

OB377: THE PATHS TO POWER

Although power is a topic that makes people, including some students in this class, at least somewhat uncomfortable, power is a reality in much (maybe all) of organizational and social life, in settings ranging from financial institutions to high technology companies. People may believe they can “escape” power dynamics by working in hedge funds, small (or large) high technology companies, the military, or by founding their own ventures—but power is omnipresent and efforts to avoid its ramifications invariably fail.

Insufficient sensitivity to and skill in coping with power dynamics have cost Stanford GSB graduates (both MBA and MSx/Sloan) and many other talented people promotion opportunities and even their jobs. My objective for this class is simple: make sure this does **NOT** happen to you.

The course seeks to ensure that you will learn concepts useful for understanding power and ways of analyzing power dynamics in organizations. Even more importantly, the course and its projects and self-reflective assignments encourage you to think about and develop your own personal path to power (which can include, of course, a path **away** from power if you should decide that you are not interested in doing what is required to become and remain powerful), as well as to develop your skills in exercising power and influence.

A USER’S MANUAL FOR THIS CLASS

This Class Is Not For Everyone. People have different interests, tastes, and preferences. Not everyone likes the same food or the same movies. Just because many people have benefited from taking this class doesn’t mean that you will also. An excerpt from the *Publishers Weekly* review of *Power: Why Some People Have It—and Others Don’t* also well describes this class: “The book has a realpolitik analysis of human behavior that isn’t for everyone....Brimming with frank, realistic insights on paths to the top, this book offers unexpected—and aggressive—directions on how to advance and flourish in an ever-more competitive workplace.”

This is an elective! If you aren’t interested in the subject matter or have some fundamental objections to aspects of the class, including the instructor, don’t take it!

One of the questions sometimes raised is whether just reading **Power** (the course text) is sufficient and what the value-add is from taking the class. That depends, of course, on what you **do** during the quarter. But the short answer is that the book and the other readings in the syllabus provide much of the social science research, ideas, and examples that will enable you to cognitively **understand** power. The course experience, including the self-reflective exercises, individual projects, in-class discussions, and other activities are intended to build your insight and skills in actually **doing** power.

The Material is “Different”

I hope so, as what would be the point of telling you what you already think you know and have learned in the many other classes on leadership?

Everything we cover in this class, and I mean virtually every idea, no matter how different or outrageous it may at first appear, I can assure you has ample, sometimes vast, social science evidence to back it up. Some of that evidence is in the text, some we will cover in class, and some ideas I encourage you to explore on your own using www.scholar.google.com, and searching on terms or phrases that cover the concepts we are discussing. Some of these ideas may at first seem counterintuitive (for instance, that nice people do finish last, or at least suffer from being too nice), but as you will discover, there is an enormous body of research that speaks to many of those ideas and concepts as well as the theoretical logics that make sense of these findings.

“Leadership BS”

Because so many people kept asking me about how I could teach things seemingly at substantial variance with so much of the leadership literature, and because numerous people commented that what they were learning in *Paths to Power* and **Power** contradicted other material they had seen, I finally decided to take the leadership industry pretty much head on. The result is ***Leadership BS: Fixing Workplaces and Careers One Truth at a Time*** (HarperBusiness, 2015). I encourage you to read that book (one of 15 nominated for the *Financial Times*-McKinsey best business book of 2015 award), which is a prequel to **Power**. The book includes, among other topics, the evidence on modesty v. self-promotion, the pervasiveness (and effectiveness) of lying, and why being an “authentic leader” is almost certainly neither possible nor desirable. We are **NOT** going to cover this material explicitly in class, as we have enough to do to develop your knowledge and skills in organizational power and politics. I refer this book to you as background reading if you are interested or if you are confused or troubled by any discrepancy between the material in this class and what you may have heard or read elsewhere.

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 on time. 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. If you are not going to take the requirements seriously for whatever reason, I recommend that you just read the book and not bother with the course.**

My Teaching Philosophy and Approach

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 while seeing some lecture or performance. Then, in a desire to be liked or seen as helpful, professors and their 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 praising the help-givers, asking for more help, and in the end coming to evaluate the classroom experience as they would any other “service” or entertainment offering.

Voluminous empirical research summarized in a comprehensive meta-analysis suggests that instructor ratings (as a measure of teaching effectiveness) and student learning (as assessed on objective tests) are almost completely uncorrelated, with the relationship between them being smaller the more accurate are the measures of learning.

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 that I hope will motivate and encourage you to learn the material and put it into practice. 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. Again, research strongly suggests that the act of taking notes significantly helps with the absorption and retention of material.

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 our quarter together.

“Role Models.”

Not everyone we encounter in Paths to Power is an individual you are necessarily going to like or maybe even 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 Bismarck) 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 we will encounter, but what you can **learn** from them and their experiences.

One of my implicit (now, much more explicit) objectives during the quarter will be to get you to become **much** less judgmental, particularly about who you like or don't like or who you approve or don't approve of. To paraphrase Caesar's ex-CEO and former Harvard Business School professor Gary Loveman, there comes a time in your career where you can no longer “afford” to like or not like colleagues—critical relationships simply have to work, regardless of your personal feelings. The judgments you should make are whether or not someone is on your critical path, whether they can be helpful or harmful to your job and your career, whether you can learn anything from them, and most importantly, how to get them on your side. If someone is critical to your success and you have decided you don't “like” or “approve” of them, you will have (unnecessarily) created an obstacle to building the sort of relationship with an individual that you need.

“Star Search” and the Learning Process. As part of the GSB experience, students see many high-profile CEOs in a variety of classes and settings. I have for the most part intentionally **not** included such people in the class as visitors. There are several reasons for this decision.

First of all, with few exceptions, the higher the profile of the leader, the less likely it is that s/he will tell you the truth about themselves and what they have done (or are doing). In some instances, they are scripted by PR people. In many cases,

they are, through their presentations, trying to establish a persona and legacy that may have little connection with reality.

The second reason I choose the cases and visitors I do is because I hope to expose you to people who have recently wrestled with or currently are confronting issues that will have relevance and resonance for you at this relatively early stage in your careers. I want you to learn what to do and how to do it, from people who are a) willing to tell you the truth and b) are in a stage of their careers, for the most part, similar enough to you so that the learning will be useful as you consider your power strategies.

COURSE LOGISTICS

Executive Coaching:

This year, through the good auspices of the deans' office and Professor Larissa Tiedens and the leadership initiative, we have been able to obtain additional resources to make individual coaching available on a limited, space-available basis. Collins Dobbs, Ricki Frankel, Christine McCanna, and Yifat Sharabi-Levine are the four highly-skilled executive coaches who are going to be helping with the class.

Individual One-on-One Executive Coaching Sessions

Every member of the class is **eligible** (not **required**) to sign up for a 45-minute personal coaching session with a highly experienced executive coach at no cost. Each of these coaches has worked with company founders, corporate executives, and non-profit leaders—and most importantly, with past students from this class. The intent of these sessions is to help you put the material you are learning into practice.

PAST CLASS PARTICIPANTS HAVE FOUND THESE SESSIONS TO BE EXTREMELY VALUABLE. I URGE YOU TO TAKE ADVANTAGE OF THIS RESOURCE, AND TO THE EXTENT POSSIBLE, TO DO SO EARLY IN THE QUARTER SO YOU CAN USE THE IDEAS AND PERSPECTIVES GENERATED AS YOU GO THROUGH THE QUARTER, particularly on your projects. However, it is important to note that availing yourself of the coaching resources is completely optional and is not a required part of the class.

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 the self-reflective assignments, and/or helping you commit to choices to behave differently. Some

examples of the issues previous Paths to Power students have addressed in their executive coaching sessions include: doing a stakeholder influence map to assess potential members of a start-up team, seeking feedback on the coach's perceptions of the person and strategize with them about how to improve first impressions, and preparing to re-enter a former employer with greater personal and positional power. **Coaching sessions will be more effective when you come prepared with something reasonably specific that you want to discuss!** All material covered in these sessions will be confidential, including whether or not you avail yourself of this resource.

Sign-ups will be on a first-come, first-served basis, and are 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. In the past, some people used this resource extensively to great (self-reported) benefit.

One-on-One Coaching Sign Up Process

- Each coaching session will be 45 minutes with the leadership coach of your choosing (subject to availability). This means you can sign up with **any** of the four coaches.
- Executive coaches will post their available time slots in a Google Doc titled, "2016 Paths-to-Power Coaching Sign Up."
- The process for securing a coaching session is:
 1. Enter your name into one of the available coaching slots.
 2. **Send a Google invitation to the specific executive coach verifying that you have signed up for a coaching session. Please confirm at least 24 hours before the scheduled coaching session.**
- If your desired coaching time slot is already taken, you can add your name to the "Waiting List" with your contact information. In the event of a cancellation, the next name on the waiting list will be scheduled.
- Please sign up for only 1 session initially. Beginning Friday, January 23, students will be free to sign up for additional coaching slots based on availability.
- Coaching sessions will be available beginning the second week of class, Monday, January 11.

Peer Coaching in Class

On many occasions, we will use your self-reflective exercises as a starting point to have a conversation with a classmate (or several) about the topic for that day. On other occasions, we will have in-class exercises that ask you to engage in peer coaching. We have found over the years that people are often willing to be

more candid and open about their strengths and weaknesses, development plans, and experiences in a smaller setting. **You will note that often the instructions for the self-reflective exercises ask you to bring two copies—one copy for you to refer to and one to show to your peer coach to facilitate the in-class discussion.**

Grading:

Grades will be based on four components: 1) Class participation (30%), 2) your individual power diagnostic project (20%), 3) your final individual (doing-power) project (30%), and 4) **doing** your various individual self-reflective assignments (as described in the course outline) and turning them in as required and **on time** (20%) (because these assignments are intended for your own use, they are **not evaluated** except as whether or not they are completed on time).

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. All assignments are to be turned in using Canvas.

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 third day of the class.**

Attendance: Customarily, a relatively large number of students from the GSB (and many from across the campus) who want to take this class are not able to get in. 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 negligible.** 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.

Individual Power Diagnostic Project: To navigate organizational political dynamics successfully, you need to build your clinical, diagnostic skills. One of the reasons for career derailment is that people get blind-sided and are surprised by who has the power to cause them problems and that person’s interest in doing so. One of the learning objectives for the quarter is to help you build your skills in political diagnosis. The individual power diagnostic project assignment is described in more detail on a page at the end of this course outline. **The individual power diagnostic project is due by 12 P.M. on Friday, March 4,**

2016. LATE PROJECTS WILL NOT BE GRADED AND WILL EARN ZERO CREDIT.

Individual “Doing-Power” Project: In addition to the individual power diagnostic project, there will be an individual project designed to have you put the ideas of the course into practice during the quarter *while the course is going on and you can access resources to help you in your implementation*. Past projects have entailed everything from obtaining investors who are willing to retain the class member as CEO of their start-up to building a reputation as one of the top 100 technologists and entrepreneurs in a country. The assignment is described in an addendum to this document. **Individual projects are due by 12 P.M. on Friday, March 11, 2016, the last day of the course. LATE PROJECTS WILL NOT BE GRADED AND WILL EARN ZERO CREDIT.**

As noted in the instructions, ALL assignments must be submitted through Canvas.

Self-Reflective Assignments. The various individual self-reflective assignments are specified throughout the course outline. **You are responsible for seeing when they are due and doing them!** 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 suggests that these are among the most useful course activities.

Administrivia:

My Office: Knight Management Center Faculty Office Building, E-235.
Phone: 723-2915
E-Mail: pfEFF@stanford.edu

Course assistant: Elise Tak (etak@stanford.edu) is a third-year organizational behavior doctoral student with a substantive interest in power and other concepts relevant to the class. You should consider her as another resource available for your learning and development.

I do *all* of the grading of the final two projects, and am the only human being who will read them. Elise’s job is to handle various logistics and make sure you do your individual self-reflective assignments on time.

Faculty Assistant: Nanci Moore (nmoore@stanford.edu); Phone: 725-3214; Office: Knight-Management Center Faculty Office Building, E-324.

Office Hours: By appointment made **directly with me**, by either phone or e-mail. ***I DO NOT USE ANY OF THE CALENDAR SOFTWARE.*** I would love to get to know you better during the quarter. I am happy to do lunches or dinners, particularly on the days when we have class.

Coaches' contact information:

Collins Dobbs cdobbs@stanford.edu
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Christine McCanna cmccanna@stanford.edu
Yifat Sharabi-Levine yifats@stanford.edu

Required Materials:

Power: Why Some People Have It—and Others Don't, by Jeffrey Pfeffer, New York: Harper Business, 2010.

Course reader. You will find that the reader contains, in addition to cases prepared specifically for this class, chapters from books (several of which have won the Pulitzer Prize, the National Book Award, and other recognition) and magazine and newspaper articles.

COURSE OUTLINE AND SCHEDULE OF SESSIONS

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

January 4. Session 1. Introduction: What Is Power and Why Is It Important?

The objectives of our first session together are to show you the evidence that good job performance is not enough to ensure career success or even survival, that power is important, and most importantly that contrary to what you may believe (or want to believe), the idea that power dynamics are different either across different cultures or in different time periods (like the present) is quite likely to be incorrect.

The class reading also provides you a wonderful article that illustrates many of the concepts we will cover during the course—particularly the importance of

building a brand, how perception becomes reality, and how (and why) founders get pushed out of their companies.

Reading: *Power*, Introduction, “Be Prepared for Power” and Ch. 1, “It Takes More than Performance.”

Jeffrey Pfeffer, “You’re Still the Same: Why Theories of Power Hold Over Time and Across Contexts,” *Academy of Management Perspectives*, 27 (2013), 269-280.

Case: Nick Bilton, “All Is Fair in Love and Twitter,” *New York Times Magazine*, October 13, 2013.

This article describes much about the culture of Silicon Valley and a lot about Jack Dorsey in particular and how he gained control of Twitter and also built a reputation that has stood him in good stead over time. As you read the article, consider the following questions:

1. How did Dorsey go about becoming a “technology visionary” and high-profile entrepreneur?
2. How was Dorsey able to wrest control of Twitter from Williams, a co-founder and CEO?
3. How and why was Dorsey able to attract allies and supporters to help him in his Twitter effort? And why was he eventually forced out?
4. How much about Dorsey’s successes, and being forced out, seem to be related to “performance?”
5. Why do the strategies Dorsey has so successfully used to build his power bases work? In other words, what needs to be true about the audience, colleagues, and the protagonist for perceptions of great success to become reality?
6. What lessons are there for you in the Twitter example?

Come to class prepared to think about how power has played out in your life, power struggles you have won and lost, and most importantly, what stands in your way of being even more powerful than you are. And also come prepared to discuss with someone sitting near you what you would like to get out of the class during our quarter together.

January 8, Session 2. The Personal Qualities that Bring Power

You are not born a networker, someone comfortable with conflict, or an individual with empathic understanding and the ability to read others. For that matter, you weren’t born walking or using the toilet. Power skills, like most skills and behaviors, are learned. In our second session together, we want to consider

what personal qualities seem to produce power, which of those qualities you have, and thus, what personal development “plan” you want to make for yourself to guide your activities during the quarter.

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

Case: Peter Stevenson, “Tina Brown Is Still Hungry for Buzz,” *New York Times*, May 6, 2011.

Luke O’Brien, “How to Lose \$100 Million,” *Politico Magazine*, May/June, 2014.

1. Describe Tina Brown. What attributes/characteristics does she possess? What are her strengths? Her weaknesses?
2. What has made her successful—able to obtain positions of high visibility and influence at a relatively young age and then to occupy a series of important positions in the media almost continually for more than three decades?
3. What actions/strategies has Brown employed to enhance her effectiveness and influence?
4. Do you think you would react differently to Brown’s behavior if she were Tim Brown instead of Tina Brown?
5. How has Brown handled a) new jobs and new opportunities and challenges, and b) setbacks and reversals? What has helped her in this process?
6. 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?
7. What can you learn from Tina Brown about building your path to power?

During class we will see a segment on the *Today* show (NBC) with Tina Brown shortly after *Talk* magazine closed.

First Individual Assignment (due by the start of the second class):

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. Consider the material from Ch. 2 from *Power* and the material you have read for the first two sessions. 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?
4. What are you going to do during the quarter to develop those personal qualities and dimensions of yourself?

January 11. Session 3. Getting Over Yourself: Asking for Things and Not Obsessing About Being Liked

The Stanford culture, and certainly the GSB culture, at least on the surface, is one of being polite, nice, not being too pushy or aggressive, and presenting an implicit theory that success comes from not offending anyone, least of all your classmates. Much research and many case examples should throw these ideas, at least in their most extreme, noncontingent formulation, into question. The material in this session asks you to think about how breaking the “rules” is an important part of a path to power.

Readings: Sam Borden, “Where Dishonesty Is Best Policy, U.S. Soccer Falls Short,” *New York Times*, June 15, 2014.

Gerben A. Van Kleef, Astrid C. Homan, Catrin Finkenauer, Seval Gundemir, and Eftychia Stamkou, “Breaking the Rules to Rise to Power: How Norm Violators Gain Power in the Eyes of Others,” *Social Psychological and Personality Science*, 2 (2011), 500-507.

Malcolm Gladwell, “How David Beats Goliath: When Underdogs Break the Rules,” *New Yorker*, May 11, 2009,
http://www.newyorker.com/reporting/2009/05/11/090511fa_fact_gladwell

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, before he opened his own marketing and organizational consulting firm, Ferrazzi Greenlight (that employs MBA graduates).

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. What “rules” or “precepts of leadership” does Ferrazzi seemingly violate? With what effect?
4. 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 often quite visible to others—for example, at one event in San Francisco, an assistant with a clearly visible list on a clipboard “escorted” Keith around the room as he chatted up the people on the list he had pre-selected as being important) created more problems for Ferrazzi?
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. Do you like Keith Ferrazzi? Is this a relevant question?
8. What lessons are there for you in the Keith Ferrazzi case? What might you think about doing more of, less of, or doing differently?

During class, we will see a video of Ferrazzi when he visited an earlier iteration of this class.

II. BUILDING A POWER BASE

January 15. Session 4. Finding the Right Place

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

Case: Zia Yusuf at SAP: Having Impact

Update on Zia Yusuf

1. In a company, SAP, dominated first by technology and then by marketing and sales, Zia Yusuf had a very successful career without 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. How has Zia Yusuf been able to survive “turmoil at the top?” He has worked for a number of different powerful SAP figures, but has maintained his positive career trajectory even as some of them have left. Why? How? And most importantly, what lessons are there for you, Yusuf’s ability to transition to different bosses?
4. What qualities have helped Yusuf be so successful at SAP and subsequently? Do you think these personal qualities would be as helpful anywhere, or are there particular features of the environments that Yusuf has chosen that make them particularly relevant?
5. What are the advantages, and disadvantages, in terms of advancing his career from Yusuf’s moves first to Streetline and then to the Boston Consulting Group?
6. What lessons are there for you, as you choose where to start your own career and what subsequent moves to make, from the case of Zia Yusuf?

January 20, Session 5. Acquiring Resources

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

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 (1908-2006) background and early career at CBS. Stanton would go on to serve as president of CBS (1946-1971), Vice Chairman of CBS (1971-1973), Chairman of the RAND Corporation ((1961-1967), and Chair of the American Red Cross (1973-1979). Stanton led the fight for color television and is widely considered to be a revered spokesperson for the broadcast industry and an industry visionary.

1. What was the reputation that Frank Stanton developed that helped him gain power? How did he go about building that brand?
2. What were Stanton’s (re)sources of power and how did he develop them?
3. What does the reading reveal about the personal qualities of Stanton? Which of these qualities do you believe were the most important in his success?
4. Many people in this class like or prefer the tactics and qualities of Stanton to some of the other people we have (and will) studied. Is this your reaction? Why?

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

Lyndon Johnson, considered by many to be one of the most effective politicians in U.S. history, would go on after this reading to become the youngest majority leader in the history of the Senate, Vice President, and then President of the United States following the assassination of President John Kennedy. He then was elected President in 1964, winning an overwhelming majority of the votes (more than 60%) and carrying 44 of the 50 states. This chapter describes one of Johnson's enduring abilities, demonstrated throughout his career from a very early age: how to make something out of nothing.

1. What about the situation gave Johnson some advantages in building power from a position, Assistant Democratic Leader, that traditionally had neither power nor visibility?
2. What sources of power and resources did Johnson develop? How?
3. What similarities and differences do you see between Johnson and Stanton?
4. What actions and what personal attributes are required to accomplish what Johnson and Stanton did, transforming seemingly marginal jobs and roles into significant 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 brand and resources that can serve as sources of power?

During the class, we will see an edited segment from the *American Experience* four-hour television biography of Lyndon Johnson.

January 22, Session 6. Getting Others on Your Side

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.

Benedict Carey, "You Remind Me of Me," *The New York Times*, February 12, 2008.

Brett W. Pelham, Mauricio Carvallo, and John T. Jones, "Implicit Egotism," *Current Directions in Psychological Science* 14 (2005), 106-110.

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?

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. What did Lewis do to get powerful allies and supporters to back him?
3. How do you feel about his behavior? Were his actions fair? Ethical?
4. Would you want to hire someone like him? Why or why not?
5. Could he have achieved the same results any other way?
6. Why did Lewis want to go to Harvard Law School?
7. What are the lessons for you in the material on Johnson and Lewis? What was similar, and what was different, in their approach to gaining notice and leverage early in their careers?
8. Could you do what they 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 25. Session 7. Building Efficient and Effective Social Networks

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

Jennifer Miller, “Want to Meet Influential New Yorkers? Invite Them To Dinner,” *New York Times*, October 9, 2013.

1. What “value” does Jonathan Levy provide to his dinner party attendees?
2. Why do people, even relatively high status people, come to his dinner parties?
3. **How** are Levy’s activities helping his career? **How much** are they helping?
4. Why don’t more people do some version of what Levy is doing?
5. What lessons are there for you from Miller’s article about Jonathan Levy?

Case: Ross Walker

Ross Walker is a 2005 graduate from the Stanford Graduate School of Business who obtained an alumni position on the Stanford University Board of Trustees and has established himself with a good position, excellent network, and a stellar reputation in the real estate and hospitality industry. He also is someone sometimes described as a “networker,” and shares some similarities but also has some important differences from Keith Ferrazzi. This case provides us the

opportunity to consider some of the issues and principles in not only building networks, but in getting what you want for yourself.

1. Describe Ross Walker. What personal qualities does he have that have contributed to his success.
2. One concern with networking is that takes too much time and encroaches on people's personal lives. How has Walker handled this trade-off?
3. How has Walker balanced the activity of meeting new people and maintaining relationships with the technical aspects of his work in the real estate and hospitality industry?
4. In what ways is Walker different from Ferrazzi? In what ways is he similar?
5. What about Ross Walker's path could you emulate? What do you think you couldn't do? Why?
6. In what ways is Walker's strategy consistent with the principles of Chapter 6? Do you see any inconsistencies or discrepancies?

Second 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?**

January 29, Session 8. Creating a Reputation and Gaining Visibility

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

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? Or put more directly, what else could you have done, or still do, to leverage your time at Stanford?

Case: Nuria Chinchilla: The Power to Change Workplaces

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 and the strategies she has employed to build her reputation as a leader in the work-family conciliation movement.

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 similarities—and differences—do you see between Chinchilla and Henry Kissinger in terms of their strategies for building a reputation?

Third Individual Assignment:

Getting ahead necessarily entails some degree of differentiation, of standing out. But people, as social creatures, tend to seek social acceptance and to be part of the group. Write a page or so in which you briefly reflect on the following questions: 1) Think back to a previous job and the people in that organization who had higher status/power. What factors seemed to be associated with those with more notoriety, more status, more success? 2) How comfortable or uncomfortable are you with standing out? 3) How comfortable or uncomfortable are you with being disliked by your peers? 4) Describe a time when you needed to trade off being liked for being effective. How/why did you make this trade-off? How did you feel? What did you learn? 5) What, if anything, inhibits your choosing effectiveness? Please bring a written copy of this assignment—to use in a peer coaching exercise.

February 1, Session 9. Speaking with Power

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

During this class, we will watch the public testimony of people caught up in various political scandals and public relations nightmares. First we will briefly consider 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.

Then we will look at two more contemporary examples: Tony Hayward, at the time the CEO of BP, testifying about the oil spill in the Gulf of Mexico, and Lloyd Blankfein, CEO of Goldman Sachs, testifying about Goldman's actions during the financial crisis and specifically allegations that it traded against its customers. To paraphrase the subject line from a former student's e-mail, we will look at the advantages and disadvantages of being "forceful or remorseful."

Finally, we will see a brief clip of Hillary Clinton while she was Secretary of State testifying about the deaths of four department employees, including the Ambassador, in Libya. What we will do in class is watch these individuals' use of language and symbols and compare and contrast their styles, approaches, and effectiveness. Also during the session, randomly selected individuals will have the opportunity to "present" what they might have done differently had they been in the Stanford president's or Tony Hayward's role.

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.

We will be assisted during this class by David Demarest, Vice President of Public Affairs at Stanford University. His biography is part of the course materials. Demarest has held very senior communications positions at Visa International and the Bank of America and was director of communications in the White House for the first President Bush.

February 8 , Session 10. Acting with Power.

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 will be granted by others. Moreover, research shows that your "power pose" affects your physiological and psychological responses. And leadership is about "acting with power." Andy Grove of Intel, 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 **Susi Damilano**, the other co-founder of the SF Playhouse and winner of numerous Bay Area Theatre Critic’s awards for her acting. In the last 11 years, Damilano has won the Bay Area Theater Critics Circle award for best actress **five** times. The syllabus includes their biographies as well as an article about Damilano and an article about the SF Playhouse.

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.

Dana R. Carney, Amy J. C. Cuddy, and Andy J. Yap, “Power Posing: Brief Nonverbal Displays Affect Neuroendocrine Levels and Risk Tolerance,” *Psychological Science*, 21 (2010), 1363-1368. (Amy Cuddy’s TED Talk on power posing is the second most-viewed TED talk. You might consider watching it at some point).

Karen D’Souza, “Megawatt Director/Actress Susi Damilano Powers One of San Francisco’s Hottest Small Theaters,” *San Jose Mercury News*, September 24, 2011.

Chloe Veltman, “A Small, Young Theater Company Aims High,” *The New York Times*, November 25, 2010.

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

February 12. Session 11. Using the Lessons of Power in Your Life and Career: Alumni Panel.

We are just past the half-way point in the course. If you are going to make a significant power play (as suggested for your Individual Project) or, for that matter, if you are going to become more comfortable with and use the material in the future, you need to become at ease with power and also develop some specific guidance on how to use it. The purpose of this session is to provide you

the opportunity to ask questions of a panel of people each of whom has, in his or her own way, experienced setbacks or challenges of varying kinds, learned the power material, and incorporated it, in varying ways, into their strategies and actions for their careers.

The panel has been chosen because they are similar to you, albeit a few years farther along—and because they are a) willing to be completely candid in answering questions that you may be wrestling with and b) are on excellent career trajectories..

The four panelists are David Bowman, Deborah Liu, Marcelo Miranda, and Tito Hubert. Their biographies are included in the syllabus materials.

Your “assignment” is to come to class prepared to ask questions about how to use the course material in your life, and how these individuals overcame their reluctance and inhibitions in doing so. What do you want to learn about how to actually implement the material we have been studying?

Nothing that is substantive is off the table, and certainly no question should be considered politically incorrect. Consider this an opportunity to access the experience and expertise of some interesting people wrestling with how to be more powerful.

III. COPING WITH CONFLICT AND OPPOSITION

February 17, Session 12. Dealing with Conflict and Opposition

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

During class, 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.

Fourth 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?**

February 19, Session 13. Turning Setbacks Into Victories.

Case: Laura Esserman (A)

Katie Hafner, "A Breast Cancer Surgeon Who Keeps Challenging the Status Quo," *The New York Times*, September 29, 2015.

Lisa Cisneros, "American Cancer Society to Honor Breast Cancer Specialist Laura Esserman," March 18, 2013.

<https://www.ucsf.edu/news/2013/03/13683/american-cancer-society-honor-breast-cancer-specialist-laura-esserman>.

Deborah Franklin, "Esserman: On the Front Lines Fighting Breast Cancer," <http://www.gsb.stanford.edu/news/bmag/sbsm1005/feature-esserman.html>.

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. At the time the case was written, Dr. Esserman, a former student in Paths to Power, had learned all of the material from the class but felt uncomfortable about applying it. As nicely described in the case, she believed she should be who she was and that her intelligence and honorable, even noble, objectives would win others over. The case describes the interpersonal challenges she was facing in making progress on her ambitious agenda.

The assigned articles describe some of what has occurred in the ensuing years, as Dr. Esserman has become more willing to employ and more skilled at using the material you are learning in the class. She has accomplished an enormous amount and has achieved a great deal of visibility and power.

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. Why would you place a bet (in terms of hiring or supporting her) on someone like Esserman? Why might you 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?

February 22. Session 14. Developing Resilience

No career, no individual, unless unusually lucky, goes through life without facing setbacks and reversals. After all, Steve Jobs was fired from Apple, successful San Francisco politician Willie Brown lost his first election for the California Assembly and badly lost his first attempt to become Speaker, and Martha Stewart went to jail.

Success depends, then, somewhat on being able to avoid career reversals, but mostly on developing the persistence and resilience to bounce back. Some portion of resilience comes from not worrying too much about what others think and say, and also, as in the last case, maintaining a strategic focus on what you are trying to achieve and not getting diverted. Developing that skill and the personal psychological resources to do so is the topic of this class session.

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

Ann Friedman, "Martha Stewart's Best Lesson: Don't Give a Damn," *New York Magazine*, March 14, 2013.

William D. Cohan, "A Private Equity Gamble in Vegas Gone Wrong," *Fortune*, Jun 6, 2015.

William D. Cohan, "Losing Las Vegas," *Fortune*, June 15, 2015.

Kate O'Keeffe, "Caesars CEO Loveman Leaves Divided Legacy," *Wall Street Journal*, June 29, 2015.

During class, we will have the opportunity to interact with Gary Loveman, former CEO and now chairman of Caesar's, the large casino company. A former HBS professor (who taught human resources classes, which is how I came to know him), Loveman is one of the most thoughtful and insightful individuals I know on the topics of "likeability," using analytics in management, coming in and building a power base as an outsider, managing relationships with important stakeholders, and most recently, coping with the intellectual and emotional challenges that arise from the substantial financial problems of the company he was running. Always thoughtful and insightful, I eagerly await his thoughts on how he has built up his resilience over the years.

IV. THE CHALLENGES OF POWER

February 26. Session 15. What's Different for Women and Other Minorities?

Reading: Jeffrey Pfeffer, "Women's Careers and Power: What You Need to Know," OB-86 Note, 10/09/12.

Jodi Kantor, "A Brand New World In Which Men Ruled," *The New York Times*, December 23, 2014.

Sylvia Ann Hewlett, "Asians in America: What's Holding Back the 'Model Minority?'" <http://www.forbes.com/sites/sylviaannhewlett/2011/07/28/Asians-in-america-whats-holding-back-the-model-minority/>

One of the questions that frequently arises is whether the tactics and approaches that work for men are equally effective for women. Throughout this class we have seen (and will see) numerous female protagonists and I would ask you to reflect on the extent to which they used strategies that were similar or distinctly different from their male counterparts. But it is also useful to review the extensive and growing literature on women and power and consider how to navigate what is clearly a more difficult path to power for many women and for that matter other minorities.

Contrary to what some may wish to believe, there is no evidence that the path to power for women has gotten easier over the past several decades or that power dynamics are fundamentally different in high technology. For those interested in

the facts and in even more background on this issue, data on women's careers in business can be found at the Catalyst website (www.catalyst.org) and both the Kauffman Foundation (www.kauffman.org) and the Diana Project (www.dianaproject.org) provide information documenting the absence of senior women in the venture capital industry and the disadvantages women confront in obtaining financing for start-ups.

The readings for this class include a) a teaching note I wrote that summarizes the social science research on this topic, b) an interesting *New York Times* profile of the Stanford undergraduate class of 1994, which includes one of our visitors for today as well as many other prominent people in technology, and c) an article on the barriers facing Asian-Americans in their careers, which are, in many ways, quite similar to those confronting women.

During the class, a panel of three women will speak about their perspectives on women and power and lead a discussion with the class about what men and women might do to ensure greater success for women. The panelists have been chosen for their insight and candor on these important issues. The women who will be joining us are Gina Bianchini, Alison Davis-Blake, and Dafina Toncheva. Their biographies are in the syllabus.

February 29. Session 16. How (and Why) Power is Lost and Kept

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

Case: Connie Bruck, "The Personal Touch," *The New Yorker*, August 13, 2001.

Arshad Mohammed, "Valenti's Credits Keep on Rolling," *The Washington Post*, February 3, 2006.

Jena McGregor, "Why Men's Wearhouse Fired George Zimmer," *The Washington Post*, June 25, 2013.

David Gelles, "George Zimmer Takes on Men's Wearhouse With Tuxedo Start-Up," *The New York Times*, September 14, 2015.

1. Jack Valenti, in theory, existed in a very tenuous position. He 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? (It is possibly instructive to note that his successor, former Congressman and cabinet secretary Dan Glickman, held the job for only one, five-year term).
2. Contrast Zimmer with Jack Valenti. Why is it possible that Valenti was better able to maintain his position?

3. What lessons do you take away from these examples for your own behavior, both early and late in your career?

During class, we will see an edited excerpt from Jack Valenti's appearance the last time he came to talk to this course.

March 4. Session 17. The Price of Power.

Reading: *Power*, Ch. 10, "The Price of Power."

Jacques Steinberg, "Schools Chancellor Reflects on the Job, and the Rift That Helped End It," *New York Times*, January 6, 2000, p. A20.

Matthew Pinzur, "School Chief Wins Support With Words and Actions," *Miami Herald*, October 10, 2004.

"Crew's Blues," *Administrator Magazine*, November-December, 2008.

"Mimi-Dade's School Superintendent Receives Death Threats,"
<http://www.wsvn.com/news/articles/local/MI57639>, August 8, 2007.

Nancy McCarthy, "Crew's Debut Speech Demands Change," *The Daily Astorian*, June 25, 2012.

"CUNY Board Appoints Rudolph Crew President of Medgar Evans College,"
CUNY Newswire, June 24, 2013.

Hannah Hoffman, "Kitzhaber Knew Risks with Rudy Crew Hire," *Statesman Journal*, July 31, 2013.

Dr. Rudolph Crew has done heroic work in American education. He led the New York City school system, which had a budget of more than \$13 billion, more than 100,000 teachers, and served a million children at the time he held his leadership position. He subsequently was named the best school superintendent in America while in charge of the Miami-Dade County school district and its \$4.5 billion budget. Crew is personally close to a large number of prominent and powerful people including Richard Parsons, the former chairman of Time Warner and the Clintons (had Hillary Clinton won the nomination and the presidency, he would have been on a very short list to be Secretary of Education, as one example). He has wielded and still has enormous power, not just in education but in government and the nonprofit world. The readings for this class are selected newspaper articles that describe his career, including the scrutiny, criticism, and even death threats and epithets he has received. During class, Dr. Crew will be

with us to discuss his views on being “in the arena,” what is required, the price it extracts, and why he continues to give so much of himself.

V. SUMMING UP

March 7, Session 18. Leading with Power

Case: Amir Dan Rubin: Success from the Beginning

As Harvard Business School professor Rakesh Khurana documented in his book, *Searching for a Corporate Savior* (Princeton University Press, 2004), companies more frequently hire senior executives, including CEOs, from outside the company today than in the past. But these outside hires often end badly for both the individual and the company. One reason is that the outsiders do not have enough firm- and industry-specific knowledge to do a good job. But another problem is that outsiders often face resentment and resistance from insiders—executives already in the company—who believe they are more qualified for the job the outsider now fills and who sometimes see the outsider as an interloper and as someone “different” from them and their colleagues.

Many GSB graduates will at some point in their careers move to a new company, sometimes at very senior levels (for example, from a position in a management consulting firm to a senior operating or strategic role inside an organization). Some GSB graduates will move to companies that are not filled with other MBAs and/or where inside succession is more the norm. Success in these new roles depends on being able to get company insiders to respect and accept you. Simply put, you aren’t a leader if others don’t agree that you are and willingly follow you. Hence, the relevance of this case for your subsequent careers in which you will need to turn skeptics and possible rivals into at least grudging allies, and also possibly make important changes in strategic direction to enhance the organization’s performance.

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

March 11. 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 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.

1. How have your ideas and feelings about power changed during the course of our quarter together?
2. What did you do during the past ten weeks to implement some of the concepts and ideas you were learning? How did work—not only in terms of its effectiveness, but in its effect on your own thinking and feelings?
3. Going forward, what are you going to do even slightly differently as a result of having taken this class? Why?

INDIVIDUAL POWER DIAGNOSTIC PROJECT

Due 12 P.M., Friday, March 4, 2016.

One of the important ways in which people get into trouble in their careers is getting blindsided by organizational dynamics and from problems with personal relationships that they did not see coming. Therefore, one of the most important skills that will prevent you from ever having to leave a job involuntarily is the ability to be aware of and knowledgeable about the specific political dynamics occurring in your workplace environment.

This project asks you to use the course material to diagnose a situation which might affect you in the future. The assignment also asks that you develop your skills in asking for sensitive information—not just using data gathered by others (such as in a case) to diagnose political dynamics, but to build your skills at uncovering such data for yourself, something that will be important going forward.

It is possible, although not required, to integrate this assignment with the “doing power” assignment. You might use the diagnosis from this exercise as you plan how to acquire power for the “doing power” project. Or, you could do the assignments on separate organizations—your choice.

Consider an organization that is, or might be, important for you in the future—the place where you are going to work after graduation, a company or non-profit you are (or have) co-founding, a club or voluntary association where you are developing your leadership skills, or, if your career plans remain unsettled, a workplace that you are contemplating joining. **Gather relevant information by interviewing at least 3 and no more than 7 people who have or potentially might have information relevant for addressing the questions below.**

IN NO MORE THAN FOUR PAGES, using what you have learned from the class, provide a brief analysis in which you consider the following questions:

- 1) Who are the major power players in this setting (including you)?
- 2) What are the interests and hidden agendas of those players? What do they want to see happen?
- 3) What power resources or currencies does each possess? What are the alliances or coalitions among those players? Where are you in this dynamic?
- 4) What are your bases of power?
- 5) What might you do to build (or not) relationships with your boss and these power players?

7) What assumptions/mental models do you bring into the situation that may cause you problems?

EXPERIENCE SHOWS THAT THERE IS A REASONABLY HIGH CORRELATION BETWEEN WHEN YOU START ON THIS PROJECT AND a) YOUR GRADE AND b) HOW MUCH YOU GET OUT OF IT. IF YOU BEGIN EARLY IN THE QUARTER, YOU WILL BE ABLE TO DO AMAZING THINGS AND COME UP WITH SOME VERY HELPFUL INSIGHTS. IF YOU BEGIN IN THE LAST WEEK BEFORE IT IS DUE, NOT SO MUCH.

SUBMIT YOUR PROJECT THROUGH CANVAS BY THE DEADLINE!

PLEASE PUT YOUR NAME ON YOUR PAPER!!!

INDIVIDUAL “DOING-POWER” PROJECT ASSIGNMENT INSTRUCTIONS

Due by 12 P.M. Friday, March 11, 2016.

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. The individual project, therefore, asks you to take the material and put it into practice. Learning by doing is one of the best ways to master both subject matter and skills. And while you are still a student at Stanford, you have the potential to learn by trying things out in setting where if you fail or suffer setbacks, the consequences are much, much less severe than they will be later on. Also, trying out behaviors that you have not done before or that you think you won't enjoy permits you to test your assumptions. Just as you can't know if you won't like a food if you have never sampled it, you don't know what you will like in terms of engaging in power behaviors if you never try them. The individual project asks you to get a little outside of your comfort zone (which is why we have coaching resources available) and push yourself to build power and use the ideas of the class as you are learning them.

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—or in an organization that you are planning to join upon graduation, **during the Winter 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 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. **NOTE: FINDING A JOB IS NOT THE SAME THING AS USING INFLUENCE ON OTHERS INSIDE AN ORGANIZATION. NOR IS THIS ASSIGNMENT ABOUT YOUR DOING SOME SELF—REFLECTIONS ON WHAT YOU LEARNED FROM THE CLASS. THE PROJECT REQUIRES THAT YOU ATTEMPT SOME INFLUENCE EFFORT IN A CONTEXT IN WHICH YOU CONFRONT OPPOSITION OR RESISTANCE TO YOU OR YOUR IDEAS.**

In order to do this assignment, 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; consider how you might know if you have successfully achieved your objective--how are

you going to assess your progress (as objectively as possible)? 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); d) What were your personal lessons in power from this experience. **YOUR WRITE UP COULD FOLLOW THIS FORMAT AS JUST DESCRIBED.**

This exercise is distinct from although congruent with the self-reflective exercises you will do over the course of the quarter. Those exercises ask you to focus on past experiences and what you might do differently, or to assess yourself and design a personal development plan. This final individual project asks you to actually **do** something **during our quarter together**--not just think or write about it.

EXPERIENCE SHOWS THAT THERE IS A REASONABLY HIGH CORRELATION BETWEEN WHEN YOU START ON THIS PROJECT AND a) YOUR GRADE AND b) HOW MUCH YOU GET OUT OF IT. IF YOU BEGIN EARLY IN THE QUARTER, YOU WILL BE ABLE TO DO SOME AMAZING THINGS AND REALLY BUILD YOUR POWER SKILLS. IF YOU BEGIN IN THE LAST WEEK OR TWO BEFORE THIS ASSIGNMENT IS DUE, YOU WILL GET MUCH, MUCH LESS BENEFIT FROM IT.

There is no page limit. I will read as much as you submit.

Submitting Your Project:

SUBMIT YOUR PROJECT, BY THE DEADLINE (LATE PROJECTS EARN NO CREDIT) BY USING THE CANVAS SYSTEM.

PLEASE BE SURE TO PUT YOUR NAME ON YOUR PAPER!

ALSO, PLEASE PROOFREAD YOUR WORK FOR TYPOGRAPHICAL AND GRAMMATICAL ERRORS