

# Course Syllabus – Fall 2025

August 11, 2025

## Course Information

<i>Course Number/Section</i>	OB 6331.501
<i>Course Title</i>	<b>Power and Politics in Organizations</b>
<i>Term</i>	Fall 2025, August 25 - December 16
<i>Days and Time</i>	Wednesdays, 7:00 – 9:45, JSOM 2.115

## Professor Contact Information

<i>Professor</i>	Maria Hasenhüttl, PhD
<i>Office Phone</i>	972-883-5898
<i>Email Address</i>	Please use course messages within eLearning
<i>Office Location</i>	JSOM 4.202
<i>Office Hours</i>	after class and by appointment either in person or via MS Teams (use course messages in eLearning to make an appointment).

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## Class Participation

Regular class participation is expected regardless of course modality. Students who fail to participate in class regularly are inviting scholastic difficulty. **A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in groups or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty.** Successful participation is defined as consistently adhering to university requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

## Class Materials

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course; however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

## Course Pre-requisites, Co-requisites, and/or Other Restrictions

No course pre/co-requisites.

## Course Description

OB 6331 Power and Politics in Organizations (3 semester credit hours) Political processes and the development and use of power in organizations including the role of power in decision-making, sources of power, conditions for the use of power, assessing power in organizations; political strategies and tactics; political language and symbols, and applications to budgeting, careers and organizational structure. (3-0)

*“If we want more instances of power being used for good, we need to ensure that more good people understand - and are willing and able to use – the principles of power”.*

Jeffrey Pfeffer, Professor at Stanford

*“The measure of a man is what he does with power”*

Pittacus, Greek statesman and military leader

The dynamics of power and influence play a role in almost all aspects of organizational life, from individual career progress to broad organizational change. Many people do not feel comfortable with power and influence. However, organizations are basically political entities, and power and influence are essential in getting things done.

**The goal of this course is to develop your knowledge and skill so that you can successfully manage power and influence in a wide variety of situations throughout your career.** The course seeks to ensure that you will learn the social science concepts useful for understanding power and ways of analyzing power dynamics in organizations.

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.

Everything we cover in this class has ample, sometimes vast, social science evidence to support it. Some of that evidence is in the text, and some ideas I encourage you to explore on your own using [www.scholar.google.com](http://www.scholar.google.com) and searching on terms or phrases that cover the concepts we discuss. While some ideas may at first seem counterintuitive, there is evidence to support all that we cover.

## Teaching Philosophy and Approach

To accomplish our objectives, we need to be partners in the learning process. 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 handouts being posted to summarize the class sessions or other such aids such as summaries of readings or texts.* Research strongly suggests that the act of taking notes significantly helps with the absorption and retention of material.

Not everyone we encounter in this course is someone you are going to like or 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. 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.

## Student Learning Objectives/Outcomes

1. Develop a conceptual framework for understanding power and influence – where power comes from, the conditions under which it is used, strategies for power and influence.
2. Develop diagnostic skills in seeing and recognizing power and influence in action.
3. Evaluate social capital and identify steps to build and develop it.
4. Understand own views of power and influence, including what strategies and tactics one is comfortable with.
5. Develop strategies for building and exercising power and influence ethically.

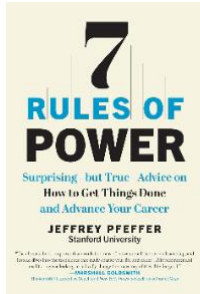
## Required Textbooks and Materials

### *Required Text*

Jeffrey Pfeffer: “7 Rules of Power ”

Publisher: Matt Holt (June 7, 2022)

ISBN-13: 978-1637741221



### *Required Materials*

Cases, Articles and Book Chapters. I will provide a link in eLearning so you can **purchase the Harvard Business Review cases and articles/book chapters at the reduced student rate.** Link: TBA

Note: You can access all articles from the Harvard Business Review through the UTDallas library website. You can read them, but you cannot print them. You will need to purchase the HBR cases and book/chapters – they are not available through the UTD library

### **Suggested Course Materials**

#### *Suggested Readings/Texts*

Listed in eLearning

#### *Suggested Materials*

Listed in eLearning

Textbooks and some other bookstore materials can be ordered online or purchased at the [UT Dallas Bookstore](#).

## Academic Calendar

To ensure a high-quality learning experience, it is critical that you prepare thoroughly before each class. You will get the most from each class by participating actively in class discussions each day. Contributions from everyone are critical to the success of the course and to the shared learning experience. This course outline provides a general plan for the course. I reserve the right to make changes to content, requirements, and schedule.

<b>Week/ Date</b>	<b>Topic</b>	<b>Readings/Assignments Due</b> <b>P: Book by Pfeffer</b> <b>HA: Harvard Business Review Article/Chapter</b> <b>HC: Harvard Business Case</b>
<b>Week 1</b> Aug 27	Course Introduction	We will complete the Political Skills Inventory in class (link will be provided). What surprised you about the result? What are your strong points, and where do you have room to improve? <b>Note: expect to stay for the whole class period!</b>
<b>Week 2</b> Sept 3	What is Power and Why Is It Important?	P: In the Beginning, and Introduction (p. xi to p. 17) HA: Power and Influence: Achieving Your Objectives in Organizations. <b>This is a book chapter and part of the HBR course packet.</b>  Watch videos: case analysis (link in eLearning)  Matthew Hutson, “Life Isn’t Fair: So Why Do We Behave As If It is?” <i>The Atlantic</i> , June, 2016, p. 22. <b>This article is posted under “Readings”</b>  <b>First Self-Reflective Assignment</b>
<b>Week 3</b> Sept 10	The Personal Qualities that Bring Power	P: Ch 2 – Get Out of Your Own Way  Adam Grant, “Unless You’re Oprah, ‘Be Yourself’ Is Terrible Advice,” <i>The New York Times</i> , June 4, 2016. <b>This article is posted under “Readings”</b> (Grant is a famous Wharton academic. A similar theme on the problematic aspect of authenticity is developed by London Business School professor Herminia Ibarra. If you are enamored with the idea of authenticity as it is typically defined, I HIGHLY recommend you find Ibarra’s amazing YouTube video on authenticity and watch it).  Article summary, Academy of Management Insights, 2025: “Blocking Psychopaths, Narcissists, and Machiavellians from Leadership”. <b>This article is posted under “Readings”</b> .  <a href="https://www.youtube.com/watch?v=pBUJRgimnAg">https://www.youtube.com/watch?v=pBUJRgimnAg</a> (1:12). Feb. 17, 2025. Podcast 10% Happier: Ian Robertson, The Neuroscience of Confidence. “What confidence does to your brain, why it helps with anxiety, and how to get it if you don’t already have it. Plus, the problem with overconfidence”.

		<p><i>Optional:</i> Charles A. O'Reilly and Jennifer A. Chatman, "Transformational Leader or Narcissist? How Grandiose Narcissists Can Create and Destroy Organizations and Institutions," <i>California Management Review</i>, 2020. <a href="https://doi.org/10.1177/0008125620914989">https://doi.org/10.1177/0008125620914989</a> (This is a long article reviewing the extensive and growing literature on why narcissists are often so often successful in attaining high-level positions and often doing well in them, at least by some measures. Given the example of many prominent business and political leaders, it is very worthwhile reading to understand the dynamics that make "modest behavior" often counter-productive and grandiose behavior individually useful). <b>This article is posted under "Readings"</b></p> <p><i>Optional:</i> <a href="https://www.youtube.com/watch?v=YkYrQR8tFzk">https://www.youtube.com/watch?v=YkYrQR8tFzk</a> (7:40) Revive your attention span in 12 minutes with neuroscientist Amishi Jha</p> <p><b>Article Memo # 1</b></p> <p><b>Second Self-Reflective Assignment</b></p>
<b>Week 4</b> Sept 17	Sources of Power and Using Influence	<p>P: Ch 2 – Break the Rules</p> <p>HA: Cialdini: <i>Harnessing the Science of Persuasion</i>, Sept-Oct 2001.</p> <p>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," <i>Social Psychological and Personality Science</i>, 2 (2011), 500-507 <b>This article is posted under "Readings"</b></p> <p>Malcolm Gladwell, "How David Beats Goliath: When Underdogs Break the Rules," <i>New Yorker</i>, May 11, 2009, <a href="https://www.newyorker.com/magazine/2009/05/11/how-david-beats-goliath">https://www.newyorker.com/magazine/2009/05/11/how-david-beats-goliath</a> <b>This article is posted under "Readings"</b></p> <p><b>Article Memeo # 2</b></p> <p><b>HC 1: Jason Calacanis: A Case Study in Creating Resources</b></p>
<b>Week 5</b> Sept 24	Social Networks	<p>P: Ch 5 – Network Relentlessly</p> <p>HA: Herminia Ibarra, Mark Hunter: "How Leaders Create and Use Networks. Jan2007, Vol. 85 Issue 1, p40-47</p> <p><b>HC2: Heidi Roizen</b></p>
<b>Week 6</b> Oct 1	Social Networks, continued. Check in: Doing Power/Power Diagnostic Project	<p>P: Ch 5 continued</p> <p>Podcast (49:07) <a href="https://www.successpodcast.com/show-notes/2018/2/21/how-you-can-become-a-superconnector-with-scott-gerber">https://www.successpodcast.com/show-notes/2018/2/21/how-you-can-become-a-superconnector-with-scott-gerber</a></p>

		<p>Podcast (38:55) <a href="https://bregmanpartners.com/podcast/wayne-baker-all-you-have-to-do-is-ask/">https://bregmanpartners.com/podcast/wayne-baker-all-you-have-to-do-is-ask/</a> January 20, 2020</p> <p><b>Submit requests</b> (info in class)  <b>Third Self-Reflective Assignment</b>  <b>Proposal for Doing Power/Power Diagnostic Project - Discussion in Class – come prepared!</b>  <b>Submit: Draft Proposal</b></p>
<p><b>Week 7</b> Oct 8</p>	<p>Acting and Speaking with Power</p>	<p>P: Ch. 3: Appear Powerful</p> <p><a href="https://leanin.org/education/harnessing-the-power-of-stories">https://leanin.org/education/harnessing-the-power-of-stories</a> (8:53)  Jennifer Aaker: "How to Use Stories to Win Over Others"</p> <p><a href="https://www.youtube.com/watch?v=RbA2eHO_YdY">https://www.youtube.com/watch?v=RbA2eHO_YdY</a> (51:26) Carmine Gallo: "The Storytellers Secret" Talks at Google April 1, 2016</p> <p>podcast (27:54): <a href="https://www.gsb.stanford.edu/insights/magic-words-change-what-you-say-inspire-influence-others">https://www.gsb.stanford.edu/insights/magic-words-change-what-you-say-inspire-influence-others</a></p> <p>Magic Words: Change What You Say to Inspire and Influence Others. In this episode, Jonah Berger, PhD '07, shares the secret to persuading others and getting your ideas to catch on.  March 08, 2023   by Jonah Berger <a href="#">Matt Abrahams</a></p> <p><a href="#">Karen Eber: How your brain responds to stories -- and why they're crucial for leaders   TED Talk</a>  Karen Eber  (13:15)  TEDxPurdueU, February 2020</p> <p>Speak with Confidence: Four Fixes that Work  <a href="https://executiveeducation.wharton.upenn.edu/wp-content/uploads/2023/04/NanoTool-2023-04.pdf">https://executiveeducation.wharton.upenn.edu/wp-content/uploads/2023/04/NanoTool-2023-04.pdf</a></p> <p><i>Optional:</i> HBR podcast: <a href="https://hbr.org/podcast/2018/01/make-yourself-heard">https://hbr.org/podcast/2018/01/make-yourself-heard</a> (44:11)  <i>Optional:</i> <a href="https://www.youtube.com/watch?v=6mLFUtv0pCo">https://www.youtube.com/watch?v=6mLFUtv0pCo</a> (14:15)  Acting with Power with Deborah Gruenfeld, Oct. 3, 2013  <i>Optional:</i>  <a href="https://www.youtube.com/watch?v=WsZAx20Ui_A&amp;feature=emb_title">https://www.youtube.com/watch?v=WsZAx20Ui_A&amp;feature=emb_title</a> (11:22) From Stanford Graduate School of Business – Act Like the Leader You Want to Be – Richard Cox  <i>Optional:</i>  <a href="https://open.spotify.com/episode/70eXaF47e5xBGiuPbcvqDp">https://open.spotify.com/episode/70eXaF47e5xBGiuPbcvqDp</a> (21:35)  Feb. 20, 2024. <b>optional.</b> Podcast: Think Fast Talk Smart. Episode 130.  "Simple language, forceful language, vivid language, and keeping it</p>

		<p>simple and direct”, says Professor Jeffrey Pfeffer, are all powerful tools to strengthen your communication”.</p> <p><b>Article Memeo # 3</b> <b>Collect No Project Due</b></p>
<b>Week 8</b> Oct 15	Building a Reputation	<p>P: Ch 4 – Build a Powerful Brand P: Ch 6 – Use Your Power Harvard Business Review Special Issue, Spring 2025: A New Approach to Building Your Personal Brand. How to communicate your value to the world. Jill Avery and Rachel Greenwald. Additional readings TBA <b>HC3: Martha Rinaldi</b></p>
<b>Week 9</b> Oct 22	Overcoming Opposition and Setbacks	<p>P: Ch 7 – Success Excuses (Almost) Everything</p> <p>HA: Firing Back. How Great Leaders Rebound After Career Disasters. January 2007.</p> <p>Ann Friedman, “Martha Stewart’s Best Lesson: Don’t Give a Damn,”<i>New York Magazine</i>, March 14, 2013.</p> <p>HA: Growth after Trauma, Richard G. Tedeschi, July-August 2020.</p> <p><i>Optional:</i> <a href="https://www.wnyc.org/story/237-posttraumatic-growth-and-building-resilience/">https://www.wnyc.org/story/237-posttraumatic-growth-and-building-resilience/</a> HBR Ideacast #237: Post-Traumatic Growth and Building Resilience (15:23)</p> <p><b>Article Memeo # 4</b></p> <p><b>HC4: Thomas Green</b> <b>Peer Evaluation</b></p>
<b>Week 10</b> Oct 29	How and Why People Lose Power Power Dynamics	<p>P: Ch 6, Ch 7 <a href="https://www.youtube.com/watch?v=CwGIq7mclNk">https://www.youtube.com/watch?v=CwGIq7mclNk</a> July, 2021. Carlos Ghosn: the rise and fall of a superstar CEO   FT Film (21:44) Additional readings TBA <b>Fourth Self-Reflective Assignment</b></p>
<b>Week 11</b> Nov 5	Power and Ethics Star Power Exercise	<p>HA: The Ethics of Power, Influence and Persuasion <b>This is a book chapter and part of the HBR course packet.</b></p> <p>HA: Don’t Let Power Corrupt you. Julie Battilana, Tiziana Casciaro, September-October 2021, p. 94-101</p> <p><b>Article Memeo # 5</b></p>

<p><b>Week 12</b> Nov 12</p>	<p>Women and Power</p>	<p>HA: Jeffrey Pfeffer, “Women’s Careers and Power: What You Need to Know,” OB-86 Note, 10/09/12. <b>This is a book chapter and part of the HBR course packet.</b></p> <p>McLaughlin, H. et al. “Women in Power: Contributing factors that impact women in organizations and politics; psychological research and best practice”. Organizational Dynamics. 2018. P. 189-199. <b>This article is posted under “Readings”.</b></p> <p><a href="https://www.forbes.com/sites/hannahart/2019/11/25/moving-beyond-likability-5-principles-for-women-leaders-that-men-can-learn-from-too/#4108b07f6721">https://www.forbes.com/sites/hannahart/2019/11/25/moving-beyond-likability-5-principles-for-women-leaders-that-men-can-learn-from-too/#4108b07f6721</a></p> <p><a href="https://www.gsb.stanford.edu/insights/its-not-just-mans-world">https://www.gsb.stanford.edu/insights/its-not-just-mans-world</a> podcast (34:00): grit and flow from Stanford</p> <p>podcast (39:21): <a href="https://hbr.org/podcast/2024/10/to-get-what-you-want-be-both-assertive-and-warm">https://hbr.org/podcast/2024/10/to-get-what-you-want-be-both-assertive-and-warm</a></p> <p><i>Optional:</i> review article (May 2023): Challenges Women Experience in Leadership Careers: In Integrative Review. <b>This article is posted under “Readings”.</b></p> <p><i>Optional:</i> Article (2023): Women in the C-Suite: A Review of Predictors, Experiences, and Outcomes. <b>This article is posted under “Readings”.</b></p> <p><b>Article Memeo # 6</b></p>
<p><b>Week 13</b> Nov 19</p>	<p>Drop-in session</p>	<p>Power Diagnostic/Doing Power Project – discussion and feedback session</p>
<p><b>Week 14</b> Nov 26</p>	<p>NO CLASS</p>	<p><b>HAPPY THANKSGIVING!</b></p>
<p><b>Week 15</b> Dec 3</p>	<p>What Have We Learned, and What Will You Do With What You Have Learned?</p>	<p><b>Power Diagnostic/Doing Power Project: Due Dec 3 – short presentation in class</b></p> <p>P: CODA – Staying on the Path to Power (p. 173-181)</p> <p>During our last week, I ask you to reflect on how your thinking about power has changed during the semester, what you have learned, and what you have done and are going to do differently.</p> <ol style="list-style-type: none"> <li>1. How have your ideas and feelings about power changed during the course of our semester together?</li> <li>2. What did you do during the past eleven weeks to implement some of the concepts and ideas you were learning? What did work—not only in terms of its effectiveness, but in its effect on your own thinking and feelings?</li> <li>3. Going forward, what are you going to do even slightly differently as a result of having taken this class? Why?</li> </ol>

**This schedule may be modified based on course dynamics.**

### **Grading Policy**

All assignment descriptions are posted in eLearning. All written assignments – Individual and Team – need to be submitted in eLearning on the due dates noted in the syllabus in the respective assignment links.

<b>Team Assignment</b>	
1. Group Case Memos and discussion in class (4 cases, 5 points each)	20%
<b>Individual Assignments</b>	
2. Choose either the Power Diagnostic Project <b>OR</b> the Doing Power Project	24%
3. Four Self-Reflective Assignments (1 for 3 points, 3 for 5 points each)	18%
4. Six Article/Podcast Memos (6, 1.5 points each)	9 %
5. In class Participation and Engagement	25%
6. Collect No Project	4%
	100%

### **Grading Scale**

- A 93-100
- A- 90-92
- B+ 87-89
- B 83-86
- B- 80-82
- C 70-79
- F 69 or below

#### **1. Team Case Discussions (20%)**

Details are posted in eLearning.

#### **2. Power Diagnostic/Doing-Power Project (24%)**

Details are posted in eLearning.

#### **3. Four Self-Reflective Assignments (18%)**

Details are posted in eLearning.

#### **4. Six Article/Podcast Memos (9%)**

Details are posted in eLearning.

## 5. Participation (25%)

## 6. Collect No Project (4%)

Details are posted in eLearning.

**The success and value of this course depend on class discussion.** We all have experiences that will enrich the topics and direction of discussion in this course. This means that you need to be fully acquainted with the readings for a given session. **It is my expectation that you will have read the assigned material before class and be prepared to participate in class discussions and activities.**

1. You are expected to come prepared to ask questions that add to your understanding of the course materials as well as that of your fellow students.
2. Readings: You are expected to read all assigned readings and while doing so, you should continually ask yourself the following questions:
  - a) Do I **understand** the theory and/or principles of this material?
  - b) So what? What are its implications? How would I **apply** this as a manager/employee?
3. You are asked to actively participate by raising these questions as well as others during our class time.

**You are expected to actively participate in all of the MS Teams breakout rooms – you are also required to have your camera on during all class sessions, and during all breakout rooms.**

Class discussions provide the opportunity to practice speaking and persuasive skills, as well as the ability to listen. Effective class comments may address questions raised by others, integrate material from this and other courses, draw on real-world experiences and observations, or pose new questions to the class. High-quality participation involves knowing when to speak and when to listen or allow others to speak. Avoid comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without sufficient foundation.

The best class comments:

- make or raise issues that are relevant to the current focus of the class;
- show curiosity and a willingness to experiment;
- use facts and data to support arguments and conclusions;
- take into consideration the ideas already offered by others;
- help to build a positive learning environment for everyone;
- help others to feel safe about participating.

## Course Policies

**What to Call Me:** Please refer to me as “Dr. Hasenhüttl” or “Professor Hasenhüttl” or Dr. Maria” or “Professor Maria”.

*Make-up exams: No*

*Extra Credit: No*

*Late Work: Is not accepted*

*Special Assignments: None*

*Class Participation: See above*

*Classroom Citizenship*

**Be professional, respectful, and curious.**

## Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

***“As a Comet, I pledge honesty, integrity, and service in all that I do.”***

## Academic Support Resources

The information contained in the following link lists the University’s academic support resources for all students.

Please go to [Academic Support Resources](#) webpage for these policies.

## UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus.

Please go to [UT Dallas Syllabus Policies](#) webpage for these policies.

## **Please take advantage of the amazing resources offered by the Jindal Business Communication Center:**

"The Business Communication Center in JSOM 12.106 offers free in-person and online coaching to JSOM students for improving written and verbal communication skills. Students can schedule up to three 40-minute appointments per week for class assignments, resumes, cover letters, and English as a Second Language services. Visit [bcc.utdallas.edu](http://bcc.utdallas.edu) to make an appointment or to refer to additional resources for improving business communication skills."

*The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.*