

UMKC-The Henry Bloch School of Management
MGT 5533: LEADERSHIP AND CHANGE IN ORGANIZATIONS
Fall 2011

Instructor:	Doranne M. Hudson, MBA Executive-in-Residence, Instructor http://www.bloch.umkc.edu/faculty-staff/faculty-directory/hudson/index.aspx
Class Location:	Bloch School, Room 114
Class Time:	Wednesday evenings from 7:00-9:45pm
Office Location:	Bloch School, Room 335
Telephone:	816-235-2730
Course Website:	https://Blackboard.umkc.edu . Please check at least twice a week for class announcements and assignments.
E-mail:	HUDSONDM@UMKC.EDU
Office Hours:	While I don't have regular office hours, I am happy to meet with you in person or by phone. Feel free to call or email me at any time; I can usually get back to you within 24 hours.

Course Overview and Objectives

This course is aimed at those who aspire to leadership roles in organizations and those who relish the process of influencing others and making an impact. The objectives of the course are: 1) to provide you with new ideas and concepts about leadership; 2) to help you analyze leader issues and problems and to develop specific actions and strategies for leading others effectively; 3) to encourage you to think critically about your own leadership development and potential.

There are several premises underlying the design of this course:

1. There are leadership opportunities all around and these are widely accessible.
2. There are no simple answers or "how to's" for effective leadership; leadership, by its nature is ambiguous, complex, situational, and personal.
3. Given this, the best way to develop leadership skills is to be exposed to a variety of real-world situations, ideas, approaches and practices, and to discuss and experiment with these in a lifelong process of self-reflection and learning.
4. Case studies are a proven method for simulating real world leadership practice and are powerful tools for sharpening analytic skills, diagnosing issues in complex situations, and identifying actions, and making decisions --all critical leadership competencies.

The course is designed to challenge you conceptually and personally through classic and leading edge leadership readings, case analyses, and personal case discussions. It is a rigorous course, requiring extensive reading and individual preparation, as well as active involvement in a 6-person case discussion team. But the payoff is this: You will walk out of the class with a set of highly useful, practical tools

- For breaking down complex organizational and leadership issues and creating practical action plans.
- For influencing and "managing" those around you: your boss, peers, and subordinates.
- For better understanding your own leadership strengths and how to develop and leverage these for career success.

Course Materials

1. A custom course book containing cases and articles should be purchased from Harvard Business School Publishing for about \$68 and then downloaded and printed. The link is as follows: <http://cb.hbsp.harvard.edu/cb/access/9637228>. All students are expected to respect copyright laws by purchasing individual copies.
2. Bolman, L. G. and Deal, T. E. *Reframing Organizations, 4th Ed.* San Francisco: Jossey-Bass, 2008. This is widely available online for \$30-\$35 (new), with used books available for less. Chapters 1-12 plus 15 are required reading and the remainder is optional. ISBN 978-0-7879-8799-2.

Course Requirements

Class Preparation and Attendance (175)

This course requires consistent preparation and attendance. In addition to attending class, you are expected to prepare for class via reading, case analysis, and other assignments related to leadership practices. I will provide at least seven opportunities over the term for you to demonstrate your preparation through random quizzes on case study questions; or other written assignments.

Class Participation and Contribution (150)

Engagement and active participation is assumed of leaders and is required in this class, regardless of your work experience, personality, or style. The diversity of experiences and styles enriches the learning experience for everyone. You are expected to participate in and contribute to discussion of readings, cases, and leadership practices, as well as team activities. During case discussions, especially, you should aim to

- add thoughtful, concise, relevant ideas
- build on others' ideas
- play devil's advocate/debate
- respect limited airtime available

Leadership Case Paper (125)

- For each of the assigned cases, you will prepare the case for class discussion. This includes reading the case (found in the custom course book), analyzing the case, and answering several study questions. See Class Preparation above.
- For 1 of the cases, you will write up the analysis in a typewritten paper of 3-4 pages (single-spaced), applying concepts we have covered in readings and in class. You may select from among three cases (see asterisk on schedule). Your written case is due at the beginning of class the day scheduled for that case discussion.
- Points will be given for the written case, based on the following evaluation criteria:
 1. Analytical depth and quality of insights
 2. Relevant linkage to class material
 3. Clarity, precision,* and logical flow of writing*spell and grammar-checked

Personal Case Scenario and Discussion (150)

Early in the term, you will prepare a brief personal case scenario, describing a challenging work situation or issue that you have experienced (or are currently

experiencing) and what you would like to explore and learn in a possible small group discussion of the case; for example, what are some different approaches to managing a difficult co-worker? Three personal cases will be selected for your 6-person group discussion and you will be assigned either a presenter role (if your case is selected) or a discussion leader role.

You will be evaluated using several criteria:

- The clarity of your written case and learning questions.
- If you are a presenter: The extent to which your case and learning questions are clear, provocative, and linked to class concepts; and how well you listened and were receptive to ideas and feedback.
- If you are a discussion leader: How well you prepared for and led the group's discussion; and the extent to which you pulled together the insights and ideas of the group for the presenter.
- As a group member: Your preparation and contributions to the small group discussion across the three rounds.

Application Exams (150/250)

Two written exams will be given, to evaluate 1) Your understanding of the ideas and concepts from the course readings, cases, and class discussion; and 2) Your ability to apply those concepts in real-world scenarios.

As part of the exam, I will distribute a case study to review and prepare at home prior to the exam; students may bring in one page of notes. The exam will include several brief essay questions addressing the conceptual material and the case. The Midterm Exam will be given during the first half of the Wednesday class period, and the final exam will be given during exam week. ESL students may begin their exams 20 minutes early upon request.

Your answers to essay questions will be evaluated on three criteria:

- Depth of analysis, insights
- Linkage to course concepts
- Communication clarity and persuasiveness

Evaluation and Grading

• Class preparation and attendance	175*
• Class participation	150
• Personal Case Preparation/Discussion	150
• Case paper	125
• Midterm Application Exam	150
• Final Application Exam	250
• TOTAL	1000 points

Final grades are determined as follows:

A	=	940-1000	C+	=	770-799
A-	=	900-939	C	=	740-769
B+	=	870-899	C-	=	700-739
B	=	840-869	D	=	650-699
B-	=	800-839	F	=	649 and below

NOTE: I don't give standard letter grades on quizzes or class assignments (although I do on papers). Instead, my symbols tie to ratings you may see in a business performance review:

-	Unsatisfactory	roughly equates to F
✓ -	Below expectations	C+
✓	Meets expectations	B
✓ +	Exceeds expectations	B+/A-
+	Far Exceeds expectations	A+

I encourage you to ask me anytime (especially at mid-term) for a progress report on your class preparation, attendance, and participation.

I have high expectations of graduate students and I am not considered an easy grader. I do not use a pre-determined curve nor do I share class grade averages or distribution. My focus is on your individual mastery, not your performance relative to peers. I will post exam and paper points on Blackboard after they are returned to you. Final grades will be posted on Blackboard. I cannot give points or grades by email due to UMKC privacy policy.

Class Expectations

My expectations reflect standard business practice in an executive meeting:

1. Weekly attendance and arrival by class time is expected. If you will not be there, or will be late, you should let me know by phone or email prior to the start time.
2. No new students will be admitted after the second class session.
3. There are assignments/expectations for every class session, and these will average 3 hours per class session. All assignments are posted on Blackboard.
4. Classes are highly interactive and personal technology in this setting is distracting. During class, students should be respectful of each other and me by turning off cell phones, I-pods, I-pads, PDA's, and laptops, and not sending or receiving calls or text messages.
5. There is a "no tolerance policy" with regard to insensitive and disrespectful comments made to others in the class.
6. Written assignments are to be turned in as hard copies, typed, on time, and well edited. Late papers are not accepted except in unusual cases when the situation has been discussed in advance of the due date; if accepted, the late paper will carry a 10% penalty.
7. Exam make-up or late papers will be allowed only in emergency situations, and will carry a 10% point penalty.
8. Integrity is essential to leadership. Anyone giving or receiving unauthorized aid on written assignments or examinations, using undocumented sources, or removing test materials from the classroom will be subject to the UMKC policy concerning academic dishonesty.

Students with any kind of disability should contact the Office of Student Services for Student Disabilities to make any special arrangements for this class.

A Final Note:

I love teaching and I love this particular course. Former students say that they learn a lot in this course (especially about real world leadership) and that the challenges in reading and case preparation are well worth it. I hope you will climb on the ride!

Doranne M. Hudson



Doranne Hudson is an Executive-in-Residence at The Bloch School at UMKC. She teaches undergraduate, MBA, and executive MBA courses in Leadership as well as non-degree executive education courses and workshops to a wide variety of businesses and organizations, including Sprint, H&R Block, Fleishman-Hillard, and Hallmark. Her research and teaching interests include organizational influence and political agility, leader self-awareness and development, networks and social capital, leading change, and leader values. As a full-time Bloch faculty member, she is also active in curriculum development, strategic marketing, and faculty selection. In 2010 and 2011 she was named Distinguished Professor of the Year by Bloch's graduating students.

Hudson's corporate experience includes 23 years of marketing and general management at The Gillette Company and at Hallmark Cards, where she was senior vice-president. In addition to brand management and new product development, she had major line and P&L responsibilities; among these were leading Hallmark's 5000-store Gold Crown retail division (\$1B in sales) and overseeing four of Hallmark's subsidiary companies. Hudson was named a Hallmark corporate officer in 1995, and she served on the corporate executive council, the North America management team, and the Hallmark U. K. board of directors before retiring in 2001.

Hudson received a BA in psychology from Duke University, *summa cum laude*, and an MBA from Harvard University. She currently serves as chair of the board of directors for the Central Exchange, on the executive committee of the UMKC Board of Trustees and on the boards of Kansas City Public Television, and Midwest Research Institute. In 2008 she was named one of Kansas City's Most Influential Women by KC Business Magazine. She has been married for 35 years to Randall Hudson, a cardiac anesthesiologist, and they have one adult and one teenage daughter. Outside the classroom she enjoys hiking, skiing, travelling, and music.

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CLASS SCHEDULE (as of 8-24-11)

See Blackboard Announcements for updates and study questions

DATE	FRAMEWORK	TOPICS/PRACTICE IDEAS	APPLICATION/CASES	ASSIGNMENT **in Harvard course book
8-24	Introduction	Leadership vs. Management Frame Overview	Ernest Shackleton and The Endurance (film)	Read Bolman and Deal, Ch. 1, 2 Read "What Leaders Really Do"
8-31	HR Frame	Human Resources Perspective Forming Teams	Kent Thiry: "Mayor" of DaVita	Read BD 6, 7 Prep Kent Thiry (you may skim pp 4-5)
9-7	HR Frame	<i>Leader Emotional Intelligence</i> <i>Motivating Others</i>	Coach K, Coach Knight	Read "What Makes a Leader" Prep Coach K, Coach Knight
9-14	Structural Frame	Structural Perspective <i>Feedback and Coaching A</i>	Garden Depot	Read BD 3, 4 Prep Garden Depot
9-21	HR + Structural Frames	<i>Feedback and Coaching B</i> Guest Speaker: Clara Maingi, VP Swiss Re	Case of the Underperforming Executive	Prep mini-Case: Underperforming Executive (BB) Personal Case DUE .
9-28	Political Frame	Political perspective <i>Leveraging Power Sources</i>	Andrea Jung at Avon	Read "Managing Authenticity" Prep Andrea Jung
10-5	Political Frame	<i>Managing Up and Across</i> <i>Feedback and Coaching C</i>	*Thomas Green	Read BD 9, 10 Read "Managing Your Boss" Prep: Thomas Green
10-12	Integration	Midterm Exam	Exam Case + The Social Network: Mark Zuckerberg (Film)	Study for Exam
10-19	Integration		Exam Debrief Mark Zuckerberg Personal Case #1	Zuckerberg assignment (BB) Prep Personal Case #1
10-26	Political/Symbolic	<i>Building Networks and Coalitions</i>	*Jeanette Clough at Mount Auburn Hospital	Read BD 11 Read "How Leaders Create and Use Networks" Prep Jeanette Clough
11-2	Symbolic Frame	Symbolic Perspective <i>Strategic Communication</i>	Tony Hsieh at Zappos Personal Case #2	Read BD 12 Read "The Productivity Paradox" (BB) Read Zappos article (BB)

				Prep Personal Case #2
11-9	Symbolic Frame	<i>Leading Change</i>	*Bill Bratton and Vineet Nayer Personal Case #3	“ Tipping Point Leadership ”: Bill Bratton ; and “Maverick CEO”: Vineet Nayer at HCL (BB) Read “ Why Transformations Fail ” Prep Personal Case #3
11-16	Integration	Level 5 Leadership <i>Articulating Values</i> Guest Speaker: Brian Luce, Operations Director, Ericsson	Live Case or Burt’s Bee’s (Multimedia)	Read “ Level 5 Leadership ” Personal Values assignment (BB) Personal Case Debrief Assignment (BB)
11-30	Integration	4-Frame Analysis and Action Practice Ideas	Kimberly-Clark Andean Region Best Practices Forum	Prep Kimberly-Clark Prep Best Practices
12-7	Integration	4-Frame Analysis and Action <i>Self-Reflection, Learning, and Growth</i> Wrap-up	n/a	Read BD 15 Read “ In Praise of the Incomplete Leader ”
12-14	Integration	Comprehensive Exam	Exam Case	Study all course material

* Choose one of these three case assignments for the written Case Paper