

Politics and Power in Educational Organizations
HIED 66662/76662
Summer 2011

Mark Kretovics

411 A White Hall
330.672.0642
mkretov1@kent.edu

Office Hours

Tues, Wed and Thurs 9:30 – 11:00 am
or by appointment

Required Texts

Gilley, J. W. (2006). *The Manager as Politician*. Westport, CT.: Praeger Publishers.
ISBN 0-275-98590-3

Pfeffer, J. (1994). *Managing with Power: Politics and Influences in Organizations*.
Boston: Harvard Business School Press ISBN: 0-87584-440-5

Hornstein, H. (2003) *Haves and Have Nots: The Abuse of Power and Privilege in the
Workplace*. New York: Prentice Hall ISBN: 0-13-049766-5

Membership As an educational professional you are expected to participate in one of the numerous professional organizations. For Higher Education/Student Personnel there are two comprehensive organizations – ACPA – (<http://www.acpa.nche.edu/>) and NASPA (<http://www.naspa.org>) as well as organizations for many of the individual units within the profession (admissions, residence life, financial aid, student activities, etc.). Student discounts are available for many professional organizations.

Publications Students are expected to keep abreast of current events within higher education and are therefore expected to review professional journals and publications on a weekly basis. Many of the organizations to which you belong will have journals as part of the member benefits. Additionally, publications such as *The Chronicle of Higher Education* are excellent resources for current information regarding the state of affairs within education. Each class session will begin with a brief overview of current issues in the field related to the course material.

Course Overview This course is designed to provide you with a basic understanding of political environment within the education systems and individual educational institutions. An overarching objective is to have you approach the world in a slightly different manner and help you chart a path to success in your professional and personal lives. It may be unlikely that this class will transform you or your leadership style, however, if you can become slightly more effective in confronting difficult situations you will be more likely to accomplish your goals.

Learning Outcomes Upon successful completion of this course, participants will be able to demonstrate proficiency of the following:

An understanding of the effective uses of power within educational organizations
An understanding of the political nature of decision-making

An understanding of the formal and informal power structures within educational organizations

An understanding of policy implementation at the institutional or department level

An understanding of the impact new policies have on institutional administration

An understanding of how to communicate policy decisions to constituent groups

Course Expectations

- Readings are assigned to assist in the class discussion. It is expected that every student has read the assigned material prior to class. Additional readings may be assigned from journals or Internet sites.
- Attendance and active participation is required of all students for this class to be successful. This is a discussion based course that is dependent upon each student being prepared to ask intelligent questions and make solid contributions to the class.
- Students will be open and honest with regard to their views of the material.

Students as Co-Producers

Students must be active participants in their learning therefore; it is inherent within this class that all students assist in educating themselves. For example, every student must read the assignments prior to class, take the tests, write papers, and participate in class discussions. If students fail to engage fully in these learning activities they will ultimately fail in the educational process. Students are responsible for their own learning, faculty serve as facilitators of the learning process not dispensers of knowledge. Moreover, it is your responsibility to decide what is important for you to learn and retain, and how best to do that. We are all teachers and learners in this classroom, come prepared.

Course schedule

Assignments are due as noted in the syllabus. Late assignments will receive a one-letter grade reduction for each week it is delayed. All written assignments are to be double-spaced, 12 point font, 1 in. margins, APA citations and references, and NO title pages, folders or other document covers.

WEEK 1

June 7 **Class norms and Introductions**
Introduce JoHari Window

Assignment #1: Write a brief (**No more than 2 pages**) essay about those aspects of your personality or “character” that you believe are and have been most important in helping you get ahead in life (past, present, & future). In other words, what personal attributes or qualities do you possess that you value and believe have made you effective in obtaining your goals

June 8 Manager as Politicians:

Readings -- Gilley -- An Introduction (pg 1 – 18)
 -- Gilley -- Ch 2 – pgs 19-38.

June 9 Understanding Power, Politics and Influence
Readings Pfeffer – Ch 9
 VISTA Article(s)

Assignment #1 due today

Assignment #2: Write a brief (**No more than 3 pages**) essay
answering the following: What is the Abilene Paradox and why is it
important for this course?

WEEK 2

June 14 Power in Organizations and The Abilene Paradox
Readings -- Pfeffer Part 1 -- Chs 1-3 (pg 3 - 68)

Assignment #2: Abilene Paradox due today

June 15 **Readings** -- Pfeffer Part 1 continued
 VISTA Article(s)

June 16 Sources of Power
Readings -- Pfeffer -- Chs 4, 5, & 6 (pg 71 - 126)

WEEK 3

June 21 Sources of Power
Readings -- Pfeffer -- Chs 7, 8, & 9 (pg 127 - 186)
 VISTA Article

June 22 **Readings** -- Pfeffer -- Chs 10, 11, & 12 (pg 187 - 246)

June 23 **Readings** -- Pfeffer -- Chs 13, 14, & 15 (pg 247 - 298)

Assignment #3: Now that you have completed the Pfeffer book write an
essay (**No more than 4 pages**) indicating how you see yourself with
respect to each of the attributes described in Ch 9. To what degree do

you believe you possess each (on a scale of 1 – 4 with 1 being very little and 4 being a great deal).

WEEK 4

June 29 **Readings** -- Pfeffer -- Ch 16-18 (pg 299 - 346)

Assignment #3 DUE TODAY

Assignment #4: Write a brief essay (No more than 2 pages) in which you describe the settings, organizations, or situations in which you have tended to do well and those in which you have struggled.

June 30 **Readings** -- Gilley – Chs 3 & 4 (pg 39 – 88)

July 1 **Readings** -- Gilley – Ch 5 (pg 89 – 108)

Assignment #4 DUE TODAY

WEEK 5

July 5 The Haves and the Have Nots

Assignment Due Today – Book critique and reflection

July 6 **Readings** -- Gilley – Ch 6 (pgs 109 – 135)

July 7 **Final Exam**

This will be a comprehensive exam. The exam may consist of essay, short answer and objective questions

ASSIGNMENTS & GRADING

1) Reflective Assignments **400 points** (100 points each)

#1 Write a brief (**No more than 2 pages**) essay about those aspects of your personality or “character” that you believe are and have been most important in helping you get ahead in life (past, present, & future). In other words, what personal attributes or qualities do you possess that you value and believe have made you effective in obtaining your goals. **Due June 9th**

#2 Write a brief (**No more than 3 pages**) essay answering the following: What is the Abilene Paradox and why is it important for this course? **Due June 14th**

#3 Now that you have completed the Pfeffer book write an essay (**No more than 4 pages**) indicating how you see yourself with respect to each of the attributes described in Ch 9. To what degree do you believe you possess each (on a scale of 1 – 4 with 1 being very little and 4 being a great deal)? **Due June 29th**

#4 Write a brief essay (**No more than 2 pages**) in which you describe the settings, organizations, or situations in which you have tended to do well and those in which you have struggled. **Due July 1st**

2) Participation – your in-class participation and contributions to the learning of your classmates is critical to everyone’s success. (**200 points**)

Students are expected to actively and responsibly participate in class and on-line activities and discussion by adding meaningful and relevant comments or asking probing, thoughtful questions. (Student affairs professionals are expected to think on their feet.)

- 200 Points -- perfect attendance (present at every class) and make thoughtful & reflective contributions in the majority of classes. Or miss one class and make thoughtful & reflective contributions in most class sessions
- 190 Points -- miss one class and make thoughtful & reflective contributions in the majority of class sessions or perfect attendance and make thoughtful & reflective contributions in several class sessions.
- 180 Points -- miss one class and make thoughtful & reflective contributions in several class sessions.
- 170 Points -- miss two class sessions and make thoughtful & reflective contributions in each class, miss one class and make thoughtful & reflective contributions in a few class sessions or perfect attendance and make minimal thoughtful & reflective contributions.
- 160 Points -- miss two class sessions and make thoughtful & reflective contributions in most class sessions.
- 140 Points -- miss three class sessions and make thoughtful & reflective contributions in each class or fewer absences with limited participation in class sessions.
- 0 Points -- miss more than three class sessions

3) Book Discussion and reflective critique of *The Haves and the Have Nots* (**200 points**). Write a paper (no more than five pages) critiquing *The Haves and the Have Nots* and reflecting on whether it may or may not be of value in your administrative or faculty career. **Due July 5th**

4) Final Exam (**200 points**) -- This will be a comprehensive exam. The exam may consist of essay, short answer and objective questions (minimal).

Grading

A = 94-100 A- = 90-93.99 B+ = 87- 89.99 B= 84 – 86.99
B- = 80 – 83.99 C = 70 – 79.99 F= <70

If you give me what I expect that is "B" work, go above and beyond and that will be "A" work. Failing to meet minimum expectations will result in a grade of "C" or lower.

Cell Phones, Pagers, Laptops, and other electronic devices

As a professional courtesy to your classmates and the instructor, please turn off all cell phones, pagers, laptops, or other electronic devices that could disrupt the classroom environment. Anyone answering a phone in class will receive a failing grade for the course.

Accommodations

Students needing special accommodations must contact the Office of Student Accessibility Services to make the appropriate arrangements.

"University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas <<http://www.registrars.kent.edu/disability/>> for more information on registration procedures)."

Course Credit

Students who are not officially registered for a course by published University deadlines are not eligible to attend class sessions or to receive credit or a grade for the course.

Plagiarism

As members of the community of higher education, we are all subject to the standards of academic integrity. As a student, you are subject to the Code of Student Conduct. I strongly encourage you to review the Code, especially if you are a new student, as ignorance is not a valid defense should charges be brought against you. As your instructor, I have made a commitment to hold you to the standards of the community.

Please pay special attention to the section on plagiarism and academic honesty. Make sure that you understand how to cite and paraphrase correctly. I expect that the work you submit to me will be created for this course and not used for other courses, and that sources of information that you use are correctly cited. **READ CAREFULLY:** Download the Digest of Rules and Regulation or visit the Policy Register link from <http://www.kent.edu/CurrentStudents/> or contact the Office of Student Conduct in 119 Twin Towers, (330) 672-4054.

<http://www.library.kent.edu/page/11299>

Case Studies, e-portfolio

In students' final semester of the HIED program, they enroll in the capstone requirement, Case Studies in Higher Education (HIED 66655). A component of this course is to compile a graduate portfolio - a retrospective of one's experience in the program and thoughts regarding one's job search and future professional development. One part of the portfolio is to prepare a course work summary. In order to best prepare, students are advised to write and retain a brief reflection of this course at the end of the semester, and encouraged to retain copies of syllabi and course materials such as papers or projects.