

BMA5557:

Leadership and Organizations

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Instructor: Lee G. Bolman
Office: 322 Bloch
Telephone: (816) 235-5407
E-mail: bolmanl@umkc.edu

Secretary: Bruce Kay
Office: 334 Bloch
Telephone: 235-5417
E-mail: kayb@umkc.edu

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, reflection, 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:

Bolman L. G. and Deal, T. E. *Reframing Organizations, 3d ed.* San Francisco: Jossey-Bass, 2003

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 Assessments: written examinations on course material completed both individually and in teams; (2) Leadership Challenge (in-class leadership activity); and (3) Final paper.

A. Developmental Assessments

The developmental assessments will be in-class written tests on the ideas in the readings. They will include a mixture of true/false, multiple-choice, and short-answer questions. The developmental assessments will include an individual and a team component with the following steps:

1. Individual assessment
2. Team assessment. (Group members will meet immediately after completing the individual assessment, and develop a team answer to each of the questions on the individual assessment.)
3. Grading and feedback

B. 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 representatives will be shared equally among all members (i.e., you get what your rep gets).

C. 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 and your EMBA experience so far?

2. What are the most important things that you have learned about yourself and your leadership since beginning the EMBA program? What do you see as your leadership strengths and challenges? [Consider your experiences in the course, the residency, and your 360-degree feedback activity.]

3. How will you apply your learning to your work (or life)? How will 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 and the EMBA experience.
2. How much insight is reflected in your description of your learning about yourself.
3. How well your paper develops linkages between learning and practice.

Suggested length for final papers is five to eight pages, double-spaced.

Final papers are due the day of the final class December 1. 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 (but a grade of Pass on the final paper is a requirement for successful completion of the course). Please indicate "Letter" at the top of your paper if you want it graded(P/F is the default). 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.

D. Participation grade:

The participation grade will be based on a combination of attendance and quality of participation in class.

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.

Activity		Option 1	Option 2
Developmental Assessment I	Individual:	10.00%	15.00%
	Group:	10.00%	15.00%
Developmental Assessment II	Individual:	10.00%	15.00%
	Group:	10.00%	15.00%
Leadership Challenge		25.00%	30.00%
Final Paper		25.00%	0.00%
Class participation		10.00%	10.00%
	Total:	100.00%	100.00%

Class Schedule

Friday, September 28, 3 to 5 p.m.: **Reframing Leadership: Introduction**

Saturday, September 29 1 to 5 p.m.: **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?

Saturday, October 13, 10:15 to noon: **Reframing Leadership I : The Structural Frame**

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?

Saturday, October 27, 3 to 5 p.m.: **Reframing Leadership II: The Human Side of Organizations**

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?

First Developmental Assessment (Readings for Sept. 29, Oct. 13, and Oct. 27)

Saturday, November 10, 1 to 5 p.m.: **Reframing Leadership III: The Manager as Politician**

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

Bolman and Deal, *Reframing Organizations*, chapters 9, 10

Bolman and Deal, "Monarchs, Lords and Serfs" (in binder)

Friday, November 17, 1 to 5 p.m.: **Reframing Leadership IV: The Symbolic Frame**

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

Case: Gary Rodkin at Pepsi Cola North America (A)

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)

Saturday, December 1, 10 to noon: **Conclusion**

Developmental Assessment (readings for Nov. 10, 17 and Dec. 1)

Final papers due.