USC Marshall
School of Business

MOR 472: Power, Politics, & Influence
Fall 2024
4 Units - T/TH 10-11:50am – JFF 241

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COURSE DESCRIPTION

Course Overview
Power, Politics, and Influence is an elective course designed to demystify the concept of power and its myths. We will explore power in interpersonal relationships, organizations, and society. The focus of this course is how to use power responsibly, resisting its perils and traps, while using power to make a significant impact. You will learn how to recognize and deal effectively with the power dynamics you encounter throughout your career, as well as learn tactical approaches to develop your own power and influence style. This course is designed to be interactive, discussion-based, and 'learning by doing' through experiential activities.

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 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.

Learning Objectives
- Learn to _see_ the world differently. You will be able to recognize power dynamics and assess the effectiveness of various actions that people (including yourself) make. You will be able to see the status quo power structures and how they can be disrupted.
- 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. You will also have new skills, such as building a network, that you tried during class and can continue to hone throughout your career.
- Develop a healthy _respect_ for power and how it can change people. You will know the benefits, as well as the costs and pitfalls, associated with the pursuit of power. This understanding will help you develop your own ethical approach to power.

COURSE REQUIREMENTS AND GRADING
Prerequisites: None
Course Materials
You need the following resources for this course.
- Battilana & Casciaro (2021). _Power, for All: How it Really Works and Why it is Everyone's Business._ Simon & Schuster. (Book)
- Download readings from the HBP course site: https://hbsp.harvard.edu/import/1206431
- Download change simulation from HBP course site: https://hbsp.harvard.edu/import/1206435
- Any additional readings and/or assessments will be posted on Brightspace.

Grading and Evaluation

Individual Assignments		**55%**
• _Self-reflection memos (3)_	_15_	
• _Midterm_	_20_	
• _Final Paper_	_20_	
Team Project		**30%**
• _Paper_	_15_	
• _Presentation_	_15_	
Contribution & Professionalism		**15%**
• _Active class participation, ELC, case prep_ _Team self & peer evaluation_		
TOTAL		**100%**

Final grades for this course will reflect the weighted sum of your assignment grades and will adhere to the grading policy approved by Marshall. Three items are considered when assigning final grades:
1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

Late work*:* Work that is not submitted on the due date noted in the course syllabus without advance notice and permission from the instructor will be graded down 1/3 of a grade for every day it is late (eg. from a B+ to a B).

Review of evaluation: Feedback and reflection are critical to learning, and especially for learning from our mistakes. I am happy to discuss how you are performing on assignments or in class participation to help you improve and/or correct your mistakes. This must happen BEFORE your final grade is posted. So, I invite you to contact me within a week of when an assignment is returned to discuss so I can clarify my comments – which I assume you have read and reflected on your own first. If you want to officially ask for a grade change after we speak, you must put your case into writing.

Course Requirements

Self-Reflection Memos (individual, 15%). You will have 3 reflection memos (1-2 pages, single-spaced) throughout the semester. These are an integral part of the course, designed to help you explore the content in the context of your own plans, objectives, values, and experiences. Previous experience suggests that, if taken seriously, these self-reflection assignments are among the most useful aspects of the course. The assignments are due before class begins. If you are absent, please submit your assignment electronically before class.

Midterm Exam (individual, 20%). The midterm will include short case-based essay questions and multiple-choice questions. Content will be covered from the readings, the cases, as well as the discussions in class.

Team Project (team, 30%). You will work together as an intact project team throughout the semester to prepare for and complete the Team Project. The goal of the project is to have you explore the ideas of the course in a real-world setting.

Your assignment is to apply concepts and frameworks in class to a specific organization or case. Power becomes more visible and is exercised more clearly where there is opposition, where something needs to get done and resistance must be overcome. There are two options for this project:

1. Select a TV show or movie that is in an organizational setting and has significant power dynamics to unpack. Use frameworks and concepts from class to analyze how power is interacting and being used by people and groups in the video. Map the political landscape. What is effective and ineffective? What are the ethical implications? What can we learn about power from this case study? What new or interesting contexts, ideas, or insights does this help us understand?

2. Select an organization or company that is creating change or trying to influence people in the world. In this 'field study', organizations can be working in the non-profit or for-profit space. Do a deep analysis around how both sides of the issue address their specific perspective, and how they exercise influence around their viewpoint. What is their specific purpose as an organization, and are their goals? How do they go about creating support from others, and how did this organization begin? How do they create allies and coalitions to influence others? Map the power dynamics and what it would take to accomplish their objectives. How have they been successful? Failed? What should they do next?

   For research you can search public press articles, do interviews with members of the organization, analyze marketing and video collateral and any other sources that might give you insight.

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.

Your "deliverable" for this project has three components. Submitted assignments should use 12-point font, single-spaced, 1-inch margins on all sides.
   1. Project paper: A 4-6 page analytical paper (single-spaced)
   2. In-class presentation: A 10-15-minute presentation, 5 minutes for Q&A
   3. Self & peer evaluation feedback

The team project will be evaluated according to quality of analysis, appropriate use of course concepts, logic and substantiation of conclusions, and clarity and appeal of your class presentation. Further instructions and grading rubrics will be posted on Brightspace.

Grades for individual student contributions to team projects are **assigned by your Professor,** based on my observations of the team's working dynamics, my assessment of the team project quality, and thoughtful consideration of the information provided through your peer evaluations.

Final Paper (individual, 20%). The final paper (roughly 4-6 pages, single-spaced) will be due at the time of the final exam. The paper will consist of two parts:

Part 1: During the semester, select a group, organization, or social setting and develop a goal of gaining power and influence. After selecting the group, set a measurable objective to accomplish by gaining power and influence (i.e., what will it look like if you succeed?). Next, use as many skills and tactics from the class as you can (including at least one that you *rarely use and are uncomfortable with*) to achieve your objective. In your paper, describe your objective as well as your thoughts and feelings prior to, during, and after your attempt to use

these tactics to gain power and influence. Describe whether you were successful or not (either way is fine, so long as you learned from the experience). Summarize what you learned from your experience.

Part 2: Future Planning. Using both (1) your above experience and (2) the ideas and concepts from the class, write out a **strategic plan** for yourself as to how you will use the material to build your own path to power for your purpose. Some guiding thoughts: Examples could include what you will do specifically as part of your job finding process? What are you going to do as you enter your new organization? Are their places you want to build influence to change the status quo? 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?

Course Requirements: Contribution & Professionalism

Class Participation: This part of your grade will be based on consistent and effective contributions to class discussions and activities. Reading assignments, cases, in-class assignments and activities, will also contribute to this score. You are expected to attend every class session having read, thought about, and prepared any assigned material. You should also be prepared to share your ideas and to actively listen to and interpret the ideas presented by others. This requires attendance in class – more than 4 absences could result in failing the course or a significant grade reduction. *This is a residential class and in-person attendance is expected. Unless students provide an accommodation letter from USC OSAS requiring remote attendance, there is no option to attend class via Zoom.* Regular attendance and doing the readings will result in a B+.

For grades higher or lower, comments that are vague, repetitive, unrelated to the discussion, or disrespectful of others will be evaluated negatively. Quality comments possess one or more of the following attributes:
   ● Offer a relevant concept or personal experience;
   ● Provide careful analysis by applying theory and concepts from readings and lectures;
   ● Move the discussion forward by building on previous contributions with new insights;
   ● Ask thoughtful and challenging questions.

Our learning community operates in an environment of openness, respect, encouragement and engagement. Discussions will be richer if you share your unique perspective. It may take courage or patience or imagination to engage with the course material, our classmates and our experiences. In our classroom, I aim to develop a psychologically safe space where we can all learn together and benefit from the diversity that leads to increased innovation, better problem solving and, in our case, what I hope will be new friends and a great semester!

Case Analysis Preparation: To actively engage in case discussions, you will need to complete an analysis of the assigned case before attending class. Case analysis allows us to explore how what we learn applies to real world situations. This goes beyond simply reading the case. You will use the frameworks from class to identify critical problems or issues, understand the power dynamics at play, and what solutions or takeaways are important.

Course Policies

Artificial Intelligence Use on Specific Assessments
In this course, I encourage you to use artificial intelligence (AI)-powered programs to help you with assignments that indicate the permitted use of AI. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course**. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity**. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions.

You may NOT use AI on personal reflection papers and your final paper.
You may use AI to offer some initial ideas for your team paper.

Statement on Technology Use in Class
You may use comm technology to enhance your learning, but be mindful of practices that distract you and others from learning. It is far more important to participate than to take detailed notes. Course PPT slides will be posted on BSP. After each class session, you may want to take some time to reflect on the learning experience and type up whatever notes seem useful. Participation/Contribution points will be deducted for students misusing technology during class. We invite you to "Be Here, Be Present!" to create an engaging learning community.

Use of Recordings
Pursuant to the USC Student Handbook (www.usc.edu/scampus, Part B, 11.12), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes or recordings based on University classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by students registered for the class. This restriction on unauthorized use applies to all information that is distributed or displayed for use in relationship to the class.

Marshall/University Policies

Academic Integrity & Conduct
The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

Statement of Open Expression
An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. This is an important part of the training business students must receive to address and solve major issues that confront businesses in a critical and thoughtful manner. These values are reflected in the USC Marshall statement on open communication:
https://www.marshall.usc.edu/about/open-expression-statement

Religious/Cultural Observance
Persons who have religious or cultural observances that coincide with class should let me know by email as soon as possible so we can make accommodations for any missed work or participation. I strongly encourage you to honor your cultural and religious holidays! However, if I do not hear from you before the holiday, I will assume that you plan to attend all class meetings.

Students and Disability Accommodations
USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Student Well-being Support Systems
Please reach out to appropriate offices if you need support. See document with that title posted on BSP under Syllabus.

PRELIMINARY WEEKLY SCHEDULE – MOR 472 – HEINO – Fall 2024
Some adjustments might be necessary throughout the semester.
Updated: August 25, 2024

DATE	TOPICS	READING/PREWORK/DELIVERABLES
Aug 27	Welcome and introduction	**Read:** Syllabus; Battilana & Casciaro, *Power, for All* Intro (Book)
Aug 29	Uncovering the fundamentals of power	**Read:** Caro, *Lessons in Power: Lyndon Johnson Revealed* (HBP) *Power, for All* Ch. 1 (Book)
Sept 3	Uncovering the fundamentals of power: Is power dirty?	**Read:** *Power, for All* Ch. 2 (Book) Pfeffer, *Power Play* (HBP)
Sept 5	Finding your mission: Power for what?	**Case:** John W. Dean III, Blind Ambition: The White House Years, Ch1 (BPS) **Read:** Christensen, *How Will You Measure Your Life?* (HBP)
Sept 10	Analyzing your sources of power	**Read:** Hill, *Exercising Influence without Authority* (don't read appendix) (HBP) *Power, for All* Ch. 3 (Book) Pfeffer, *Power,* Ch 5 Making Something out of Nothing (BSP) **Due: Reflection Paper #1** (BSP)
Sept 12	Mapping the political landscape	**Case:** Hill, *Matt Leeds* (HBP) **Read:** *Power, for All* Ch. 4 (Book) Optional: Pfeffer, *Power,* Ch 3 Choosing where to Start (BSP) **Due: Topic/Org/Situation for final paper** (BSP)
Sept 17	Power "Treasure Hunt"	**Team accomplish on own** **Due: Submit PPT deck on BSP**
Sept 19	ELC: STAR Power	**Meet in JFF Experiential Learning Center (Lower Level)**
Sept 24	Building and maintaining a network	**Read:** Pfeffer, *Note on Social Networks* (HBP)
Sept 26	Networks and influence	**Read:** Uzzi & Dunlap, *How to Build your Network* (HBP) **Case:** Battilana, *Claude Grunitsky* (HBP)
Oct 1	Earning trust and exercising influence: Communication	**Case:** Cuddy & Sharma, *Dan Silver & KNP Communications* (HBP)
Oct 3	Earning trust and exercising influence: Influence style	**Assessment:** Influencing Styles Questionnaire debrief **Due: Team Topic Idea** (BSP)
Oct 8 (zoom)	Building a reputation	**Read:** Pfeffer, *Power,* Ch. 8 Building a Reputation (BSP) **Due: Reflection Paper #2** (BSP)

Oct 12	NO CLASS: Fall Break	No Class Today
Oct 15	ELC: Influence without Authority	**Meet in JFF Experiential Learning Center (Lower Level)**
Oct 17	Psychological effects of power/price of power	**Read:** Pfeffer, *Power,* Ch. 10 Price of Power (BSP) Useem, Power Causes Brain Damage, *The Atlantic* (BSP) Fast & Chen, When the Boss Feels Inadequate, *Psychological Science, 20* (BSP) - *Skim* Fast et al., Power and Overconfident Decision-making, *Org Behavior & Human Decision Processes* (BSP) - *Skim*
Oct 22	Rebounding from setbacks	**Read:** Sonnenfeld & Ward, *How Great Leaders Rebound after Career Disasters* (HBP) **Case:** Chang et al., *Sonnenfeld: The Fall from Grace* (HBP)
Oct 24	**MIDTERM**	
Oct 29	Encountering entrenched power in orgs & society	**Read:** *Power, for All* Ch. 5 (Book) Pfeffer, *A Note on Women and Power* (HBP) **Case:** Peterson et al., *The Maestro: Marin Alsop* (HBP)
Oct 31	Encountering entrenched power in orgs & society	**Read:** Malaku et al., *Be a Better Ally* (HBP) Hecht, *Moving Beyond Diversity to Racial Equity* (Bb)
Nov 5	Worldview: Cultural approaches to power	**Read:** Javidian et al, *Leadership & Cultural Context,*pp.1-13 (HBP) Nussbaum, *Tight and Loose Cultures* (Bb)
Nov 7	Becoming effective change agents	**Change Management simulation (In Class)** **Due: Reflection Paper #3** (BSP)
Nov 12	Navigating the politics of change	**Case:** Battillana et al., *Echoing Green* (HBP) **Read:** *Power, for All* Ch. 6 (Book)
Nov 14	Navigating the politics of change	**Read:** *Power, for All* Ch. 7 & 8 (Book)
Nov 19	**Presentations**	**In-class:** Project team presentations **Due:** Team papers
Nov 21	**Presentations**	**In-class:** Project team presentations
Nov 26	Final paper appointment	**Due:** Project self & peer evaluations
Nov 28	NO CLASS - HOLIDAY	Thanksgiving Holiday
Dec 3	ELC: Challenging Decisions	**Meet in JFF Experiential Learning Center (Lower Level)**
Dec 5	Final Class Reflection	Updates on individual papers Course evaluations will be completed in class
	FINAL PAPER DUE	**Due:** Final paper at time of scheduled final exam - Thurs, December 12th, before 11:59PM