

Fall 2016, Wed.

Professor: Dr. Nathanael J. Fast

Office: HOH 404

Office Phone: (213) 740-1047

E-mail: nathanaf@usc.edu

Lecture Class WED, 6:30-9:30 p.m. / JFF 236

Office Hours: By appointment

Introduction and Course Objective

Interpersonal Influence and Power is an elective course designed to help you acquire the knowledge, skills, and strategies necessary to make a lasting impact in the world. Courses on power are among the most sought-after electives in top universities due to the simple fact that power dynamics are pervasive in organizations, and because those wishing to achieve personal goals or champion new ideas must be savvy about how power and influence work. The purpose of this course is to prepare you for your path to power. You will learn how to recognize and deal effectively with the dynamics you encounter throughout your career as well as think deeply about and identify the unique approach to power that is the strongest fit for you.

Learning Objectives

Although a popular elective, this course is not for everyone. It requires a high level of commitment and engagement, both inside and outside of class. It requires an open mind and a willingness to explore concepts that are often new and uncomfortable. It is a good fit for those who have a passion to make a difference and who are willing to explore new and challenging ideas along the way.

- Global Objective
 - Gain knowledge, skills, and strategies related to power and influence that will help you become effective and impactful in your career of choice.
- Detailed Objectives
 - Learn to see the world differently. After the course, you will be able to recognize power dynamics and assess the effectiveness of various decisions that people (including yourself) make. You will also be able to identify alternative actions and opportunities that would have been more/less likely to lead to power.
 - Learn to act differently. After the course, you will have a personal strategic plan that will help you identify and develop your own personal path to power. The path that you choose will be a good fit for you based on your individual strengths, professional goals, and personal values. You will also have new skills, such as acting and speaking with power, that you tried out throughout the class and that you will continue to hone throughout your career.
 - Develop a healthy respect for power and how it changes people over time. After the course, you will know the benefits as well as the costs and pitfalls associated with the pursuit of power. This understanding will be incorporated into your personal plan for developing power.

Required Materials

- *Power: Why Some People Have It – And Others Don't*, Jeffrey Pfeffer, HarperCollins 2010 (may be purchased online or from the USC bookstore)
- Course Reader (purchase from the USC bookstore)

Course Notes: Class information is available through your Blackboard account.

Grading Summary:

<u>Components</u>		<u>Points</u>	<u>% of Grade</u>
SELF-REFLECTIVE ASSIGNMENTS (5)		80	20.0%
GROUP PROJECT (paper + presentation)		80	20.0%
INFLUENCE EXERCISES (2)		60	15.0%
CLASS PARTICIPATION		50	12.5%
EXAMS	Midterm	60	15.0%
	Final	<u>70</u>	<u>17.5%</u>
TOTAL		400	100.0%

ASSIGNMENTS AND GRADING DETAIL

Self-Reflective Assignments (20%). Individual, self-reflective writing assignments will be assigned 5 times throughout the semester. These assignments are an integral part of the course and designed to help you explore the content of the course in the context of your own plans, objectives, values, and experiences. Previous experience suggests that, if taken seriously, these self-reflective assignments are among the most useful aspects of the course. The assignments are due (hard copies, not emailed) at the start of the class for which they are assigned. As long as you complete the assignment and turn it in on time, you will receive full credit. Late papers (including those turned in after the start of class) will not be accepted. If for some reason you must miss class, submit your assignment to me via email before it is due. The schedule (and descriptions) of the assignments is listed in this syllabus. Each assignment is worth 4% of your grade.

Group Project (20%). The group project is described in an addendum at the end of the syllabus. The goal of the project is to have you explore the ideas of the course in a real-world setting. Learning by doing and through intensive involvement results in greater mastery and retention of the material than more passive forms of learning. I encourage you to take the group project seriously and have some fun with it to explore the ideas of the course. You may wish to use the group project to study people in other countries—to test whether or not the principles learned in the class are generalizable. You may wish to use the group project to build relationships in sectors or industries where you want to work, as well as to learn more about interesting people. Group projects are due at the beginning of class on November 30, 2016. Late projects will not be graded and will earn zero credit.

Influence Exercises (15%). To fully benefit from the content in this course, you must be willing to apply it. Toward this end, you will be required to complete two influence exercises throughout the semester. In each case, you will be asked to apply a concept or tool from the class (more detail will

be provided in class) and write a brief (e.g., 1-2 pages, single-spaced) account of your experience and what you learned from it. Deadlines for the assignments are indicated on the class calendar.

Class Participation (12.5%). You will only get out of this course as much as you put into it. Your class participation grade will reflect both class attendance and the quality of your involvement in the class's activities and discussions. Near-perfect, on-time attendance is expected. If you must miss a class session during the semester, please inform me ahead of time and explain why you must miss. Otherwise, you are expected to come to each class prepared for discussion, having completed that day's required reading and prepared insightful comments you plan to make in class. Since I frequently cold call, please avoid embarrassment by telling me before class if you are not prepared.

Midterm (15%) and Final (17.5%). The midterm and final exams will contain a mix of multiple-choice and short essay questions. The best way to study for the exams is to do all the assigned readings on time and keep notes on the readings and class discussions. The goal is for you to create a valuable set of notes you can return to time and again throughout your career.

MARSHALL GUIDELINES

Add/Drop Process

In compliance with USC and Marshall's policies classes are open enrollment (R-clearance) through the first week of class. All classes are closed (switched to D-clearance) at the end of the first week. This policy minimizes the complexity of the registration process for students by standardizing across classes. I can drop you from my class if you don't attend the first two sessions. Please note: If you decide to drop, or if you choose not to attend the first two session and are dropped, you risk being not being able to add to another section this semester, since they might reach capacity. You can only add a class after the first week of classes if you receive approval from the instructor.

Technology Policy

Laptop, smartphone, and Internet usage is not permitted during class, as such activities serve as a distraction from the course content. Use of personal communication devices, such as cell phones, is considered unprofessional and is not permitted during class. ALL e-devices (cell phones, PDAs, iPhones, Blackberries, other texting devices, laptops, I-pods) must be completely turned off during class time. Please let me know ahead of time if this will be a problem for you.

Retention of Graded Coursework

Coursework will be returned or available for pickup by students (in the case of Final Projects) upon request. Returned paperwork, unclaimed by a student, will be discarded after 4 weeks and will therefore not be available should a grade appeal be pursued following receipt of his/her grade. It is students' responsibility to file and retain returned coursework.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu> or to the *Department of Public Safety* <http://capsnet.usc.edu/departments/departments-public-safety/online-forms/contact-us>. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <http://sarc.usc.edu> describes reporting options and other resources.

Support Systems

Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs www.usc.edu/disability provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Emergency Preparedness/Course Continuity

In case of emergency, and travel to campus is difficult, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Instructors should be prepared to assign students a "Plan B" project that can be completed at a distance. For additional information about maintaining your classes in an emergency please access: <http://cst.usc.edu/services/emergencyprep.html>

Incomplete Grades

In incomplete (IN) grade may be assigned due to an “emergency” that occurs after the 12th week of classes. An “emergency” is defined as a serious documented illness, or an unforeseen situation that is beyond the student’s control, that prevents a student from completing the semester. Prior to the 12th week, the student still has the option of dropping the class. Arrangements for completing an IN course should be initiated by the student, and negotiated with the instructor. Class work to complete the course should be completed within one calendar year from the date the IN was assigned. The IN mark will be converted to an F grade should the course not be completed.

COURSE READINGS/CLASS SESSIONS

Week	Dates	Topics	Assignments Due
1	Wed 8/24	Introduction to the course; Keith Ferrazzi case	--
2	Wed 8/31	The power of purpose	A1
3	Wed 9/7	Managing the self	--
4	Wed 9/14	Meet in the ELC (JKP 301)	A2
5	Wed 9/21	See the situation	--
6	Wed 9/28	Building your network	A3 Turn in group project topic
7	Wed 10/5	Influence and persuasion	--
8	Wed 10/12	Acting with power	A4
9	Wed 10/19	Meet in the ELC (JKP 301)	Influence exercise # 1
10	Wed 10/26	MIDTERM	--
11	Wed 11/2	Building power by standing out	--
12	Wed 11/9	Leading change	A5
13	Wed 11/16	Make it Stick; how power is lost (and kept)	Influence exercise # 2
14	Wed 11/23	THANKSGIVING BREAK	--
15	Wed 11/30	Course overview; group presentations	Group project due
16	Wed 12/9	FINAL – Wed 12/9, 7:00pm, location TBA	Final Exam

DETAILED SESSION INFORMATION

Reminders: Jeffrey Pfeffer's "Power: Why Some People Have it – And Others Don't" is a required text. Other reading assignments will be included in the course reader, which is also required, or a link will be provided in the syllabus and on Blackboard. Adequate preparation for class includes reading all assigned readings before that session's class meeting.

WED, AUG 24:

Introduction to the course

Assigned readings:

- Course syllabus
- Case: Keith Ferrazzi
- Pfeffer, Introduction and Ch. 1

WED, AUG 31:

The power of purpose

Assigned readings:

- 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."
- Clayton Christensen, "How Will You Measure Your Life," *Harvard Business Review*, (July-August, 2010).

First Individual Assignment:

1. Identifying and pursuing a sense of purpose for your life and profession is an important practice that helps facilitate power and influence. Likewise, lacking a clear understanding of your purpose (or mission, if you prefer that word) can hinder your path to power. Please reflect on what you want to achieve in your life and then write a 1-page reflection that describes your purpose. Avoid reverting to abstract goals, such as "find happiness" or "become successful." Also avoid simply identifying roles you want to play, such as "CEO" or "Entrepreneur." Instead, provide answers to the following questions: Who do you want to become? What do you want to do with the power and influence you gain throughout your career, and why? For you, personally, what are the indicators of a successful career?

* Bring a hard copy of the assignment to turn in at the beginning of class.

WED, SEPT 7:

Managing the self

Assigned readings:

- Tony Schwartz and Catherine McCarthy, "Manage Your Energy, Not Your Time"
- Nuria Chinchilla: The power to change workplaces.
- Carol Dweck on mindset: <http://chronicle.com/article/Carol-Dwecks-Attitude/65405/> *Note: use this link to access the article.

WED, SEPT 14:

***Meet in the ELC in JKP (JKP 301)**

Assigned readings:

- Pfeffer, Ch. 2-4

Second Individual Assignment (complete Part 1 of the assignment *before* you do the reading):

1. Write a 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, describe the personal attributes or qualities you possess that you believe will make you more effective in obtaining your goals.
2. After completing the essay, read Ch. 2 from Pfeffer’s *Power*. Make a list of the dimensions he highlighted in the chapter and 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.

* Bring a hard copy of the assignment to turn in at the beginning of class.

WED, SEPT 21:

See the situation

Assigned readings:

- “The Melian Dialogue”, from Thucydides’ *History of the Peloponnesian War*.
*NOTE: READ THE MELIAN DIALOGUE TWICE IN PREPARATION FOR CLASS
- Iggy’s Bread of the World, Alexis Gendron and Kathleen McGinn, Harvard Business School, 2001.

WED, SEPT 28:

Building your network

Assigned readings:

- Ross Walker’s Path to Power, Jeffrey Pfeffer, Stanford OB-79, 2011.
- Malcolm Gladwell, “Six Degrees of Lois Weisberg,” *The New Yorker*, January 11, 1999.

Third Individual 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 where we might need to build our power base.

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

1. With whom 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?

4. Considering your answers to the above questions, what might you do differently if you wanted to increase your influence and build a more effective network?

* Bring a hard copy of the assignment to turn in at the beginning of class.

WED, OCT 5:

Influence and persuasion

Assigned readings:

- Robert B. Cialdini, “Harnessing the Science of Persuasion,” *HBR*, (October, 2001).
- Case: 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.

WED, OCT 12:

Acting with power

Assigned readings:

- Pfeffer, Ch. 7-8

Fourth Individual Assignment:

1. Please prepare a one-page “development plan” that specifies what, specifically, you plan to do—both now and 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.

* Bring a hard copy of the assignment to turn in at the beginning of class.

WED, OCT 19:

***Meet in the ELC in JKP (JKP 301)**

Assigned readings:

- Pfeffer, Ch. 5-6

Influence Exercise #1 (relational meeting)

1. Prepare a brief (1 page, single-spaced) report of your relational meeting. Describe the meeting and then summarize: (1) what you learned about the person, (2) what you did well, (3) what you would do differently if you could do it over, and (4) what benefits, if any, might emerge from the relationship.

* Bring a hard copy of the assignment to turn in at the beginning of class.

WED, OCT 26:

MIDTERM

WED, NOV 2:

Building power by standing out

Assigned readings:

- Case: *Kissinger: A biography*, New York: Simon & Schuster, 1992, Ch. 4, “Harvard: The ambitious student, 1947-1955”
- Pfeffer, Ch. 9-10

WED, NOV 9:

Leading change

Assigned readings:

- Dr. Laura Esserman, Victoria Chang and Jeffrey Pfeffer, Stanford Graduate School of Business, 2003.
- Stephen Brown at John Hancock Financial Services, Robin Ely and John Gabarro, Harvard Business School, 2003.

Fifth Individual Assignment:

Write an “aspirational” obituary in which you write down all the things you hope you will have achieved and done with your life once all is said and done. When you finish, look over what you have written and then write answers to the following questions:

1. Given what I wrote, am I on the right track? Am I satisfied with the direction in which my life is currently headed?
2. Am I happy with the impact I’ve had in the world and the legacy that I’m creating?
3. What’s missing from my life, if anything? What might I need to do in order to achieve my aspirational obituary?

* Bring a hard copy of the assignment to turn in at the beginning of class.

WED, NOV 16:

Make it stick; how power is lost (and kept)

Assigned readings:

- Salley B. Smith, *In all his glory: The life of William S. Paley*. New York: Simon and Schuster, 1990, “The prince,” Chapters 10 and 13.
- Jeffrey Sonnenfeld: The fall from grace, Victoria Chang, Kimberly Elsbach, and Jeffrey Pfeffer, Stanford OB-34A, 2002.

Influence Exercise #2 (influence attempt)

1. Prepare a brief (1-2 pages, single-spaced) report of your use of influence. Describe the context and then summarize: (1) the goal you sought to achieve, (2) what influence tactic you chose to use, (3) what results you achieved, and (4) what lessons you learned from the experience.

* Bring a hard copy of the assignment to turn in at the beginning of class.

WED, NOV 23:

THANKSGIVING BREAK

WED, NOV 30:

Course overview; group presentations

Assigned readings:

- Pfeffer, Ch. 11-13

Group projects due at beginning of class

WED, DEC 7:

Final exam, Wed., 12/7, 7:00-9:00pm, JFF 236

GROUP PROJECT ASSIGNMENT AND INSTRUCTIONS

1) You will be assigned to a group consisting of 5-6 people.

2) No later than Sept. 28, please let me know who your group has chosen as its focus for the project. Do so by emailing me with the person's name and why he/she would be a good person to study on or before Sept 28.

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” should be someone who is either a) relatively early in his or her career and is “similar” in some respects to who you are or who you desire to become, or b) someone who has already reached achieved a great deal of power as a means to achieve his/her mission. Ideally, the person will be someone that you can interview and, even better, perhaps get some insights from talking to her or his colleagues and others. Past graduates from USC who are doing exceptionally well or, alternatively, who have had problems because of political issues, would be ideal as the focus of your analysis (please, no USC profs). If you have questions about whether or not a specific individual would be appropriate, please feel free to ask me after class or via email.

In thinking about how to write the analysis and do the project, you can (but you don't have to) use one or all of the organizing themes of the course as a guide. You could consider rating the person's strengths and weaknesses in each dimension (e.g., mission, manage the self, see the situation, etc.). You might want to articulate how this person overcame opposition and resistance. You could analyze how the individual prepared himself or herself for the path to power. You could illustrate how the person lost power, or, alternatively, what he/she did to hold onto power against significant opposition and challenges. You could analyze how some 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 cover the material (using exhibits as needed). Use analysis and insight to convey what you have learned and discovered.

3) Final written projects are due at the beginning of class on Wed., November 30, 2016.

4) You must be prepared to present your findings to the class in a 10-12 minute presentation on Wed., November 30, 2016. Names will be drawn out of a hat that day to determine the order of the presentations. Feel free to be creative in how you choose to present (multimedia, short video clips, reenactments, etc.).

TO MAKE THE ASSIGNMENT MORE INTERESTING, USEFUL, AND SUCCESSFUL:

- a) **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) **Include sources. 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.**