

OB377: THE PATHS TO POWER

Thirty years ago, Rosabeth Moss Kanter wrote that power was the “organization’s last dirty secret.” To this day power is a topic that makes many people somewhat uncomfortable. But power is a reality in much of organizational and social life, in settings ranging from financial institutions to high technology companies. Insufficient sensitivity to and skill in coping with power dynamics have cost Stanford GSB graduates (both MBA and Sloan) and many other talented people promotion opportunities and even their jobs.

This course is designed for you to learn concepts useful for understanding power and ways of analyzing power dynamics in organizations. Even more importantly, the course encourages you to think about and develop your own personal path to power (which can include, of course, a path *away* from power), as well as to develop your skill in exercising power and influence—to make you more comfortable “managing with power.”

A USER’S MANUAL FOR THIS CLASS

The course is continually evolving. This year we have a completed (in draft form, it will be published in September, 2010) book as the text for the course and some important resources (coaches) to help make the material even more personally relevant and useful. The intent of the class and the coaching resources is to encourage you to move beyond a distant, “isn’t this interesting” frame on the material to actually trying out some of the concepts and ideas and learning from that experience.

This course outline describes everything I can think of that is relevant to the class and its requirements and logistics. Please read it carefully and use it as a guide to what we will be doing.

Objectives:

The objectives of this course are a) to have you **see** the world differently—to change what you notice and think about and how you apprehend the world around you—and b) to also change what you **do** as you navigate through that world. If the class is successful, you will be better able to achieve your objectives and never have to leave an organization or a position involuntarily.

To accomplish these objectives, we will spend some portion of many class sessions and the out-of-class assignments helping you focus on building your

own action plan and skills for attaining power. **It is important that you do all the assignments and the readings. The readings are among the most highly rated part of the class because they cover interesting people and subjects and are fun. It is also useful if you actually think about how this material applies to you in your current life as well as in your future career. Learning the material requires engaging with it.**

Some Assumptions (or “Philosophy”) that Underlie the Class:

Involvement and Engagement. To accomplish our objectives, we need to be partners in the learning process. The very design of the tiered classroom subtly reminds people of settings such as theatres or auditoriums in which they are entertained or see some lecture or performance. Then, in a desire to be liked or seen as helpful, professors and students become complicit in an exchange in which faculty “help” students through outlines, notes, class summaries, and a variety of teaching aids and students reciprocate by asking for more help and coming to evaluate the classroom experience as they would many other “service” or entertainment experiences.

The currently available empirical evidence suggests that instructor ratings (as a measure of teaching) and student learning (as assessed on objective tests) are completely uncorrelated. That is not surprising as teaching and learning are two separate activities. Teaching is what I do, learning is what you do. One way of understanding my job is that I am in the role of your “personal trainer.” I will do my best to make available to you the tools—the readings, a classroom environment conducive to learning and to candid discussion, a very few class visitors (chosen less for their marquee value than for their candidness and their relevance to your learning) and other materials—that I hope will motivate you and encourage you to learn the material. But learning is **your** responsibility. Moreover, it is *your* responsibility to decide what is important for you to learn and retain, and how best to do that. ***For that reason, you will find few if any handouts being distributed to summarize the class sessions or other such aids such as summaries of readings or texts.*** This is not a briefing, a lecture, or a presentation, it is a course. When you subsequently need to put the material of this course into practice, you probably won’t have the notes, handouts, the books, or me or my colleagues sitting near by. It is, therefore, my hope that you will work to *internalize* the learning, ideas, and the feelings and beliefs about power and influence that you develop during this course.

Education and Learning. Education is about seeing new things or seeing the same things differently. Therefore, the materials and ideas that form the basis for much of the course material have been selected because they actually *do challenge* many aspects of conventional wisdom or the taken-for-granted assumptions that many people hold about the sources of success and influence. They even occasionally may seem inconsistent with other classes you are taking or have taken at the GSB or elsewhere. The ideas and concepts are, however,

well-grounded in literature in the behavioral and social sciences. If some of the readings or discussions disagree with your ideas or cause you to feel uncomfortable, that is part and parcel of the learning process.

“Role Models” Not everyone we encounter in Paths to Power is an individual you are necessarily going to like or want to emulate. This is a class about how to get things done, how to build and wield influence, and the multiple ways to accomplish these objectives. As former U.S. President Richard Nixon (quoting Bismark) once wrote, “Those who love laws and sausages should not watch either being made.” The question is not whether you like or don’t like some of the people, but what you can **learn** from them and their experiences.

Compare and Contrast. Many of the class sessions will explicitly ask you to compare two people doing similar things at similar stages in their careers—people who, on the surface, may seem to be quite different. Our objective is to think more deeply about what works, when, and why, and these comparisons will help develop our ability to do that with respect to developing power and influence. We will be better able to draw out the essential strategies and essence of power the more different examples we consider.

Core Concepts:

There are a relatively few, central ideas that can help you think about power and influence in organizations and that will help you both explain and predict behavior. I highlight a few here, but this is not an exhaustive list.

Use Ideas and Concepts from Other Courses—Create Analogies Between Personal and Organizational Behavior. One recommendation is simply to take concepts and ideas from other courses you have taken at the GSB, and here I am not referring solely to other classes in organizational behavior, and apply them to the situations and people we will be studying and to your own personal strategies. For instance, in economics you learned about self-interest and competition. So don’t be surprised if some people you encounter in the course materials (and in the world) pursue their self-interest (as Oliver Williamson might say, sometimes with “guile”) and view peers as competitors. In strategy, you considered ideas such as ease of imitation, barriers to entry, and building sustainable positions of competitive advantage. These ideas are useful in forming your own personal strategy as well, and particularly in thinking about finding positions where you will face less competition and also doing things to differentiate yourself. In finance (and in economics) you were exposed to ideas about markets, efficiencies and inefficiencies and imperfections in information markets, arbitrage opportunities, and so forth. You will see people use precisely such market imperfections and arbitrage opportunities to help build their power. You learned about the trade-off between risk and return—this is another idea that applies as you think about your path to power.

The Self-Enhancement Motive. Many, maybe most, of the ideas and examples in this class can be derived from the basic idea of self-enhancement—that people like to feel good about themselves and do things to ensure that result. Many of the concepts covered in this and other classes, including escalating commitment to chosen courses of action, similarity as an important basis of interpersonal attraction, the interpersonal influence technique of flattery, why people will voluntarily subordinate themselves to others and particularly to those who seem powerful and successful, and why asking for help works, are consistent with self-enhancement ideas.

Shared Social Identity. Possibly for evolutionary reasons (survival of a particular gene pool is enhanced to the extent that genetically similar actors help each other), because of learning from experience, or for self-enhancement, it is the case that sharing a social identity (e.g., Stanford MBA) is positively associated with obtaining compliance to requests for help. As you will see in an article I have assigned as part of this syllabus, this is the case even if the “shared social identity” consists of the most accidental and trivial similarity, such as a birthday or first name or initials. What this means for understanding influence is that one strategy for obtaining leverage is to remind others of how they are similar to the person requesting help and to do things that create shared experiences and a sense of being similar and “in relationship.”

The “Just World” Phenomenon. Some decades ago, a social psychologist, Melvin Lerner, argued that for a variety of reasons, people were motivated to see the world as a just, fair, and moral place where what happened to people was related to what they “deserved.” So, for instance, when “bad” things happen to “good” people, research has shown that respondents frequently try to attribute why those individuals actually deserved what they got (this often involves “blaming the victim”). Conversely, when “good” things happen to “bad” people, respondents either tried to uncover previously unobserved sources of virtue or believed that the individuals’ bad behavior would eventually catch up with them. Virtually every major religion, confronted with a world that does not always appear to operate justly, has come up with some account balancing scheme. For some systems of belief, the balancing occurs in the next life (reincarnation), for others, in the concept of heaven and hell, and so forth. In thinking about the materials in this class, be sensitive to the “just world” tendency to believe that “it all works out in the end,” a belief system that may make you somewhat resistant to actually learning, accepting, and using some important principles of interpersonal influence.

COURSE LOGISTICS

Coaches and Dialogue Groups:

Again this year we have been able to obtain some resources to make individual and group coaching available on a limited, space-available basis. John Cronkite, Collins Dobbs, Sharon Richmond, and Yifat Sharabi-Levine are the four experienced coaches who are going to be helping with the class. There will be two coaches for each of the two sections. On their recommendation, we will make two resources available to class members:

Individual One-on-One Coaching Sessions

Every member of the class, not just those in dialogue groups (see below), is eligible to sign up for a 45 minute personal coaching session. The intent of these sessions is to help you put the material you are learning into practice, as part of your individual assignment, for example. Sessions will be student-initiated and can cover the dilemmas you may experience from the course material, the behavioral implications of decisions to put the course material into practice, getting feedback on self-reflective assignments, and helping you commit to choices to behave differently. All material covered in these sessions will be confidential, including whether or not you avail yourself of this resource.

Each of the two coaches (for each of the two sections) will make 1.5 hours available per week for these sessions (so there will be up to 4 sessions available per week for each section), beginning the second week of the quarter and going through week 10. Sign-ups will be on a first-come, first-served basis, and will be handled by a system implemented by the coaches. People who have not yet had a coaching session will receive priority over those who have already had such a session. Last year, some people used this resource extensively to great (self-reported) benefit.

Dialogue Groups

Dialogue groups will be distinct from the project groups/learning teams (described in the group project assignment and below in this course outline). Opting into a dialogue group is completely voluntary. These groups will consist of **8** students from the same section. The group will meet for 75 minutes six times during the quarter, at a predetermined time. Each dialogue group will be facilitated by one of the leadership coaches (which means there will be four dialogue groups in all, two in each section).

The purpose of the dialogue groups is to provide a safe environment for students to explore their personal relationship to the course concepts and ideas, share experiences and dilemmas, and solicit input from colleagues. Having such groups recognizes that there are many things students are reluctant to say in front of 65 peers but may be more comfortable discussing, hence learning from, such things in a smaller, safer environment.

The dialogue group sign-up process will be handled by the leadership coaches. Students will fill out a request to be in a dialogue group by the third class—the beginning of Week 2—and the students selected to be part of a dialogue group will be informed, and asked to confirm their commitment, by the end of that week, Class 4.

Please note that while opting into the groups is voluntary, once you are assigned to a group, you are expected to attend all 6 meetings and there will be a penalty to your grade if you do not meet this commitment.

Although only a fraction of the class will be in facilitated dialogue, I encourage everyone in the class not in a dialogue group to use your project teams for out-of-class meetings to discuss your reactions to the material and how you are using the concepts in your own lives.

Grading:

Grades will be based on four components: 1) Class participation (30%), 2) your group project (25%), 3) your final individual project (25%), and 4) your doing your various individual self-reflective assignments (as described in the course outline) and turning them in as required and **on time** (20%). **Turning assignments in on time means turning them in when they are assigned per the course outline (e.g., if something is to be turned in at the start of class, after class would not be considered “on time” by most people).** However, since the assignments are designed to enhance your learning and not just be evaluative, doing them at any point is preferable to not doing them at all.

The class participation grade is determined by a) the quality of the comments you make in class (determined by whether you repeat what others have said, a sign you haven't listened; your ability to provide new insights and draw on relevant personal experience; your ability to move the discussion in productive directions); b) your attendance (it is hard to help the class discussion if you aren't there); and c) your contributions to the overall classroom experience and learning environment. In order to help me keep track of your class participation as well as to learn your names and something about you, we **will use a seating chart. The seating chart will be created on the second day of the class.**

Attendance: Customarily, a number of students who want to take this class are not able to get in, including students from other departments on the campus. I believe it is inconsiderate for a student admitted to the class to miss a large number of class sessions. If you foresee missing a lot of class sessions for **any** reason you should not take the course. If you miss more than 4 sessions during the quarter, the odds on your passing the class (in other words, getting a grade other than a U) are low. Missing more than one session may affect your grade. If you are going to miss class, please let me know in advance and please let me know why.

Group Project: The group project is described on an addendum at the end of the course outline. It is intended to have you use the ideas of the course in a real-world setting. Learning by doing and learning through more intensive involvement is much more likely to result in real mastery and retention of the material than are more passive forms of learning. Learning from and with your colleagues is also very beneficial. That is why I encourage you to take the group project seriously and have some fun with it to explore the ideas of the course. **Group projects are due by 5 P.M. on Friday, March 5, 2010. That is the week before the last week of the quarter. LATE PROJECTS WILL NOT BE GRADED AND WILL EARN ZERO CREDIT.**

Individual Project: In addition to the group project, there will be an individual project designed to have you put the ideas of the course into practice or, at a bare minimum, think about how you intend to use the material of the class as you plan your future activities and career. The assignment is described in an addendum to this document. **Individual projects are due by 5 P.M. on Friday, March 12, 2009, the last day of the course. LATE PROJECTS WILL NOT BE GRADED AND WILL EARN ZERO CREDIT.**

You can submit the assignments electronically. However, in many instances attachments (particularly from PDA's) are not "attached" and received. I would prefer that you submit printed versions. But in any case, you should be sure that I actually receive what you have submitted, and this is particularly the case for electronic submissions.

Self-Reflective Assignments. The various individual, self-reflective assignments are specified in the course outline. They are designed to help you explore the content of the course in the context of your own plans, objectives, values, and experiences. If taken seriously, these self-reflective assignments will be useful as work in process for your individual project. Previous experience in other iterations of this course suggests that these are among the most useful course activities. **The individual assignments are due (in written, not electronic form) at the start of the class for which they are assigned. PLEASE BRING TWO COPIES WITH YOU TO CLASS.** Even on days when no such assignment is due, many of the preparation questions are designed to cause you think about the relevance of the material to you and your life. I hope you will take the opportunity to do so.

Learning Teams:

It has become clear to me that to deepen student learning, it is beneficial to have you work in small teams to think about and get help with your own personal dilemmas and choices and to internalize the course material. Therefore, **by the third session of the class**, you will be asked to let me know the **6-person** team you have put together to a) do the group project and b) work together when we

have in-class exercises. The team needs to be comprised of people from the section of the course in which you are enrolled.

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Office Hours: By appointment made directly with me, by either phone or e-mail. I would love to get to know you better during the quarter.

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Required Materials:

Power: A Workplace Survival Guide (tentative title), by Jeffrey Pfeffer, (forthcoming). This book manuscript, to be published by Harper Collins (assigned chapters are provided as part of the syllabus) provides the conceptual overview, relevant research literature, and many examples for the ideas we will be covering in the course.

Syllabus available for purchase. You will find that the syllabus contains, in addition to cases prepared specifically for this class and the relevant book chapters, chapters from books (several of which have won the Pulitzer Prize, the National Book Award, and other recognition) and magazine and newspaper articles. I believe you will find these reading materials to be exceptionally well-written and engaging, and encourage you to buy and read the books from which the readings came as your interests dictate (the Robert Caro books on Robert Moses and Lyndon Johnson are particularly wonderful). The study of power and influence is an ongoing process, and I hope that process won't end for you at the conclusion of this quarter.

For those who want a completed, printed book relevant to the course, I encourage you to purchase *Managing with Power* by Jeffrey Pfeffer (available in paperback).

COURSE OUTLINE AND SCHEDULE OF SESSIONS

I. THE PATHS TO POWER: FINDING YOUR WAY AND PREPARING YOURSELF

January 4. Session 1. Self-Knowledge and Staying Out Of (or Getting Into) Trouble.

Reading: *Power*, Introduction, "Be Prepared for Power"

Case: John W. Dean III, *Blind Ambition: The White House Years*, New York, Simon and Schuster, 1979, Ch. 1, "Reaching for the Top, Touching Bottom."

John Dean was counsel to the President during the Nixon administration. He orchestrated much of the Watergate cover-up and his testimony eventually was influential in driving Nixon from office. This material describes John Dean's "interview" for the position of White House counsel. As in all interview situations, both those doing the hiring and the person being hired had their own perceptions of the situation and their own agendas. We begin with this material because a) it is relevant in a number of respects to your own interviewing and job finding process, b) it provides a nice overview of the issues and ideas covered in the course, including the importance of self-knowledge and awareness, and c) it begins our exploration of the topic of finding our own path and preparing ourselves for our journey though life and to (or away from) influence

1. What qualities do you think Haldeman and Nixon were looking for in their employees/staff? What makes you think that? What made John Dean so attractive as a job candidate to them?
2. What warning signs did John Dean have that this might not be the "dream" job he imagined? Who delivered these warnings? Why was Dean so ready, willing, and able to ignore these warning signs?
3. How would you describe John Dean? What characteristics/attributes did he seem to possess? What was his perspective about his career? About this job? About what he wanted from the job? What were his professional goals?
4. How was Dean recruited? Why did he take the job?
5. How did Dean "negotiate" for the job or make himself "more attractive"? Do you think these strategies worked? Why or why not?
6. What important (and almost obvious question) did John Dean never ask? Why do you think he failed to ask it?
7. What qualities and/or behaviors eventually got John Dean into trouble? Which of these qualities and behaviors do you see in yourself?
8. Although few of you may ever be asked to work in the White House, and even fewer will work with people like Richard Nixon and his staff, there may

be important lessons in the Dean experience for everyone. What lessons can you draw for your own career and for yourself from this reading?

During class, we will see an interview with John Dean, from a program on the Watergate scandal.

Also, as you prepare for class, think about the following general questions, relevant to the course you are about to take:

1. What do you think of when you think of the words “power,” “politics,” and “influence?” What sorts of associations and attitudes do these terms evoke?
2. How powerful and influential do you feel? Why?
3. What do you think stands in your way of acquiring and exercising even more power and influence?
4. How much power do you desire to accrue over the course of your career (recognizing that power and money are not perfectly correlated)? What do you want to do with that power?

January 8. Session 2. Preparing Yourself: Developing the Attributes that Provide Power

Reading: *Power*, Ch. 2, “The Personal Qualities that Bring Influence”

1. What is surprising about the material in Chapter 2? What seems true? To what extent does this analysis resonate with your own philosophy of what produces success?
2. Where do these attributes come from? Can they be learned? How? Are they inherited?
3. What, if anything, do you disagree with about the material? What’s missing from the list? What should not have been included?
4. Do you believe these attributes are equally important in all situations and environments? Under what circumstances might each be more, or less, important?
5. Do you think these attributes apply equally to men and women who are seeking power? Why, or why not?

First Individual Assignment: In preparing for this class, do Part I of the assignment before you do the reading.

1. **Write a brief, one page essay about those aspects of your personality, skills and abilities, and “character” that you believe are and have been most important in helping you get ahead in life (both in the past and in the future). In other words, what personal attributes or qualities do you possess that you value highly and believe have and will make you more effective in obtaining your goals.**

2. After completing this essay, read Ch. 2 from *Power*. Now write a second one-page essay indicating how you see yourself with respect to each of the attributes described in the chapter. Rate yourself on those dimensions on a 1-5 scale, where 1 means you possess little of the attribute and 5 means you possess a lot of it.
3. Compare and contrast the two essays. What do they suggest to you about things you might want to do to develop more power and influence?

Case: Elizabeth Kobert, "How Tina Brown Moves Magazines," *New York Times Magazine*, December 5, 1993.

Janny Scott and Geraldine Fabrikant, "Editor of The New Yorker Leaving For New Venture," *New York Times*, July 9, 1998, p. A1, A17.

David Carr and David D. Kirkpatrick, "Miramax Buys Out Tina Brown for An Estimated \$1 Million," *New York Times*, July 24, 2002, pp. C1-C2.

1. Describe Tina Brown. What attributes/characteristics does she possess? What are her strengths? Her weaknesses?
2. What has made her so successful—able to obtain positions of high visibility and influence at a relatively young age?
3. What actions/strategies has Brown employed to enhance her effectiveness and influence?
4. How has Brown handled a) new jobs and new opportunities and challenges, and b) setbacks and reversals? What has helped her in this process?
5. How has Brown's approach and her personal qualities fit, or not, with the particular sector in which she has worked, media and specifically, magazines?
6. What are the similarities and differences you see between Tina Brown and Keith Ferrazzi?

During class we will see a *60 Minutes* video segment of Tina Brown while she was still at *Vanity Fair* and also a segment on the *Today* show shortly after *Talk* magazine closed.

January 11. Session 3. The Steps to Success: Some Unexpected Strategies and Tactics

Reading: *Power*, Ch. 1, "It Takes More Than Performance."

Case: Keith Ferrazzi

Keith Ferrazzi is a graduate of Harvard Business School who has enjoyed a meteoric career trajectory. The case explores his first 10 or so years after business school.

1. Describe Keith Ferrazzi, in terms of a) the personal qualities that distinguish him, and b) the strategies and behaviors he has used to build a successful career.
2. *Why* do you think these qualities and strategies and behaviors have been helpful for Ferrazzi? Or if you think he has succeeded *in spite of* some of what he has done, provide an argument as to what about his activities have been detrimental to his success.
3. Keith is, by his own admission, a consummate networker and someone who is ambitious, who wants to make a big difference and have a big impact on the world. Why hasn't this ambition and networking activity (which is quite visible to others) created more problems for Ferrazzi?
4. What recommendations would you make about the career path Keith should follow, given his strengths, weaknesses, and skills?
5. Could you do what Ferrazzi does? Why or why not? *Should* you do more of what Ferrazzi does? Why or why not?
6. If you encountered someone like Ferrazzi as an organizational peer, what would your reaction be? What would you do? Would this be helpful? Why or why not?
7. What lessons are there for you in the Keith Ferrazzi case? What might you think about doing more of, less of, or doing differently?

If you have not already done so, you might be interested in reading Keith Ferrazzi's book, *Never Eat Alone*, which is a combination autobiography and instruction manual in how to become more effective in building strategic interpersonal relationships.

Second Individual Assignment: Based on these past two sessions and your own assessment (from the first individual assignment) of your strengths, weaknesses, and most importantly, areas where you would like to develop your skills, please prepare a one-page "development plan" that specifies what, specifically, you plan to do—during this quarter both inside and outside of class, but also in the future—to develop skills and competencies in power and influence that you want to build. Please bring two written copies—one to turn in and one to use in a peer coaching exercise.

II. BUILDING YOUR PATH TO POWER: CREATING A DOMAIN

January 15. Session 4. Choosing the Right Place to Launch Your Career

Reading: *Power*, Ch. 3, "Choosing Where to Start"

Case: Zia Yusuf at SAP: Having Impact

1. In a company dominated first by technology and then by marketing and sales, Zia Yusuf has apparently had a very successful career without, thus far, being in either one of these units. What advantages, and disadvantages, have his various organizational positions provided him?
2. How was Zia able to overcome any career stigma or setback from his first position in a unit, SAP Markets, that was a failure?
3. What qualities have helped Yusuf be so successful at SAP? Do you think these personal qualities would be as helpful anywhere, or are there particular features of the SAP environment and culture that make them particularly relevant?
4. What should Zia Yusuf's next career move be? Why?
5. What lessons are there for you, as you choose where to start your own career, from the case of Zia Yusuf?

January 20, Session 5. Getting Noticed and Getting In

These two cases/readings focus on ultimately quite successful people early in their careers. We want to understand what they did to provide a foundation for their subsequent success, and how they accomplished that foundation building.

Reading: *Power*, Ch. 4, "Getting In: Standing Out and Breaking Some Rules,"

Case: Walter Isaacson, *Kissinger: A Biography*, New York: Simon and Schuster, 1992, Ch. 4, "Harvard: The Ambitious Student, 1947-1955."

1. What was the context or environment at that time, both in the country generally and in the political science department at Harvard, at the time Kissinger was a student? What opportunities did this environment present?
2. What were Kissinger's apparent goals while he was at Harvard, first as an undergraduate student and then as a doctoral student? What was he trying to accomplish?
3. What did Kissinger **do**, what specific actions did he take, how did he spend his time, with what effects? Why were his actions apparently so effective?
4. What bases of power was Kissinger able to develop?
5. What personal strengths and weaknesses did Kissinger have? How self-aware was he of them? What did he do to capitalize on his strengths and mitigate his weaknesses?
6. What is your personal learning from Kissinger's experience at Harvard? How do you feel about your use of your time at the GSB when you think of what Kissinger did?

Case: Reginald F. Lewis, Blair S. Walker, and Hugh B. Price, *Why Should White Guys Have All the Fun? How Reginald Lewis Created a Billion-Dollar Business Empire*, New York: John Wiley and Sons, 1994. Ch. 4, "No Application Needed: Breaking Down the Doors at Harvard Law."

1. How would you describe Reggie Lewis? What personal characteristics did he have and what were his actions that helped him get noticed?
2. How do you feel about his behavior? Were his actions fair? Ethical?
3. Would you want to hire someone like him? Why or why not?
4. Could he have achieved the same results any other way?
5. Why did Lewis want to go to Harvard Law School?
6. What are the lessons for you in the material on Kissinger and Lewis? What was similar, and what was different, in their approach to gaining notice and leverage early in their careers?
7. Could you do what Kissinger and Lewis did? Would you want to? Why, or why not? I want you to reflect on the extent to which your attitudes and "inhibitions" may be keeping you from doing things that could make you more influential.

January 22. Session 6. Building a Reputation and Creating Power from a Position that Has Little Formal Power

Reading: *Power*, Ch. 8, "Building a Reputation: Perception Is Reality."

Case: Sally Bedell Smith, *In All His Glory: The Life of William S. Paley*. New York: Simon and Schuster, 1990, "The Prince," Sections 10 and 13.

This reading describes Frank Stanton's background and his early career at CBS.

1. What was the reputation that Frank Stanton developed? How did he go about building that reputation—what actions did he take?
2. What were Stanton's sources of power? How did he go about developing them?
3. What does the reading reveal about the qualities of Stanton? Which of these qualities were most important for his subsequent success? (Stanton subsequently rose to become head of CBS News and finally president of CBS).
4. Many people in this class "like" or prefer the tactics and characteristics of Stanton to some of the other people we have (and will) studied. Does this describe your reaction? Why do you think people react this way?

Case: Robert A. Caro, *Master of the Senate: The Years of Lyndon Johnson*, New York: Alfred A. Knopf, 2002, Ch. 17, "The Nothing Job," pp. 383-419.

1. What about the context or the situation gave Johnson some advantages in building power from a position, Assistant Democratic Leader, that traditionally did not have much power or visibility?
2. What sources of power did Johnson develop? How did he accomplish this?
3. What similarities and differences do you see between Johnson and Stanton?

4. What behaviors, and what personal qualities, are required to accomplish what Stanton and Johnson did, transforming seemingly marginal positions into sources of power?
5. What lessons are there for you, from this material, on what you might do early in your career to build your image, reputation, and visibility?

During this class session, we will see an edited segment from *The American Experience* public broadcasting program on the life and career of Lyndon Johnson.

January 25. Session 7. Power from the Control of Resources: How to Create Resource Leverage

Robert Moses was one of the most powerful people of the 20th century and created much of the infrastructure of New York City as it presently exists. He is responsible for building the United Nations headquarters building, Shea Stadium, Jones Beach, the 1964 World's Fair grounds, Lincoln Center, and most of the bridges connecting New York City and its environs as well as hundreds of swimming pools, massive public housing developments, and miles of parkways. His influence on urban design extended all over the world. Moses, who never held elective office, maintained unprecedented power for 40 years. Our reading describes the beginning of his career, when he had little power and seemingly little prospect of ever getting anything done or building any influence. Moses' skill in building a resource base was amazing.

Reading: *Power*, Ch. 5., "Making Something Out of Nothing: Creating Resources"

Robert A. Caro, *The Power Broker: Robert Moses and the Fall of New York*, New York: Vintage Books, 1975. Ch. 10, "The Best Bill Drafter in Albany," Ch. 11, "The Majesty of the Law," and Ch. 12, "Robert Moses and The Creature of the Machine." (This book won the Pulitzer Prize).

1. Before reading Ch. 12, at the end of Ch. 11, what would you have done if you were Robert Moses? Can you guess as to what he will do to turn around a situation in which he seems to have no hope of success?
2. What were Robert Moses' sources of power?
3. What did he do to develop these sources of power? How did Moses create resources where none had existed before?
4. Why did Al Smith stick by Robert Moses?
5. How could Moses have been opposed more effectively? Why weren't his opponents more effective in opposing him (recall that he was opposed by some very wealthy, powerful, and extremely well-connected individuals)?
6. Could you have done what Robert Moses did? Why or why not?
7. Do you see any similarities, not in the style or particular context, but in the strategies pursued by Robert Moses, Zia Yusuf, and Keith Ferrazzi?

8. What lessons are there for you in Robert Moses and his early career?

January 29, Session 8. Taking on a New Job Where You are an Outsider:
Organizational Entry and Building a Power Base

Case: Gary Loveman and Harrah's Entertainment

Gary Loveman went from being a 38-year old untenured associate professor in the service management group at Harvard Business School to CEO of a *Fortune* 500 company, Harrah's, in a little more than four years. His story permits us to integrate the previous material on finding the right domain, getting noticed, building a reputation, and also to think about how to overcome some common pitfalls that outsiders face when they enter an entrenched culture and encounter people who resent their high-level entry.

1. What qualities and attributes does Loveman have that have made him success?
2. How, and why, did he get his first position at Harrah's?
3. What did Loveman do to help overcome the resentment that might accompany his arrival as COO of Harrah's?
4. Why was Harrah's, at the time of the case, a good fit for Loveman's skills and capabilities? Were there ways in which it wasn't a good fit?
5. What did Loveman do to make himself successful at Harrah's?
6. What lessons are there in the material in this section for you, as you think about starting your job after you complete business school?

Third Individual Assignment: This part of the course is about finding, and perhaps more importantly, creating, a domain in which you can flourish, given your particular strengths, weaknesses, and preferences. Write a brief, one page essay in which you:

1. Describe what you might do to create more resources for yourself *now* or in the immediate future;
2. Describe, as specifically as possible, the type of job and organization you will seek to enter, and *why* you think that environment will permit you to flourish.

**III. ATTRACTING OTHERS ON THE PATH:
OBTAINING ALLIES AND SUPPORT**

February 1. Session 9. Building (or Losing) Support Through Language

Reading: *Power*, Ch. 7, "Acting and Speaking with Power."

During this class, we will watch the public testimony of two people caught up in political scandals, Oliver North in the Iran-Contra issue, and Donald Kennedy, president of Stanford, which was caught up in a scandal of over-billing of the government for indirect costs on research contracts. Ironically, Stanford was eventually found to owe very little money, while Oliver North avoided being convicted of a felony because of technicalities concerning the use of evidence produced under guarantees of immunity. But North went on to run for the Senate from Virginia (barely losing the race and setting a record at the time for fundraising) and Kennedy was forced from office. The readings provide important background on the situations facing these people. What we will do in class is watch their use of language and symbols and compare and contrast their styles, approaches, and effectiveness. Also during the session, randomly selected groups will have the opportunity to “present” what they might have done differently had they been in the Stanford president’s position.

Historical Footnote: For those of you who wonder why we use material from 20 years ago, first, it is extremely compelling (as you will see). And second, the past affects the present. In Emily Bazelon’s book review of *Takeover: The Return of the Imperial Presidency and the Subversion of American Democracy* by Charlie Savage in *The New York Times* on November 18, 2007, she writes:

“Still, Cheney [former U.S. Vice President Richard Cheney] has tried to elevate the presidency to heady new heights. For the genesis of his unorthodox thinking, Savage goes back to 1987. Congress had investigated the Iran-contra affair and concluded that, by flouting its ban on funding for the contras, Oliver North and his helpers exemplified ‘disdain for the law.’ As a member of the joint House and Senate Iran-contra committee, Cheney signed up Addington [a lawyer active in the Bush administration] and others to write an alternate report, Savage explains, which ‘declared that the real lawbreakers were Cheney’s fellow lawmakers, because the Constitution does not permit Congress to pass a law usurping presidential power.’ At the time, this seemed merely nutty. But two years ago, when *The New York Times* broke the story that the National Security Agency was conducting widespread surveillance without warrants, Cheney told reporters that the president had all the power he needed to bypass the Foreign Intelligence Surveillance Act....To explain why, he instructed the press to read his Iran-contra report. His old outlier view was now front and center.”

Case: Joel Brinkley, “Birth of a Scandal and Mysteries of Its Parentage,” *New York Times*, December 25, 1991, p. A11.

“Oliver North, Businessman? Many Bosses Say That He’s Their Kind of Employee,” *Wall Street Journal*, July 14, 1987, p. 35.

“An Iran-Contra Guide: What Happened and When,” *New York Times*, March 17, 1988.

Anthony DePalma, “Stanford President at Brunt of Storm,” *New York Times*, May 10, 1991, p. A10.

Rich Jaroslov, "Called to Account," *Stanford Magazine*, June, 1991.

There is no class on February 5 because of room constraints from mid-term examinations. This also marks the mid-quarter transition from a Monday-Friday schedule to a Monday-Wednesday schedule (except for the week when there is a Monday holiday). Please pay attention to the class dates in the course outline!

February 8. Session 10. Acting with Power

If you think about it, in many situations how much power you actually have is ambiguous and uncertain. Therefore, how you conduct yourself, what emotions you display, how you come across all affect how much power you have. And leadership is about "acting with power." Andy Grove, in a session with Clayton Christensen from Harvard Business School, said this about managing oneself and one's emotional displays:

"I think it is very important for you to do two things: act on your temporary conviction as if it was a real conviction; and when you realize that you are wrong, correct course very quickly...And try not to get too depressed in the part of the journey, because there's a professional responsibility. If you are depressed, you can't motivate your staff to extraordinary measures. So you have to keep your own spirits up even though you well understand that you don't know what you're doing."

This class session will involve a tutorial on "acting with power," presented by **Bill English**, co-founder and artistic director of the **San Francisco Playhouse** and someone with an amazing resume of acting, singing, songwriting, set design, and directing skills.

Readings:

Harriet Rubin, "Shall I Compare Thee to an Andy Grove," *Strategy + Business*, Issue 49, Winter, 2007, pp. 26-31.

Larissa Z. Tiedens, "Anger and Advancement Versus Sadness and Subjugation: The Effect of Negative Emotion Expressions on Social Status Conferral," *J. of Personality and Social Psychology*, 80 (2001), 86-94.

Biography of William English

For your amusement and enjoyment, you might want to see a play at the San Francisco Playhouse (near Union Square in San Francisco) to see the work of Bill English and his wife, Susi Damilano, in action—maybe even before this class.

February 10. Session 11. Getting Others to Join You

Reading: Jerry M. Burger, Nicole Messian, Shebani Patel, Alicia Del Prado, and Carmen Anderson, "What a Coincidence! The Effects of Incidental similarity on Compliance," *Personality and Social Psychology Bulletin*, 30 (2004), 35-43.

Case: James Richardson, *Willie Brown: A Biography*, Berkeley: University of California Press, 1996, Ch. 19, "The Play for Power," and Ch. 20, "Drawing Lines," the portion from pp. 275-284.

Willie Brown, most recently the two-term mayor of San Francisco, has been described as one of the most effective politicians ever and is certainly one of the most powerful African-Americans in history. He came from a very poor family in Texas, and in the early stages of his career suffered numerous setbacks (he lost his first race for California assembly and he lost his first contest to become Speaker of the California legislature, for example). This reading describes his successful campaign to become Speaker of the Assembly, a position he held longer than anyone else and one that provided him enormous power. Brown, a liberal Democrat from San Francisco known for his advocacy of gay rights and decriminalizing the possession of small amounts of marijuana, won this position with the help (votes) of Republicans, conservative Republicans at that. There is no better example of how to obtain allies.

1. What behaviors/characteristics did Brown demonstrate at the time covered by the chapter? What has he apparently learned?
2. Why did the Republicans trust him?
3. What did he do to build support among the Democrats, both in the legislature and in other arenas?
4. What about the situation, the times, his opponents, and so forth, (things over which he had no control) made it possible for him to be successful in his quest for the speakership?
5. What did he do to build his alliances, and how did he do it?
6. Few of you are likely to run for public office, and fewer still will probably run for political leadership positions. Nonetheless, there may be some important lessons in the story of Willie Brown's rise to power that are relevant regardless of where you are. What lessons can you draw for yourself from this material?

During class, we will see a CBS *60 Minutes* video on Willie Brown.

Case: Bryan Burrough and John Helyar, *Barbarians at the Gate: The Fall of RJR Nabisco*, New York: Harper and Row, 1990, Chapter 1.

1. What did Ross Johnson do to attract allies and supporters?

2. What did Johnson do to neutralize his opponents?
3. What did it take to be successful in Ross Johnson's group?

What are the similarities, and the differences, you see in both a) behaviors and b) characteristics/traits between Ross Johnson and Willie Brown? What have both of these individuals done to get others to help them? How have they "created shared social identities" even as, in both instances, they also did things to stand out?

February 15. Session 12. Building Effective and Efficient Social Networks

Readings: *Power*, Ch. 6, "Building Efficient and Effective Social Networks"

Case: Malcolm Gladwell, "Six Degrees of Lois Weisberg," *The New Yorker*, January 11, 1999.

1. What Lois Weisberg has done does not, on the surface, seem to require an unusual amount of intelligence or physical attractiveness. What **does** "being Lois Weisberg" (or someone like her) require?
2. Does Lois Weisberg have "power and influence?" Why or why not do you think so?
3. What is Lois Weisberg's "job?"
4. Think about people you know—certainly at the GSB but also contemporaries in other places and people both younger and older than you. Are there any "Lois Weisberg's" among them? Are those that are more similar to Lois more successful, more powerful?
5. Would someone like Louis make a good corporate executive? For what type of job or in what industries?

During class, we will watch an edited version of Bill Moyer's journal in which he followed David Rockefeller at the time Rockefeller was still chairman of the Chase Bank, on a trip to Europe. As you watch the video, consider Rockefeller's view of friendship, personal relationships, and what is required "to have as many friends as one would like."

Fourth Self-Reflective Assignment. It is useful to think about how we spend our time, with whom, and how our contacts and networks are, or are not, consistent with the social relations we might need to build our power base.

Write a short one- or two-page essay in which you consider the following questions:

1. With whom (other than family or significant others) do you spend the most time? Why?
2. Given your career ambitions and what you want to accomplish in your life, who (not necessarily by name, but by position or location in

- the social space) are the most important individuals for you to build relationships with?
3. What is the structure of your network? Do you occupy many “brokerage” positions? If so, which ones, and how have you come to occupy them? Do you have lots of “weak ties” or connections to people who can provide you nonredundant information? Are you central in any networks? Which ones?
 4. Considering the foregoing, what might you do differently if you wanted to increase your influence and build more efficient and effective social networks?

February 17. Session 13. Getting Things Done Through Others: The Case of Nuria Chinchilla and Changing Work Flexibility Policies

In 1993, Nuria Chinchilla had just completed her doctoral degree at IESE Business School in Barcelona. In less than 12 years, Professor Chinchilla would become one of the most prominent public figures in the world on the subject of work-family and work-flexibility policies, exercising influence not only over numerous companies but also changing the laws and regulations in Spain and having influence over public discussion of this issue in numerous other countries including Chile, Portugal, Brazil, and even countries in Africa. The case describes Chinchilla and how others see her.

Case: Nuria Chinchilla: The Power to Change Workplaces

1. What strategies and personal qualities have permitted Nuria Chinchilla to be as influential as she has been in pushing work flexibility changes?
2. What has made Chinchilla so central in this public policy arena? What has she done to build her reputation?
3. How has Nuria Chinchilla been able to get the media on her side, and with what effect? How has her use of language been effective?
4. The particular policy domain—work-family balance and work flexibility—is often seen as quite controversial (for instance, employers in the U.S. have vigorously opposed even the granting of unpaid leave to employees to attend to family responsibilities). How has Chinchilla dealt with opposition and potential opposition?
5. What lessons are there for you, as you think about getting others on your side and building support, from considering the case of Nuria Chinchilla?

Fifth Self-Reflective Assignment. In our third class session, the Keith Ferrazzi case told us that to accomplish our goals, almost invariably we need the help of others. In this section of the course, we have considered some ways of attracting support—social ties, language, how we present

ourselves to the world, how we frame issues, how we spend our time. In a short, one-page essay, consider the following:

1. Based on the material from this section of the course, what skills do you now see that you would like to develop more fully?
2. What aspects of your current thinking and behavior would it be helpful if you “left behind” in order to be able to build more social support?
3. What are your dilemmas and concerns about building alliances and relationships with others? How do you think this will influence your choices and actions about gaining power?

IV. CLEARING THE PATH: DEALING WITH RESISTANCE, OBSTACLES, AND SETBACKS

February 22. Session 14. Consolidating Power and Eliminating Opposition

Case: Seymour M. Hersh, *The Price of Power: Kissinger in the Nixon White House*, Ch. 1, “The Job Seeker,” Ch. 2, “A New NSC System,” and Ch. 3, “Consolidating Authority,”

1. How did Kissinger build his reputation? What sort of reputation did he build?
2. What was Kissinger’s **formal** authority, upon assuming his position in the National Security Council?
3. What did Kissinger do to increase his authority?
4. What did Kissinger apparently believe was effective performance in his job? In other words, what did “doing a good job” mean to him?
5. What strategies did Kissinger use to acquire additional resources useful for his exercising power?
6. What did Kissinger do to neutralize actual and potential opposition and opponents?

Case: John Helyar, “Playing Ball: How Peter Ueberroth Led the Major Leagues in the ‘Collusion Era’,” *Wall Street Journal*, May 20, 1991, pp. A1, A6.

1. How (and why) did Ueberroth increase the power of the baseball commissioner’s office?
2. What was his leadership style? Why was that style effective?
3. What were the consequences of his consolidation of power? Positive consequences? Negative consequences?
4. What similarities (and differences) do you see between the strategies of Ueberroth and Kissinger?

5. What have **you** done in the past when facing competitors, enemies, or people who threaten your power and position? What might you do differently now?

During class we will see an edited video on the life of Henry Kissinger.

February 24. Session 15. Persistence and Surmounting Obstacles and Resistance.

Case: Laura Esserman (A)

This case describes the efforts of a physician who also has an MBA from Stanford to change a number of aspects of medicine and the treatment of breast cancer at the University of California, San Francisco. Although the particular situation is health care, the task that Dr. Esserman confronts is similar to many situations where there is dispersed power, conflicting objectives, and entrenched interests in a setting populated by highly educated professionals.

1. What are Laura Esserman's strengths?
2. What are some of her weaknesses, of difficulties?
3. What about the situation makes changing things difficult? What about the situation makes it political?
4. What do you think Esserman has done well so far in her efforts? What do you think she has done less well?
5. What should she do now? Be specific, so someone could actually implement your suggestions. Provide a rationale for why you think the suggestion will work and how it will help her accomplish her objectives?
6. Do you believe Laura Esserman will be successful? Why or why not?
7. What similarities and differences do you see between Laura Esserman and an earlier case, Nuria Chinchilla, in their approach to attracting support and overcoming opposition?
8. What lessons do you draw from this case for your own efforts to get things done in organizations?

March 1. Session 16. Overcoming Setbacks: What Do You Do When Disaster Strikes?

Reading: Jeffrey A. Sonnenfeld and Andrew J. Ward, "Firing Back: How Great Leaders Rebound After Career Disasters," *Harvard Business Review*, January, 2007.

Case: Jeffrey Sonnenfeld (A): The Fall From Grace

1. Why do you think Sonnenfeld got into the trouble he now faces?
2. Do you think he intentionally damaged the building?

3. Could he have foreseen the difficulties he now confronts?
4. What should he have done differently in the fall of 1997?
5. What should he do *now*? How should he do it? When should he do it?
6. What are Sonnenfeld's sources of power? How has he developed them?
7. Why do you think Emory is doing what it is? What characteristics or qualities does that reflect?
8. What do you think will happen? Will his allies stand by him? Why?

March 3. Session 17. "Porcupine" Power: Engaging in Conflict

Reading: *Power*, Ch. 9, "Overcoming Opposition and Setbacks."

During class, we will see a video of Lyndon Johnson dealing with George Wallace at the time of the civil rights struggles. We will also see Dr. Rudy Crew, former school superintendent of Miami-Dade County Schools and former Chancellor of the New York City school system, talking about his view on dealing with conflict and difficult situations. And, we will do an exercise that I facetiously refer to as "desensitization" training—to get some practice in dealing with difficult situations without experiencing the emotional arousal that makes strategic thought and action difficult or even impossible.

Sixth Self-Reflective Assignment. This section of the course is about overcoming obstacles and coping with setbacks. It is important to integrate this learning into your own life and experience. Write a brief, one page essay in which you:

1. Describe an organizational situation in which you faced substantial difficulty (for example, you were fired (not laid off, fired), you were demoted, you failed to get a job or a promotion you wanted and thought you deserved, you were embarrassed or lost face because of some situation, etc.).
2. What did you do that contributed to the problems you experienced? To what extent were the obstacles and difficulties the result of chance events over which you had no control?
3. Based on the course material, what would you do differently if you encountered the same situation today? In other words, what is the learning or what are the ideas that have emerged in the class that you would use to help you in similar situations?

V. FALLING OFF AND KEEPING ON THE PATH: HOW POWER IS LOST

March 8. Session 18. How (and Why) Power is Lost and Kept

Reading: *Power*, Ch. 11, “How—and Why—Power is Lost.”

Case: Robert A. Caro, *The Power Broker: Robert Moses and the Fall of New York*, New York: Random House, 1974, Ch. 46, “Nelson.”

Connie Bruck, “The Personal Touch,” *The New Yorker*, August 13, 2001.

1. Why did Robert Moses lose power?
2. What might he have done differently?
3. Could the way in which Moses lost power have been anticipated? How and why?
4. Jack Valenti, in theory, existed in a very tenuous position compared to Robert Moses. He did not hold multiple positions with fixed terms of appointment, but served always at the pleasure of the motion picture studio heads. Nonetheless, Valenti was able to maintain his position as head of the MPAA for almost four decades. How was he able to do this?
5. Contrast Moses with Jack Valenti. Why was Valenti better able to maintain his position?
6. What lessons do you take away from these stories for your own behavior, both early and late in your career? In drawing those lessons, you might want to consider how some of the very things that got Moses into trouble also helped him obtain and wield influence.

During class, we will see an edited excerpt from *The American Experience* public broadcasting biography of Robert Moses and also Jack Valenti, the last time he came to talk to this class.

VI. LOOKING BACK AND LOOKING AHEAD

March 10. Session 19. What Have We Learned, and What Will You Do With What You Have Learned?

Reading: *Power*, Ch. 13, “It’s Easier Than You Think.”

During our last class, I will ask you to reflect on how your thinking about power has changed during the quarter, what you have learned, and what you have done and are going to do differently.

GROUP PROJECT ASSIGNMENT AND INSTRUCTIONS

- 1) Form a group of **six people**, of your own choosing.
- 2) **No later than the fourth session, January 15, 2010, let me know who is in your group. No later than the seventh session, January 25, please let me know what your group has chosen as its focus for the project. This can be done by e-mail or on paper, but both dates are important.**

Your assignment is to do “field research” on how individuals obtain and exercise influence, as a way of seeing how the material from the class is, or could be, put into use. Power becomes more visible and is exercised more clearly where there is opposition, where something needs to get done and resistance must be overcome. Think carefully about that in choosing the focus for your project.

Your “subject” of the analysis should be someone who is a) early in his or her career and b) is “similar” in some respects to who you are or who you desire to become. In particular, the person MUST be someone that you can interview and, even better, perhaps get some insights from talking to her or his colleagues and others. Recent graduates of the Stanford business school, people who have taken this class, people who are about 2-10 years out of school, and who are doing well or, alternatively, have had problems because of political issues, should be the focus of your analysis. DO NOT FOCUS ON HIGHLY VISIBLE “STARS.” Anyone who has more than 5,000 Google entries should probably be “out of bounds” for the project.

In thinking about how to write the analysis and do the project, you can (but you don't have to) use the organizing themes of the course as a guide. So, for instance, you could study how some person or group overcame opposition and resistance. You could analyze how some individual prepared him- or herself for the path to power. You could illustrate how some person or group lost power, or, alternatively, what someone did to hold onto power against significant opposition and challenges. You could analyze how some group or individual established a domain, by acquiring resources, attracting allies, and so forth.

Length is *not* the defining characteristic of a good analysis. Try to concisely (using exhibits as needed) cover the material. Use analysis and insight, rather than lots of words, to convey what you have learned and discovered.

- 5) **Final written projects are due no later than 5 P.M. on Friday, March 5, 2010.**

SOME GUIDELINES/HINTS TO MAKE THE ASSIGNMENT MORE INTERESTING, USEFUL, AND SUCCESSFUL:

- a) Try to use as many sources of information as possible—archives, interviews, public sources (if available). In other words, to the extent possible, triangulate to get the most valid information possible. In particular, the subject of your paper is likely to provide information that is at least unintentionally (and possibly intentionally) biased and self-serving.**
- b) Please proofread your paper to eliminate typographical errors.**
- c) Don't just list some references at the back of the paper, or nowhere. If you have relied on sources, particularly published sources, and particularly if there is a direct quote, please provide a complete footnote as to the source.**

INDIVIDUAL PROJECT ASSIGNMENT INSTRUCTIONS

Due by 5 P.M. Friday, March 12, 2010.

If the material from Paths to Power is going to stay with you and be useful, it is imperative that you use it during our quarter together. Below are two options for your individual project assignment. **This year I am again giving you a choice of which option to take. But I can tell you from experience with last year's class, that the first option will provide more learning (and possibly even be more fun and interesting) and is more likely to make a significant impact on you—by orders of magnitude than the second option. It is also likely to earn a higher grade. That is because it is just much more difficult to describe with much detail what you are *planning* to do compared to describing and analyzing what you *have done*. There is research in cognitive psychology that demonstrates this fact.**

Option 1.

In an organization where you currently work or are volunteering—such an organization could be a nonprofit, a for-profit company, a student government organization, a social club or religious organization, a start-up team, or any other formal or informal organization in which you are currently involved—during the course of the quarter try to exercise influence over some specific issue, using the concepts from the course, and then write up your experience. You should keep notes throughout the quarter, with new entries every time something important happens and as a way of making sense of your experience while it is still fresh—as opposed to writing it all up at the end of the quarter. In order to do this, you will need to: a) begin with some specific objective, what are you trying to change, what are you trying to accomplish? Such an objective could involve either changing a policy or practice in the organization or advancing your position to one of more power, or both; b) outline a set of things you are going to do to try and influence the situation; c) describe what you did, what worked, and what didn't, and why; compare this to what was in the literature and what we have discussed in class (i.e., integrate what you learned through your experience with what you learned conceptually); and d) what were your personal lessons in power from this experience.

Option 2.

Using the ideas and concepts from the class, write out a plan for yourself as to how you will use the material to build your own path to, or away from, power. What are you going to do, specifically, for instance, as part of your job finding process? What are you going to do as you enter your new organization? What other things are you going to do to build influence, or, for that matter, not do? In other words, how do you plan to put the ideas and concepts to work for you in

your own life? Which ideas or concepts are you deliberately choosing NOT to put into practice, and why?

Hint: People who choose this option typically turn in papers that suffer from being overly general. One way of overcoming the tendency to not be able to tell very specific “stories” about the future is to pretend the future has already occurred and write about what happened (e.g., research shows that people who pretend that an upcoming football game has already occurred and write a story about what happened during the game write longer, more detailed, and more interesting accounts than people who write about the game as if it were still to occur—even though, in both instances, the game is in fact in the future).