The course focuses on how organizations work and how leaders can help them work better. Its goal is to provide ideas, tools and tactics for assessing organizational needs and constraints, and for examining and developing one's own leadership strengths.

Overview

This course is particularly intended for future leaders – individuals who want to make a positive difference in an organization or institution. An effective leader needs:

1. Useful and powerful ideas about leadership and organizations
2. Strategies for effective leadership
3. Self-awareness: knowledge of one’s own beliefs, values, strategies, and impact on others

The course views leadership as a performing art, situated in relationships and organizational contexts. Leadership requires integration of thought, feeling and action, with self as vehicle. The course design is intended to challenge students conceptually through readings, discussions, and developmental assessments, and to challenge at the level of self and action through teamwork, reflective cases, and “leadership challenges.”

The primary conceptual framework will be Bolman & Deal's four-frame analysis of leadership and organizations.

Readings

The following book will serve as the primary text:

Other readings – cases and auxiliary materials – will be provided in student binders, or distributed in class.

**Assignments**

Grades will be based on a combination of: (1) Developmental Assessment: a written examination on course material completed both individually and in teams; (2) Case paper presentation; (3) Leadership Challenge (in-class leadership activity); and (4) Final paper.

**A. Developmental Assessment**

The developmental assessment will be an in-class written test on the ideas in the readings. It will include a mixture of true/false, multiple-choice, and short-answer questions. The developmental assessment will include an individual and a group component. The developmental assessment will include the following steps:

1. Individual assessment

2. Group assessment. (Group members will meet immediately after completing the individual assessment, and develop a consensual answer to each of the questions on the individual assessment.)

3. Grading and feedback

**B. Case Paper**

Case papers are due in class Saturday, October 14 (bring enough copies for all members of your team, or email copies to them).

**C. Case Paper Discussion Leadership**

In addition to presenting their own papers, each student will also be responsible for leading the discussion of another student’s case, collecting feedback from the team, and writing a 1-2 page memo that captures the most important learning points from the discussion. Two copies of this memo (one for the case presenter, and one for instructor) are due one week after the case discussion (email to instructor at bolmanl@umkc.edu). Attach team feedback forms to the copy for the case presenter.

**D. Leadership Challenge**

The leadership challenge will be an in-class leadership activity related to leadership issues in the course. The challenge will be team-based: each team will prepare one of its members to represent it in a leadership role-playing situation. Grades assigned to its
E. **Final Paper**

Think of the final paper as a memo to yourself. The goal is to write a summary of what you’ve learned that is useful to you. Use the following questions as a guide:

1. In brief, what are the most important ideas about leadership that you will take away from the course?

2. What are the most important things that you have learned about yourself?

3. How would you apply your learning to your personal case? How would you think or act differently based on what you have learned?

Grades will be based on:

1. How clearly and persuasively the paper develops important learning from the course.

2. How much insight is reflected in the description of learning about oneself.

3. How well the paper develops linkages between learning and the personal case.

Suggested length for final papers is three to five pages, double-spaced. Feedback from your case presentation should be attached to the final paper.

Final papers are due the day of the final class December 7. Students can choose to receive a letter grade on the paper, or to be graded Pass/Fail. The Pass/Fail option means that the paper will not be weighted in the final course grade. Please indicate “Letter” or “P/F” on the final paper when it is submitted. Late papers will only be eligible for a letter grade, and will lose 10 points (on a scale of 100) for each day past the due date.

**Grading**

There are two options for computing the course grade. Option 1 is for students who choose a letter grade on the final paper. Option 2 is for those who choose a Pass/Fail grade on the final paper.
Class Schedule

Friday, September 29, 1 to 5 p.m.: Reframing Leadership: Introduction

Saturday, October 14, 8 to noon: Theories for Action

Argyris, “Skilled Incompetence” (HBR article in binder)

Case: The Case of the Underperforming Executive (in binder)

Study Questions:

1. What is a theory for action? What is the difference between an espoused theory and a theory-in-use?

2. What is your assessment of Sandy's effectiveness in the meeting with Bill? In what ways was Sandy effective or ineffective?

-------Personal Case Due-------

Friday, October 27, 1 to 5: Reframing Leadership 1: Leadership and Structure

Bolman and Deal, Reframing Organizations, chapters 1, 2, 3, 4

Case: Andersen Consulting - EMEAI: Reorganization for Revitalization (HBS 9-396-007)

Study questions:

1. Is Ellis right in believing that AC-EMEAI’s current structure is untenable long-term? Why or why not?

2. What are the most important strengths and weaknesses of the existing structure?
3. Ellis is considering several options for changing the structure including a regional structure, more autonomy for each country, and organizing by industry. What are the strengths and weaknesses of each option?

4. What should Ellis do now?

**Personal Case Discussions**

Saturday, November 11, 1 to 5 p.m.: *Reframing Leadership II: Political Leadership*

An in-class organizational simulation will present opportunities to observe and practice leadership in challenging circumstances.

Bolman and Deal, *Reframing Organizations*, chapter 9

Bolman and Deal, “Monarchs, Lords and Serfs” (in binder)

**Personal Case Discussion**

Saturday, November 18, 1 to 5 p.m.: *Reframing Leadership IV: Symbols and Leadership*

Bolman and Deal, chapters 12, 13, 17, 18

Case: Gary Rodkin at Pepsi Cola North America

**Study questions:**

1. What are the basic assumptions of the symbolic frame?

2. It’s January, 2000. As Rodkin, you’ve been in the job about four months. What are your priorities? How will you achieve them?

3. Roger Enrico has asked you to make a brief presentation to the board in which you outline PCNA’s most important opportunities and challenges, and what you’re going to do about them. How will you approach this opportunity? What do you hope to accomplish? What will you tell the board?

**Leadership Challenge  (Gary Rodkin Board Presentation)**

Friday, December 1, 8 to noon: *Reframing Leadership III: The Human Side of Leadership*

Bolman and Deal, *Reframing Organizations*, chapter 6, 7
Case: The Men’s Wearhouse: Success in a Declining Industry

Study Questions:

1. What are the central concepts and assumptions of the human resource perspective?

2. Costco and Men’s Wearhouse have both been successful in brutally competitive retail industries by bucking conventional wisdom and investing in people. Why does it work?

3. Would similar practices work in other industries, or is there something special about retailing? Would these practices work in your workplace?

Developmental Assessment (covering all course readings)

Final papers due.