Course Outline

Course number and title: HRD 5328.001: Politics in Organizations (Section1)

Credits: 3 (3-0-0)

Term to be offered: Fall 2010

Class Time: 6:00 pm – 8:40 pm

Class Date: Wednesday

Prerequisites: None

Course Description:
Examine the creation and execution of power relationships, political engagements, and communications in organizations.

Instructor: Jerry W. Gilley

E-Mail: jgilley@uttyler.edu

Phone Number: 903-566-7328

Perferred Method of Contact: E-mail

Office Hours: 4:00 pm – 6:00 pm Tuesday and Wednesday

Office Location: Main office of the Department of HRD and Technology, 236 HPR Building

Other Availability: Contact Professor

Final Exam: Assignement 4

Text(s):


Optional Text


Course Objectives:
Students will be able to:

1. Identify, analyze, and critique one’s social style (Bolton and Bolton, 2009; Gilley, 2006;).
2. Develop strategies for improving relationships in a politically savvy way (Gilley, 2006; Bolton, and Bolton, 2009).
3. Identify, analyze, and critique one’s negotiating style (Gilley, 2006; Bolton, and Bolton, 2009).
4. Identify, analyze, and critique one’s political style (Gilley, 2006).
5. Critique political interactions and identify political strategies for dealing with heavy-handed political situations (Gilley, 2006; Bolton, and Bolton, 2009; Bolton, 1979).
6. Develop a strategy for political engagements (Gilley, 2006; Bolton, and Bolton, 2009).
   Develop strategies and competencies for improving one’s political competencies (Bolton, and Bolton, 2009; Bolton, 1979; Gilley, 2006)

**Method of Evaluation:**

Students will be evaluated based on the following assignments:

**Assignment 1: (Objectives 1-6) (10 points) (Due: 9/8/10)**

Identify a political problem that you have experienced or are experiencing by:

- Describing the situation
- Identifying all relevant individuals
- Discussing your actions
- Describing the outcomes/results
- Describing the political fallout

**Assignment 2: (Objective 1 & 2) (20 points) (Due: 9/29/10)**

Write a 3-5 page paper that addresses the following questions:

1. What is your social style?
   a. Driver
   b. Expressive
   c. Amiable
   d. Analytical

2. What is the social style of those individuals involved in your case study (Assignment 1)?

3. Identify strategies for meeting the needs and expectations of those individuals in your case study, which is achieved by addressing the social style difference of all participants.

**Assignment 3: (Objective 3) (20 points) (Due: 10/21/10)**

Write a 3-5 page paper that addresses the following questions:

1. What conflict management style did you use in the case study described in Assignment 1?
2. Was this appropriate and what was the result of using this style?
3. What other style(s) would have been more appropriate (Why)?

Assignment 4: (Objectives 4-6) (50 points) (Group activity and presentation) (Due: 12/8/10)

Based the situation described in Assignment 1, identify the political strategies that would improve the political problem or apply the political engagement model by answering the questions provided (handout Applying Political Engagement Model).

Presentation Format (15 minutes maximum)

- Executive Summary
- Power point slides

Course Topics/Weekly Schedule:

Class 1: (8/25/10)

- Overview class assignments, activities, and schedule
- Discuss attendance policy
- Distribute class materials
- Answer questions and discuss expectations
- Overview Power, Politics, & Influence in Organizations model

Class 2: (9/1/10)

- Overview: What is a political navigator and the political climate in organizations,
- Discuss Case Study

Class 3: (9/8/10) (Assignment 1, due)

Discuss the social style profile, its strengths and weaknesses, and strategies for improving influence (Social Styles Power Point, pp. 1-10) (Bolton and Bolton, 2009; Gilley, 2006, Chapter 4):

- Driver
- Expressive
- Amiable
- Analytical
Class 4: (9/15/10)

- **Outside Class Project (Analysis of Social Styles)**

Class 5: (9/22/10)

Discuss outside class project as it relates to the social style profile, its strengths and weaknesses, and strategies for improving influence (Social Styles Power Point, pp. 1-10) (Bolton and Bolton, 2009; Gilley, 2006, Chapter 4):

- Driver
- Expressive
- Amiable
- Analytical

Class 6: (9/29/10) (Assignment 2 due)

- Why is power and politics so important?

- Discuss the types of power in organizations, power and politics, personal power, political behavior, and power techniques and tactics (Power Point, pp. 1-9) (Gilley, 2006, Chapters 1 & 2).

Class 7: (10/6/10)

- Discuss the five conflict management styles (Gilley, 2006, Chapter 2):
  - Supporter
  - Avoider
  - Gladiator
  - Compromiser
  - Political Navigator

- Discuss strategies for managing conflict: (Gilley, 2006, Chapter 4).

Class 8: (10/13/10)

- Discuss outside class project as it related to the five conflict management styles (Gilley, 2006, Chapter 2):
  - Supporter
  - Avoider
  - Gladiator
  - Compromiser
  - Political Navigator

Class 9: (10/20/10)

- **Outside Class Project (Analysis of the five conflict management styles)**
Class 10: (10/27/10) (Assignment 3 due)

- Discuss Preparation, Protection, Effectiveness, and Competency Strategies (Gilley, 2006, Chapter 5).

Class 11: (11/3/10)

- Discuss Preparation, Protection, Effectiveness, and Competency Strategies (Gilley, 2006, Chapter 5).

Class 12: (11/10/10)

- Discuss the Roles, Responsibilities and Skills of a Political Navigator (Gilley, 2006, Chapter 3 & 4).

Class 13: (11/17/10)

1. Discuss the eight phases of the political engagement process (Gilley, 2006, Chapter 6).

Class 14: (11/24/10) (Analysis the eight phases of the political engagement process)

- Outside Class Project (Analysis the eight phases of the political engagement process)

Class 15 (12/1/10)

Group presentations of assignment 4

Class 16 (12/8/10)

Group presentations of assignment 4

Final: Assignment 4 due

Instructional Methodology:

The class will meet regularly and a combination of dialogue, case studies, mini-lectures, small group activities, classroom presentations, and exercises will be used.

Mode of Delivery:

- Lecture
- Didactic presentation
- Large and small group discussions
- Deductive inquiry
- Case study

Grading Policy:
All assignments are due on the specific date posted. Failure to meet these specific deadlines will result in a reduction in the % a student receives for an assignment (2 % per week). Furthermore, students must inform the instructor if they will be unable to meet any of the assignment deadlines.

Each assignment will be graded based on:

- the assignment questions
- the appropriate structure and quality of the paper
- evidence that each of the corresponding learning objectives has been satisfactorily addressed.

Grade Policy:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>(90-100 %)</td>
<td>Excellent work and evidence of achieving each of the learning objectives at an <strong>expert level</strong></td>
</tr>
<tr>
<td>B</td>
<td>(80-89 %)</td>
<td>Good work and evidence of achieving each of the learning objectives at a <strong>mastery level</strong></td>
</tr>
<tr>
<td>C</td>
<td>(70-79 %)</td>
<td>Average work and evidence of achieving each of the learning objectives at a <strong>modest level</strong></td>
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<tr>
<td>D</td>
<td>(60-69 %)</td>
<td>Poor work and <strong>little or no evidence</strong> of achieving each of the learning objectives</td>
</tr>
<tr>
<td>F</td>
<td>(59 % and below)</td>
<td>Unacceptable work and <strong>no evidence</strong> of achieving each of the learning objectives</td>
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**Date to Withdraw without Penalty:** Consult the University of Texas at Tyler official policy.

**Policy on Incomplete Assignments**

If a student fails to meet any or all of his/her assignment responsibilities, an incomplete WILL NOT be issued but the % for all completed assignments will be calculated and the corresponding grade will be issued.

**Attendance Policy**

My expectations are that you are fully confident, capable students who will attend class accordingly.

**Academic Dishonesty Statement**

“Academic dishonesty, such as unauthorized collusion, plagiarism and cheating, as outlined in the Handbook of Operating Procedures, University of Texas at Tyler, will not be tolerated. University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students’ official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

The following University policies must appear on each course syllabus or be provided as an informational sheet (web-links to these policies may be used in the print or electronic syllabus)

http://www.utttyler.edu/academicaffairs/syllabuspolicies.pdf

**Students Rights and Responsibilities**
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html

Grade Replacement/Forgiveness
If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Schedule of Classes for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar's Office if you have any questions.

Disability Services
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.