. 79-81, why did "charisma" not transfer when the superintendent took her new role in the state Department of Education?

Auletta, Power, Greed and Glory on Wall Street, CP p. 120

In the fall of 1983, Lewis Glucksman ousted Peter Peterson as co-chief executive officer of Lehman Brothers. The firm had just completed the most successful nine-month period in its history and Peterson had only recently promoted Glucksman to a position of shared leadership.

What were the factors that contributed to organizational conflict at Lehman Brothers?

Why did Glucksman succeed in his power play? What sources of power did he rely on?

What could Peterson have done to prevent his own ouster or minimize the damage to the firm? What were his sources of power?

Imagine you are Jim Boshart. What sources of power do you have? What actions could you have taken to improve the relationship between Glucksman and Peterson? Would this have been in your self-interest?

Auletta, The Men, The Money, The Merger, CP p. 139

How effective was Glucksman in his new position? What, if anything, should he have done differently?

Why did the firm not survive? Was the sale inevitable?

As time permits, we will also consider a student paper written as a class project by students in a previous version of this course (taught under the quarter system at Chicago, so the assignment was longer!). Focus on their arguments on the benefits of working in a “backwater” and pursuing the “unobvious project”. In class, we’ll go deeper into the contrast between working in the “right” unit (see again, Pfeffer, Chapter 8) and in the “wrong” unit (consider LBJ in Kleberg’s Office, Welch in GE Plastics).

Student Paper: Jack Welch CP p. 156

Week 5: Using Power & Coalitions

Class 9: Corporate Examples

In today’s class, we will discuss two cases. Before class, please read:

Friedman & Deinard, Black Caucus Groups at Xerox Corporation, CP p. 173

This first case discusses groups of employees within Xerox who banded together to gain access to organizational sources of power. Recalling Chapters 5-8 of Pfeffer, which sources of power were not available to black employees at the beginning of the case? What different tactics did employees use to gain access to the different sources of power?

David Kearns has many constituencies to which he must answer. What position should Kearns take at the Toronto meeting?

As a leader of one of the black caucus groups, how would you approach the Toronto meeting? What is your most important goal?

Our second case will be a discussion of how Carly Fiorina persuaded her corporate board to merge Hewlett-Packard with Compaq. Fiorina’s background has received a great deal of

attention. She rose through the ranks at AT&T to become a successful top executive at Lucent when it was spun-off from AT&T in the mid-1990s. In 1998, Fortune magazine named her the most powerful woman in business, and, in 1999, she was hired by HP as its CEO. HP was famous for a corporate culture (“the HP way”) that focused on a family atmosphere in which employees were respected and given a great deal of autonomy. The HP way was shaped by the founders themselves over many decades. Hewlett and Packard family ties to the board (and stock ownership) kept the families involved in HP’s decisions.

By 2001, HP and the entire computer industry were suffering from the burst in the technology bubble. Fiorina faced a decision about the direction to take the company.

Anders, Inside the Board Room, CP p. 194

This chapter describes some of the key players on the board. As you read it, pay attention to the nature of the relationships Fiorina has with the members, and the relationships they share among themselves.

Anders, Three Questions, CP p. 205

This chapter starts by describing the larger industry circumstances that led HP to look for a merger partner. Why are these circumstances important? The heart of this chapter (starting on p. 124) is a description of the board meeting at which Fiorina asks the board to consider a merger. Analyze how she conducts the meeting. What does she do effectively? What is not effective?

Class 10: Government Examples

In this class we will again consider several different cases that highlight lessons learned from the effective (and sometimes ineffective) use of power. Although all three of the cases for today’s class come from government settings, the lessons learned from these examples are applicable to most, if not all, organizational settings. Before class, please read:

Caro, The Best Bill Drafter in Albany (Ch. 10), CP p. 218

Caro, The Majesty of the Law (Ch. 11), CP p. 223

Caro, Robert Moses and the Creature of the Machine (Ch. 12), CP p. 238

These three chapters (from Robert Caro’s Pulitzer Prize-winning biography of Robert Moses, The Power Broker) describe the early career of the man who envisioned and eventually led the construction of most of New York City’s and Long Island’s parks and highways. The story of his early career, however, is not one of steady success; you will see that, by the end of Chapter 11, his early efforts have been thwarted. As a test for yourself, stop at the end of Chapter 11 and see whether you can figure out what Moses can do to turn the situation around. (The answer comes in Chapter 12, but don’t move on until you’ve tested yourself.)

What were Moses’s sources of power? Are there any advantages to having a relatively innocuous title? What are the costs and benefits of being in an overtly powerful position?

If you had been an opponent of Moses (for instance, a wealthy Long Island landowner or upstate Republican), what might you have done to oppose him more effectively? What sources of power did he lack? What sources of power did his opponents have? Why weren't they more effective against him?

What do we learn from Moses about building a coalition? What do we learn from Moses about timing?

Pfeffer (Ch. 12), Timing is (Almost) Everything

Understand the various tactics that Pfeffer discusses (delay, waiting, deadlines, agenda setting). Why do these tactics work at all? What features of organizational life make these tactics effective?

Our second case example for this class deals with Sandra Day O'Connor. In preparation for this part of the discussion you should read the following article.

Rosen, A Majority of One, CP p. 249

This New York Times magazine article describes the personal history of Sandra Day O'Connor, who was the first woman appointed as a Supreme Court justice. The article provides interesting material on her personal background. In class, we will focus specifically on the role she played on the court itself. First, think about the title of the article. How can a person be a "majority of one"? How did the role she played on the court earn her that title, which couldn't be applied to other justices, such as Antonin Scalia or John Paul Stevens? Second, consider her previous experience and how it may have suited her to play this role. Third, how did her judicial philosophy and approach to court decisions facilitate (or hinder) her role as "majority of one"? Finally, how did others view the role she played on the court? Was it positive or negative? Why?

We will conclude today's session by consider the situation facing Earl Warren in the Brown v. Board of Education case. In preparation for this discussion, you should read the following student paper prepared by a group in a previous iteration of this course.

Student Paper: Earl Warren CP p. 258

In the early 1950s, Earl Warren, the former governor of California, was appointed Chief Justice of the Supreme Court by President Eisenhower. Warren came into the position with little judicial experience or expertise to legitimize his role, but with an agenda to overturn segregation in the U.S. This student paper describes how Warren lined up the votes on one of the most important cases in Supreme Court history: Brown v. Board of Education.

As you read the paper, consider: Why did Warren insist on unanimity? What is the value of unanimity? What are other circumstances when unanimity matters? To what extent was the sequencing of events important to Warren's strategy?

Week 6: Power, Politics and Your Career

Class 11: Power & Politics Across Career Stages

Ibarra, H. & Suesse, J., Margaret Thatcher, CP p. 279

This case primarily deals with the early and middle stages in the career of Margaret Thatcher – a career which culminated in an 11 year period as Prime Minister of Great Britain. This case provides a very useful context within which to discuss the strengths and potential weaknesses of an individual leader’s approach to developing power and exercising influence across stages of a career. As you prepare for this case, specifically consider the following questions.

1. How did Thatcher build credibility in her career?
2. What bases of power did she develop early in her career?
3. What forms of influence did Thatcher use? What factors do you think shaped her approach to using influence (e.g., does she vary the form of influence used at different points in her career, or by differences in the people or circumstances)?
4. What lessons do you learn for developing power and using influence in your own career?

As you read and prepare this case, you should also go back and consider the questions provided at the end of the description for Class 3 associated with the early career development of Lyndon Johnson. In class we will consider parallels and differences in the development and use of power and influence between these two leaders.

Class 12: Your Career and Course Summary

Bulletin Board Assignment: Write a one-page action plan for when you start your next job based on what we’ve discussed in 422.

In this class, we will further discuss applications of course topics to your career, and in the process, we will recap some key lessons that have emerged from our discussions over the term. In preparing for this discussion you should read the last chapter from the Pfeffer book.

Pfeffer, Managing with Power (Ch. 18)

Pfeffer’s concluding chapter gives you a brief roadmap of what it means to “manage with power” and challenges you to reflect on your comfort with building and using power. In preparing your 1-page action plans, consider Pfeffer’s advice, draw on our discussions of other issues over the term, and try to identify concrete steps that you can take to increase your effectiveness on your initial job post-Fuqua.

INSTRUCTIONS FOR THE FINAL PROJECT PROPOSAL

Statement of Purpose

Your project proposal should be 1 to 2 pages that is organized as a basic statement of purpose, of the general form:

“In order to understand more about _____, we want to study
_____”

Fill in the first blank with a common dilemma, problem, or task of managing an organization. Fill in the second blank with some situation, person, or issue that will inform you about the dilemma, problem, or task.

Of course, you won't know exactly what you're going to learn before you complete your project. However, having an idea of what you're looking for will help you in directing your search for information.

Examples from previous projects:

In order to understand more about managing coalitions and diverse superiors, we want to study Eisenhower as supreme commander of allied forces during World War II.

In order to understand more about communicating successfully, we want to study Ronald Reagan.

In order to understand more about managing a diverse workforce, we want to study Harold Washington's rise to power as mayor of Chicago.

In order to understand more about motivating others, we want to study how volunteers are motivated in a local theater group.

In order to understand more about recognizing and acquiring sources of power, we want to study the experiences of MBAs in their first three months on the job.

Remainder of the Proposal

After creating a statement of purpose, list several points or issues that elaborate on the theme. Each point should be elaborated in as much detail as possible at this time. Finally, list the sources for the information you intend to collect.

Example Proposal

Dilemma/Problem/Obstacle:

One of the most difficult parts of getting things done in organizations is to alter people's behavior to get them to pursue new activities or goals. Leaders will be more successful in motivating others to the extent that they can communicate to others a compelling picture of what the organization should be doing.

Situation/Person/Topic of Study:

Ronald Reagan was one of the most successful presidents in recent history at altering the course of American politics. Despite the fact that he was known as a hands-off manager, and was not known for his command of the issues, he managed to produce great changes in the role of government. One of his key advantages in implementing this change was his ability to clearly communicate an alternative picture of the role of government in American affairs. Indeed, he was known as "The Great Communicator."

Purpose:

In order to understand how to lead change, we want to study Ronald Reagan's use of communication.

Potential Topics:

How to use "real life" stories to illustrate complicated issues

How to choose language that will be vivid and memorable.

How to take advantage of spontaneous events (e.g., the Challenger disaster) to communicate a message.

How to focus communication on a central message, even when others can control the agenda (e.g., how Reagan handled press conferences and press interviews).

Potential Sources:

Ronald Reagan: A Life, by A. Andrews.

Reagan's America, by J. C. Smith.

"The Great Communicator," Atlantic Monthly, May 1986.

Suggestions for Focusing the Project Topic

1. **Concentrate on tactics and strategies that could be used by someone in this class.** If a person's success flows mainly from money or family connections, the lessons drawn from this person's life would not be useful to someone in class.
2. **Concentrate on tactics and strategies that could be used in many organizations.** Your paper should allow readers to learn something that could be used in their organization. A good rule of thumb is that 70% of your classmates should be able to pick up the project and learn something useful for their career. Projects that spend too much time focusing on the dynamics of a particular company, industry, situation, or person will fail this test. You should analyze your chosen company/industry/situation/person to extract general rules for getting things done in organizations.
3. **Concentrate on offense rather than defense.** In general, it's easier to keep things from happening than to make things happen. (Creating confusion and disunity is often enough to keep something from happening, and it is far easier to accomplish than the clarity and unity needed to get things done.) Make sure to focus on using resources to accomplish something, rather than the mere accumulation of power.

How to Focus your Analysis in Your Final Project

1. **Analyze, don't merely describe.** You get no credit for merely describing what someone did. Some students have written brilliant journalistic accounts of a particular person or incident, but received a very poor grade because they did not analyze what we should learn from the situation.

You should analyze why a tactic or strategy worked, and tell why you think it will work in many different organizations and situations. You should also demonstrate your mastery of class material by applying the analytical tools we learned from Pfeffer and Cialdini, and by drawing analogies to topics we have discussed in class.

2. **A complete analysis of one or two points is better than a fragmented analysis of ten points.** For example, a good paper might devote a large section to the way that Kissinger developed a loyal staff and preserved his monopoly on information, and to recommending how the reader might be able to do the same. A less effective paper would spend half a page each on Kissinger's use of communication, framing, reputation, and several other topics. The key is that an integrated, thorough analysis on a specific topic is better than an un-integrated list that simply matches topics to examples.
3. **Collecting data from many sources is better than taking all data from one source.** The problem is that books about famous people or incidents are often written from a biased perspective (because of loyalties or self-serving motivations). The more sources that are used, the more credible the data. This point also applies to movies, which should not provide the only source of data for an effective project in this course.

Project Criteria and Problems to Anticipate

As listed in the syllabus, these are the dimensions on which your final project will be evaluated. Below each heading are listed some common *problems* that I find in proposals. At this stage, you can simplify the project by choosing a topic that will allow you to address these issues.

Intellectual understanding: Project should demonstrate how well you can understand and analyze political situations.

- A proposal sounds too devoted to describing an event/person. Be careful to write it as a conceptual analysis. Your goal is not to describe all of the details, but to provide just enough so that you can tell someone else what they need to know to recreate the successes and avoid the failures.
- There is a lot of information on this topic, which might encourage giving too much description. You may want to focus your question more narrowly.
- Make sure your paper is an analysis rather than a description. If the events or persons are not well-known, provide whatever extensive description is needed in an appendix. The paper should concentrate on an analysis of the case.

Mastery: Project should effectively use class concepts.

- The project should demonstrate mastery of class concepts. How well will you be able to use class concepts to analyze the situation?
- Make sure you draw ties more explicitly to the class concepts in your analysis. I can see where class concepts might be useful in analyzing this situation. Make sure you are explicit about which concepts you are using and why they are useful.

Validity: Project should use descriptive data to illustrate your point.

- Will you have trouble getting information about this topic?
- Will you have trouble getting unbiased (apolitical) sources?

Creativity: Project should go beyond class concepts.

- Unusual figures or situations are more interesting than mundane figures as long as you can generalize from the cases.
- This project sounds like it explores points that are very similar to ones we have made in class. Make sure that the project goes beyond what we have discussed in class.

Scope: Project should be ambitious.

- Is the project ambitious enough? You may want to challenge yourself by focusing on a more specific question or trying to argue a novel viewpoint. It is easy to write a fragmented paper about tactics of Abraham Lincoln or Bill Gates, because there is so much information about them. It is more challenging to narrow the focus and write a whole paper about “How Lincoln used communication as a motivational device” or “How Jack Welch succeeded as a lower-level manager.”
- There has been a lot written about this person or situation. Make sure your paper clearly adds value.