

# COURSE TITLE: Power & Influence Bidding Only

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Subject Area: Power and Influence in Organizations

Lecturer: Eric Abrahamson

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Office Location: 395 Kravis Building


Course Code: EMBA Power & Influence

Credit Value: 3

## Breakout Rooms

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### MGMT B7531-001 (Abrahamson) Breakout

 Sat, Mar 25, 2023

3:45 PM – 6:45 PM

 Kravis Hall - Kravis 402, Kravis Hall - Kravis 403, Kravis Hall - Kravis 432, Kravis Hall - Kravis 433, Kravis Hall - Kravis 451, Kravis Hall - Kravis 452, Kravis Hall - Kravis 453, Kravis Hall - Kravis 454, Kravis Hall - Kravis 461, Kravis Hall - Kravis 561, Kravis Hall - Kravis 562, Kravis Hall - Kravis 632, Kravis Hall - Kravis 633, Kravis Hall - Kravis 651

 Academic

[Edit Event Tags](#)

 2 Recurring Events

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### MGMT B7531-001 (Abrahamson) Breakout

 Fri, Mar 31, 2023

8:30 AM – 11:30 AM

 Kravis Hall - Kravis 561, Kravis Hall - Kravis 562, Kravis Hall - Kravis 632, Kravis Hall - Kravis 633, Kravis Hall - Kravis 651, Kravis Hall - Kravis 652, Kravis Hall - Kravis 653, Kravis Hall - Kravis 654, Kravis Hall - Kravis 661, Kravis Hall - Kravis 662, Kravis Hall - Kravis 681, Kravis Hall - Kravis 682, Kravis Hall - Kravis 751, Kravis Hall - Kravis 752

 Academic

[Edit Event Tags](#)

 2 Recurring Events

## FACULTY BIO

Professor Eric Abrahamson is the Hughie E. Mills Professor of Business Management at Columbia Business School. He holds degrees from New York University (Ph.D. and M.Ph. Beta Gamma Sigma). After teaching at New York University, Professor Abrahamson joined the Columbia Business School faculty in 1989. He has also been a visiting faculty member who has taught at London Business School, INSEAD, and at New York University.

Professors Abrahamson's teaching focuses on the ethical use of power and influence in and across organizations. In his applied scholarly work, Professor Abrahamson is internationally recognized for his research and teaching on innovative techniques for strategic planning, management, and leading innovation and change. He is an active in executive education and consulting in companies across the world.

Professor Abrahamson is the author of two books directed at general audiences. His book, *Change without Pain*, was published by the Harvard Business School Press. The Book was awarded the top business books of the year ranking by Strategy and Business and was ranked by them as a best book on the topic of Change Management. Professor Abrahamson's book, *A Perfect Mess*, 2007, has been widely publicized and used globally, having been translated into seventeen languages. Professor Abrahamson's work has been featured in managerially oriented publications, most recently in *Fast Company*, *Fortune*, the *Harvard Business Review*, the *Wall Street Journal*, the *Financial Times*, the *Economist*, *Fortune*, and the *Sloan Management Review*, as well as many foreign publications.

## COURSE SUMMARY

Power is the ability to get people to do something they did not want to do and make them happy that they did it. Power and influence processes are pervasive and important in organizations, so leaders need to be able to understand power and to act on that knowledge. Organizations are fundamentally political entities, and power and influence are key mechanisms by which things get done. Therefore, this course has five objectives: 1) to increase students' ability to diagnose and analyze power, understanding why some have more power than others and grasping the strategies and tactics by which power is employed; 2) to expose students to effective and appropriate methods of influence; 3) to explain how power and influence can be used to build cooperation and promote change in organizations; 4) To use power, politics, and influence, in a way that advances both your interests and the ones of the firm in which you are (or will be) employed, as well as its stakeholders.

I am a firm believer that you must immediately put to use what you learn in the classroom and put in place structures to do so in the long run. Otherwise, you will tend not to integrate what you learned during the course and to forget it gradually. Therefore I have a twofold objective. First, for you to start, immediately, applying the learnings from this course to your current (or next) work situation. Your goal should be to start or refine, even during the duration of the semester, how you work to attain, in an interrelated fashion, not only your current job responsibilities but also your political objectives. Your goal should be to employ proactively power, politics, and influence, in a way that advances your interests and that of your firm and its stakeholders. Second, to set up an infrastructure that will allow you to be a better technician and politician at work over the long term.

I divide the course into five sections, which we will cover, in turn, during this course. The first section introduces the concept of power, as well as its use; that is, the ethical deployment of political tactics to attain your political objectives. We will then focus on how to set both your political and technical goals. The second section, explores the circumstances under which power and influence will be more prominent at your job. We then focus on how you can map out the political landscape of your job in a way that will guide you in achieving your political objective at work. During the third section, we will explore seven key bases of power. We will diagnose whether you have sufficient bases of power to reach your political objective. The fourth section, focuses on understanding the use of political tactics, and how you might use them in at work, to exert the influence necessary for you to attain your political objective. The last section focuses on how to set up an infrastructure that will allow you to be a better technician and politician at work over the long term.

## LEARNING OUTCOMES

On successful completion of this course, you will be able to:

1. Specify clearly your political objectives
2. Map out the political landscape in a way that guides you in achieving your political objective
3. Diagnose whether you have sufficient bases of power to reach your objective
4. Use political tactics necessary to either garner more power or to use your power to attain to exert the influence necessary to attain your political objective
5. Do, and have started doing, both your technical and political job, proactively and ethically, in the shorter as well as the longer run, to attain your political and technical objectives throughout your career

## ASSESSMENT OVERVIEW

I will ask you to adhere strictly to a few out-of-class norms.

In-person students

- 1) Arrive on time, 2) display your name plate, and 3) bring your iPad and laptop to class.

Students attending remotely via Zoom.

The Dean of Students has asked that you access the course through Zoom only if 1) you have received the authorization to do so through the EMBA office and 2) you have alerted me that you will not be attending the class in person.

1) Login to class on time, 2) access Zoom only through Canvas and change your display name to your name on Canvas, 3) Use the Columbia Zoom background with your name and identifying information, 4) Keep your camera always turned on and your microphone muted, unless I ask you to unmute.

Otherwise, I think you will find me to be a Professor who is quite open and flexible, as well as very responsive to how I run the course to maximize the attainment of its objectives.

Over and above being evaluated on your adherence to class norms and the quality of your prework, you will be evaluated on three types of work: 1) the quality of your contributions to class discussion (10% of the grade), 2) the quality of preparatory exercises for class (10% of the grade), 3) four self-reflective, short, and developmental Practicum Memos (30% of the grade), 4) the final paper (50% of the grade).

Please note, which consist of merging, updating, and refining your four Practicum Memos. This paper will give you the opportunity to apply, review, and consolidate your learning throughout the entire course.

Class participation is an important part of the learning process in this course, so it is an important part of your evaluation. A contribution to class discussion is a comment that: 1) offers a novel and relevant insight to the issue; 2) builds on the preceding discussion and moves the analysis forward to generate new insights; 3) if it includes a personal anecdote or experience, it does so in a way that helps to illuminate the ideas being discussed; and 4) uses logic, evidence, and creativity, and is more than merely an expression of an opinion or feeling.

I tend don't accept absences from class, other than in the case of unavoidable and catastrophic conditions. If you think you will have to miss class for some other reason, please contact me at least a week before class.

Submit all assignments, including the four practicum assignments as well as the final paper via Canvas. It records the date and time of submissions. It is my policy not to accept late assignments. I make rare exceptions for tardy assignments only if you notify me ahead of time and tardiness is due to circumstances outside of your control. I expect you to tell me when you will be able to turn in the assignment at your earliest opportunity, and to meet that revised deadline.

## COURSE MATERIALS

### Assessment Table:

Class participation	Throughout the class	10%	Individual	<b>Formative</b>	Y	See instructions above
Four Practicum memos	Four due dates specified on Canvas	30%	Individual	<b>Formative</b>	Y	See instructions above
Assignments	Due dates specified on Canvas	10%	Individual	<b>Formative</b>	Y	See instructions above
Final Paper	Due date Specified on Canvas	50%	Individual	<b>Summative</b>	Y	See instructions above

### Minimum requirements to pass this course:

- 1) Minimum 50% in the weighted final numerical score AND
- 2) Minimum 50% in the aggregate of the individual components

### Plagiarism Declaration

All students completing this course should be aware that in submitting any assignment for this course, you agree to the following declaration:

"I certify that the coursework that I have submitted is entirely my own unaided work, and that I have read and complied with the School's guidelines on plagiarism and referencing as set out in the School handbook.

I understand that the School may make use of plagiarism detection software and that my work may therefore be

stored on a database which is accessible to other users of the same software.”

Students should be aware that, where plagiarism is suspected, a formal investigation may be carried out under the School’s Student Disciplinary Procedure. This may result in penalties ranging from mark deduction to expulsion from the School.

## READING LIST

All materials can be downloaded from Canvas.

## TEACHING METHODS

Teaching/contact hours: 32.5

Suggested independent study hours: at minimum 10

I will use the following teaching methods this course:

1. Lecture(s)
2. A movie
3. Four Practicum Memos which will be merged to constitute the final paper
4. In class simulations

## COURSE STRUCTURE

As indicated in the “Course Summary” section, I divide the course into five sections, which I will cover respectively. The first section introduces the concept of power, as well as its use; that is, the ethical deployment of political tactics to attain your political objectives. We will then focus on how to set both your political and technical goals. The second section, explores the circumstances under which power and influence will be more prominent at your job. We then focus on how you can map out the political landscape of your job in a way that will guide you in achieving your political objective at work. During the third section, we will explore seven key bases of power. We will diagnose whether you have sufficient bases of power to reach your political objective. The fourth section, focuses on understanding the use of political tactics, and how you might use them in at work, to exert the influence necessary for you to attain your political objective.

## OTHER

As mentioned above, other than the fact that I don’t accept late assignments, absent extraordinary circumstances, and the few class norms listed below, I think you will find me to be a Professor who is very responsive and flexible in how I run the course to maximize the attainment of its objectives.

## WEARING MASKS

If mandated by the University, for in-person students, you must always wear your mask fully covering your mouth and nose; this to protect yourselves and your peers from the risk of spreading COVID.

## NAME PLATE AND ZOOM NAME

For in-person students: display your name plate so students attending via Zoom can see it.

For remote students: Change your display name to your name on Canvas and use the Columbia Zoom background with your name and identifying information, so that in-class students can recognize you.

## ELECTRONIC EQUIPMENT

For in-person students, you are required to bring your iPad and laptop to class. This will allow for in-person students, as well as students attending the course via Zoom to remain connected during the live class; and for the professor to create Zoom Breakout Rooms that combine students across both modalities.

For students attending via Zoom, join meeting with your camera on and your microphone muted unless you are talking to the class. Have your iPad available.

While electronic devices are necessary for instruction, they should only be used for educational purposes during class time. In other words, you are always expected to have Zoom as the active screen on your computer.

## FEEDBACK

I love teaching, especially when the class is going well. I am disappointed if there is a problem in the classroom – particularly one that I could remedy – but nobody has shared it with me. Please give me feedback of the course, whether positive or negative, on your learning experience in this class. If there is some aspect of the class that you do not appreciate (and which you think could be improved) or that you appreciate (and which you think there could be more of), please bring this issue to my attention as soon as possible. I guarantee that you will find a sympathetic ear, that I will be very grateful to you for bringing the issue to my attention. I cannot guarantee that I will satisfy all of your suggestions as I have learned that responding to certain suggestions to satisfy a few students can end up frustrating many more. I do guarantee, however, that I will make every effort to take your concern seriously, and to do whatever I can to address it.