

COURSE INFORMATION

Course title:	POWER AND POLITICS	Credits:	1.5
Course code:	BAHR 580B	Class location:	Henry Angus 132
Session, term, period:	W22 Term 1		
Section(s):	302	Class times:	November 5, 2022 November 6, 2022 November 19, 2022 8:30AM-4:00PM
Course duration:	Nov 5 to Nov 19, 2022	Pre-requisites:	None
Division:	OB/HR	Co-requisites:	None
Program:	PMBA		

INSTRUCTOR INFORMATION

Instructor:	Pat Reilly, Ph.D	Office location:	Henry Argus 662
Phone:	604-822-8370	Office hours:	By Appointment through Zoom
Email:	pat.reilly@sauder.ubc.ca		

Teaching assistant:
Office hours:
Email:

COURSE DESCRIPTION

This course surveys how to diagnose the power dynamics and political environment of organizations and to develop strategies for goal achievement. It investigates what power is and its effects upon decision-making, executing ideas, agenda setting, and personal legitimacy. This course explores the personal, structural, and relational dynamics of power. It also covers how your networks of relationships can provide resources, information, and support—thus expanding power potential. These relationships shape the political environment that can provide opportunities and obstacles for you, your teammates, and those you manage. Such principles are especially relevant for contemporary managers, as rapid technological change and increasingly flexible organizations require individuals to control and influence the environment beyond organizational boundaries and across diffuse networks. Furthermore, this course stresses forward-oriented strategies that prioritize collaboration, mutually beneficial outcomes, and sustainable relationships and alliances. Through engaging with academic theory and real-life case studies, this course will allow you to develop and master strategies for negotiating power effectively and ethically and to maximize your experience and pre-existing abilities. This will allow you to confidently address the multiplex situations that you may encounter as a manager or team member.

COURSE FORMAT

This intensive course is an active learning environment focused on preparing you to manage and lead at your best. Its content is grounded in theory, empirical evidence, and case analysis. Course sessions will be based around interactive discussions and practical activities related to the course content. The purpose of this course is to provide you an avenue to understand your personal strengths and vulnerabilities through feedback while developing your acumen concerning power and politics from a personal and organizational perspective.

LEARNING OBJECTIVES

By the end of this course, students will be able to:

1. You will be able to understand and evaluate the bases, sources, and uses of power in organizations, and develop a toolkit of concepts for thinking about power dynamics. This includes:
 - Understanding what power is and its effects, constructive and destructive
 - Being able to assess how the formal or informal structure of organizations shapes power dynamics.
 - Evaluating how your personal skills, disposition, and social position contributes to your potential to exercise power and influence
 - Ascertaining how power is relational and plays out through interactions
 - Determining how these various forms of power shape everyday action, decision-making, and outcomes within organizations
2. You will develop confidence and skills in managing conflict, assessing situations, leading ethically, and grasping the formal and informal power dynamics within a given context to develop responsible strategies that achieve mutually beneficial outcomes.
3. You will assess your own social networks and consider strategies for optimizing them to maximize your influence and ability to share knowledge and resources.
4. You will reflect on your own experience with power, develop awareness of your strengths and deficits, and learn to leverage your experience for continued learning beyond this class.

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
Pre-Session Reflections	20%
Team Case Analysis	30%
Personal Power Diagnostic	30%
Class Contribution and Professionalism	<u>20%</u>
Total	<u>100%</u>

Details of Assessments

1. Pre-Session Reflections

These short reflections will provide you an opportunity to reflect on your experiences and goals and to establish connections with themes from the readings. These reflections will provide a frame of reference to orient your engagement with the content and discussions within the sessions. They will also establish puzzles, dilemmas, and goals to ground your personal engagement and your final assignment.

2. Team Case Analysis (November 27, 2022, 11:59PM through Canvas)

Your small group will prepare six-page white paper where you will assess the political situation of a dysfunctional organization and provide clear, workable directives on how these issues can be corrected given the stated and unstated goals of the organization. This white paper must integrate concepts from the course to show your collective knowledge of the content and how to apply it. You are free to include diagrams and figures, but it must be concise enough to fully engage the situation and provide effective directions going forward.

3. Personal Power Diagnostic (November 27, 2022, 11:59PM through Canvas)

Before the course starts, you will submit a question or dilemma that you seek to address or solve effectively after the course is over. This could involve your own personal career development or goals or a complicated situation at your workplace. In this four-page single-spaced paper, you will provide a succinct plan on how to address this situation using the principles of power and politics covered in the course. Your paper should (a) illustrate your comprehension of the course content and (b) provide a series of workable steps that you can do.

4. Class Contribution & Professionalism.

Your contribution grade will be based on your *active* and *thoughtful* participation. Many of you may have relevant personal experiences that could benefit all of us. I encourage you to share these during class. This component of the grade is not based upon the *quantity* of your contributions but, rather, the *quality* of your contributions.

LEARNING MATERIALS

Required:

Course Reader, available through Harvard Business Publishing (readings and cases from the course reader will be annotated on the syllabus as READ)

Additional readings and audio/visual materials will be available on the Canvas site (annotated on the syllabus as CAN)

Estimated cost of required materials:

COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments

Late submissions will not be accepted and will receive a grade of zero. The only exception to this policy is when a student has an academic concession from the RHL Graduate School program office. Requests for regrading must be made to the professor directly, who will conduct a review of the grade. While a regrade may detect and correct deductions made in error, the professor may spot missed deductions that may lead to a grade that is lower than the original mark.

Academic Concessions

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](https://webforms.sauder.ubc.ca/academic-concession-rhlee) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

Other Course Policies and Resources

Students that join the course during the drop/add period will not be penalized for their later enrollment. However, I do expect that they completely cover any work or readings that occurred in the period prior to their enrollment.

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a “W” or an “F” standing on the transcript.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School’s policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students’ use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

Academic Freedom and Students Studying from Outside Canada

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the x^wməθk^wəyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

ONLINE TEACHING TOOL & REQUIREMENTS

This course might be taught using Zoom for office hours.

Currently, this course will be done in-person. However, there may be changes to this format due to public health directives from the University of British Columbia or the Province of British Columbia. The professor will promptly alert you to any changes to the course format and policies if we must shift to on-line instruction.

COURSE SCHEDULE

(Subject to change with class consultation)

Class	Date and Time	Topic	Readings or Activities	Assessments due
1	November 5, 8:30AM- 10:15AM	What Are Power and Politics?	<ul style="list-style-type: none"> Lingo and McGinn, <i>HBR</i>, “A New Prescription for Power” [READ] Miller, <i>LA Times</i>, “The Hottest Free Agent in LA...” [CAN] 	<ol style="list-style-type: none"> What do you want to address with this course? Do you have power? Why?
2	November 5, 10:30AM- 12:00PM	A Complicated Case in Power and Politics	<ul style="list-style-type: none"> Coutu, <i>HBR</i>, “Lessons in Power: Lyndon Johnson Revealed” [READ] 	
3	November 5, 1:00PM- 2:30PM	The Folly of Tyranny in Organizations	<ul style="list-style-type: none"> Grant, <i>TED WorkLife Podcast</i>, “The Office Without ***holes” [CAN] 	<ol style="list-style-type: none"> Have you had to deal with a tyrant at work?
4	November 5, 2:45PM- 4:00PM	How to Deal with a Tyrant	<ul style="list-style-type: none"> Cliffe, <i>HBR Case</i>, “What a Star—What a Jerk” [READ] 	
5	November 6, 8:30AM- 10:15AM	How to Accumulate Power	<ul style="list-style-type: none"> Pfeffer, <i>HBR</i>, “Power Play” [READ] Hedges, <i>HBR</i>, “How to Advance in Your Career When Your Boss Won’t Help” [READ] 	<ol style="list-style-type: none"> What is your biggest obstacle in gaining power?
6	November 6, 10:30AM- 12:00PM	A Case About Accumulating Power	<ul style="list-style-type: none"> Tempest and McGinn, <i>HBR Case</i>, “Heidi Rosen” [READ] 	
7	November 6, 1:00PM- 2:30PM	Political Maneuvers	<ul style="list-style-type: none"> Jarrett, <i>HBR</i>, “The 4 Types of Organizational Politics” [READ] Barsoux and Bouquet, <i>HBR</i>, “How to Overcome a Power Deficit” [READ] 	
8	November 6, 2:45PM- 4:00PM	How to Get Stuff Done	<ul style="list-style-type: none"> MacMillan, <i>HBR Case</i>, “Managing Up: Grace and Jada” [READ] 	

9	November 19, 8:30AM- 10:15AM	Power Structures: Flat vs. Tall	<ul style="list-style-type: none"> • Sanner and Bunderson, <i>HBR</i>, “The Truth About Hierarchy” [READ] • Kastle, <i>HBR</i>, “Hierarchy Is Overrated” [READ] 	1. What if your workplace’s structure was different?
10	November 19, 10:30AM- 12:00PM	Unpacking a Case of Flat Structures	<ul style="list-style-type: none"> • Askin and Petriglieri, <i>INSEAD Case</i>, “Tony Hsieh at Zappos...” [READ] 	
11	November 19, 1:00PM- 2:30PM	When It Becomes Too Hot to Handle: A Case of Political Conflict	<ul style="list-style-type: none"> • Mannarelli and Baty, <i>INSEAD Case</i>, “The World Wrestling Federation” [READ] • <i>Dark Side of the Ring, Viceland Network</i>, “The Montreal Screwjob” [CAN] 	
12	November 19, 2:45PM- 4:00PM	Dynamics of Power and Marginalized and Excluded Groups	<ul style="list-style-type: none"> • King, Denyer, and Parry, <i>HBR</i>, “Is Office Politics a White Man’s Game?” [READ] • Smith et al., <i>HBR</i>, “Interviews with 59 Black Female Executives...” [READ] 	