COURSE REQUIREMENTS
AND SCHEDULE:

POWER AND INFLUENCE
BUSMHR 7243
SPRING 2014

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Please feel free to email to set up an appointment.
Tanya Menon Bio

Tanya Menon is Associate Professor at Fisher College of Business, Ohio State University. She studies how national culture affects people's everyday assumptions and their patterns of decision making. She also studies how organizational cultures affect learning. This research examines how managers respond to new ideas, and particularly why they sometimes value knowledge from insiders, competitors, and consultants differently. Her articles have appeared in *Organization Science, Journal of Personality & Social Psychology, Harvard Business Review, Personality and Social Psychology Review, Management Science,* and *Organizational Behavior & Human Decision Processes* among others. Her research has been featured in various media outlets including the The Economist Intelligence Unit, The Times of London (UK), The Guardian (UK), The Times of India, Singapore’s Straits Times, Fem Business (Netherlands), and De Standaard (Belgium).

Menon was the winner of the 2006 Faculty Excellence Award at the University of Chicago Booth School of Business for exceptional commitment to teaching as voted by students in the Evening MBA and Weekend MBA programs, and the 2007 Phoenix Award, voted by the class of 2007 for enriching the experience of students inside and outside the classroom.

Menon earned a bachelor's degree in sociology from Harvard University in 1995. Her advisor Chris Winship encouraged her to pursue a career in research, and she studied college-educated African Americans who worked in inner-city communities under his direction. This research received the Thomas Templeton Hoopes Prize as one of the best senior theses at Harvard. Menon earned a PhD in organizational behavior in 2000 from the Stanford University Graduate School of Business. She was also the recipient of an American Marshall Memorial Fellowship, a Kauffman Foundation Grant for research on Entrepreneurship, and a Stanford Center for Conflict and Negotiation Fellowship.

Prior to graduate school, Menon was a research assistant in INCAE Business School in Costa Rica and an intern in Morgan Stanley's London office. She has been a visiting professor at the Indian School of Business, Cornell School of Industrial and Labor Relations, London Business School, and Insead.

She has conducted executive programs all over the world, including the US Intelligence Community, Discover Financial Services, Citibank (India), Tetrapak (Italy), Aetna, CareerBuilder.com, National Starch, Baker-Tilly, McCormick, and the Environmental Protection Agency. She has been a keynote speaker at organizations including American Bar Association Chief Bar Executives, Ronald McDonald House Charities, and the Deloitte Women’s group.
Course Objectives

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

In previous courses, you have acquired technical skills that allow you to devise effective solutions to problems that your organization faces. A basic premise of Power and influence 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 in organizations, 2) identify strategies for building sources of power, 3) develop techniques for motivating and influencing others, and 4) understand the manager’s role in building cooperation and leading change in an organization.

Course Requirements

There are two components to your grade: A final exam (70%) and reaction papers (30%) which total 100 points. Class participation will be used if your scores fall between two grades.

FINAL EXAM 70%

There will be an 80 minute exam. The questions will draw on course readings, and concepts and frameworks from class discussions. The purpose of this examination is not to trick you or stress you out. It is a chance to articulate your learning during the week as you develop your own personal path to power.

REACTION PAPERS (30%)

You will also write 3 short (2 pages, double-spaced, 12-point font) reaction papers. They are due at the beginning of class on February 5, 2014. I will not accept them by email. These will be graded check +/- check-.

Essay 1. Please think about a real situation (past or present) in which you desperately want/ed something from another party who needed convincing. Perhaps you wanted to win their cooperation, motivate them to be excited about something you care about, change their mind, or change their behaviors more generally. Ideally, your example comes from your work life— but you can also think about an example from another domain of your life if that would be more helpful to you.

• Please identify your key strategies of influencing this person.
• Please analyze the outcomes of these strategies and their effectiveness.

Essay 2. Please think about your power base in your current organization or in a past organization you have been a part of.

- Begin by thinking about your key sources of power.
- What were the weaknesses in your power base?
- How did that power base come to be? What are some of the factors that caused you to have some of your current strengths and weaknesses in power base?

Essay 3. Please think about a failure to use persuasion, and the costs your organization faced as a result. That is, think about how failing to use these influence skills exacts a tangible costs on organizations.

CLASS PARTICIPATION (tie break situations)

Learning is an interactive process. OSU students are admitted partly based on the experiences they bring to the learning community and what they can add to class discussions. Therefore attendance is an important aspect of studying here.

Laptops (and other devices such as blackberries and iphones) offer a plethora of temptations such as facebooting, checking email, and surfing the web. Given that these interactions with the screen detract from your interactions with the students, professor, and ideas within the class environment, these devices are not permitted in class. If you have a medical condition that requires that you use the laptop, please provide me with a doctor’s note. If you use these devices, your participation grade will be reduced and you may be asked to leave the class. Late arrival is disruptive to the learning environment; so you have to be in class before the scheduled time.

A contribution to class discussions builds on the preceding discussion, and moves it forward to generate new insights. Good comments are perceptive, relevant, and focused. They should use logic and evidence (e.g., specific incidents from the case), and should do more than express an opinion. 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 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). If your name card is up, I will assume that you do not mind a cold-call. If you would like to attend class and do not feel prepared to participate, leave your name card down.

Often times, it’s hard to make the points you want to make in the midst of a case discussion. If you feel that you did not get a chance to make a point in class or you have further insights about the points made in class, please feel free to email me your thoughts/questions.

**Administrative Details**

1. Occasionally, there are requests for regrades. All requests for regrading must be written and done by email. Second, regrading is appropriate for gross errors (e.g., a page that I forgot to grade) but not marginal errors. I hope that you alert me to gross errors immediately so that I can quickly act to correct the problem. The emphasis on gross errors is necessary so not to favor people who happen to be especially skillful at arguing for marginal changes in their grade. It would not be fair to the rest of the class. Third, reevaluating a particular aspect of an assignment requires that I reevaluate the entire assignment. As a consequence, grade changes are most often not positive. Most of the time your grade will not change. It is also possible that your grade will decrease.

2. Please feel free to schedule meetings with me at any point or ask me questions by email.

**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. **Casepacket**
2. **Books**
3. **Class Handouts**

As you look through the schedule, you will see that there is a list of readings to be done before class each week. The casepacket readings are indicated by the author’s name and title. Textbook chapters are indicated by the author’s name (“Cialdini” for chapters from Influence), chapter number, and chapter title.

The readings that are used as the week’s case are listed first, followed by the readings from the Cialdini text. Ordinarily, you should read the Cialdini chapters before reading the case to identify the relevant concepts and arguments. On weeks when there is more than one case, each case is grouped with its corresponding book chapters.

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

**NOTE:** If you have a M/W course, A indicates Monday in the week-by-week schedule, B indicates Wednesday. If you have a Wednesday night course, A indicates your first half of class, and B indicates the second.
Week 1 (Jan 6/8). Introduction: What is power and what are your assumptions about it?
A. Course introduction/logistics
CASE: John Mitchell at Tex Corp
Be prepared to discuss the following points:
What are the factors that might make John Mitchell’s job more or less political?

What capabilities does John Mitchell bring to the job?
What do other people expect from John Mitchell?
Evaluate John Mitchell’s political tactics: the memo and the resignation threat.
What steps would you recommend to make Texcorp a less political environment?

To guide the second half of the discussion we will watch a videotape of John Mitchell and Richard Hicks filmed about 10 years after the events in the case.

What aspects of MBA training make the average MBA more or less likely to succeed in a political organization?

B. John Mitchell case (cont’d)

Week 2 (Jan 13). Power Diagnosis and Acquisition
A. Power Diagnosis (no reading)

B. Building a power base
CASE: Lyndon B. Johnson
Before class, please read:
Caro, On His Way (Ch. 13) CP
Caro, In Tune (Ch. 16) CP

These readings are from Robert Caro’s award-winning biography of Lyndon Johnson, The Path to Power. Read all of chapter 13; in chapter 16, 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 refer to the page numbers in the Caro book).

What personal and structural resources does LBJ have when he starts his job? What are his liabilities?
What role does LBJ’s personality play? 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?.

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., Chapter 16’s material on office geography, forming a political organization, cars and yachts)?

transfer when the superintendent took her new role in the state Department of Education?

Cialdini (Ch. 2), Reciprocation
While you are reading about LBJ, 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?

Cialdini (Ch. 6), Authority
Why are authority figures obeyed? What does the chapter have to say about the ability to “look like” an authority figure?
Week 3 (Jan 22/24). Persuasion logics

A. Transaction LBJ (cont’d)
B. Transformation

CASE: Anita Roddick

Before class, please read:

Roddick, The Power of Love

This reading is from Anita Roddick’s history of the Body Shop, called Body and Soul.

What phrases in Anita Roddick’s chapter best capture her philosophy of managing people? In Anita Roddick’s view of the world, what motivates people? How has the Body Shop created a culture that leads to highly motivated workers? What factors in Roddick’s style can Cialdini explain?

In the last two paragraphs of the chapter, Roddick claims that the programs of the Body Shop are not motivated by concern for “image.” Do you believe this?

Compare Roddick’s approach of motivation to LBJ’s (review Chapter 13, p. 234-240 and Chapter 16, p. 285-292). How would you capture the difference between Anita Roddick’s approach to managing people and LBJ’s approach? Try to come up with a slogan or catchphrase to describe the difference in their styles.

Cialdini (Ch. 3), Commitment

Some of you may have read this chapter in 395 or 396. This is the most important chapter for understanding Anita Roddick’s approach to influence. Apply the principles underlying commitment to Anita Roddick’s strategy for motivating people.

If the commitment strategy were boiled down to a short “how to” list, what would it say? Why is it important to avoid large external incentives?

Cialdini (Ch. 4), Social Proof

Note: Skip pages 119-128 of Social Proof.

Cialdini (Ch. 5), Liking

How do physical attractiveness, similarity, flattery, contact, and association increase liking? How might these attributes tend to enhance the influence of groups and leaders?

Week 4 (January 27/29): Psychology of Persuasion

No reading assignment (Review Roddick and LBJ).

Week 5 (February 3/5): Information, Networks, and Coalitions

February 5: Please submit all three essays (Stapled hard copies at the beginning of class)

A. CASE: Henry Kissinger

Before class, please read:

Hersh, The Job Seeker (Ch. 1)
Hersh, A New NSC System (Ch. 2)
Hersh, Consolidating Authority (Ch. 3)

These readings provide a critical perspective on Kissinger’s rise to power in the Nixon Whitehouse, from Seymour Hersh’s biography of Kissinger, The Price of Power. They provide a picture of Kissinger’s creation and use of a communications network. As you read these accounts, consider the following questions:

What were Kissinger’s initial sources of power? Think about how Kissinger used information flows and networks to enhance his reputation and ability to perform. Second, understand what Kissinger did to enhance his initial power with formal authority.
Why is Kissinger in a good place in the communication network? How does Kissinger build a reputation for performance and how does he then leverage that reputation into formal authority? Why is formal authority necessary if someone already has informal authority?

Why does Rogers have so much trouble at the State Department? Note that Rogers’ situation, although difficult, is not much different than any manager who takes a job in a different division, company, or industry. What could Rogers have done to exert more control at the State Department?

B. Networks (continued)

III. Managing with Power
Week 6 (Feb 10/12): Defending yourself from the tools of power and influence.
No reading

Week 7 (Feb 17/19): Conflict and Politics
A. CASE: Lehman Brothers
Before class, please read:

Auletta, Power, Greed and Glory on Wall Street

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?


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?

How would you diagnose the power relations at Lehman?

B. Course wrap up
No reading assignment