

### **Course Description**

This course will provide students with opportunities and experiences that improve their leadership capacity on their way to becoming global leaders. Through reflection on field-based projects and case studies, students will examine how organizational and cultural contexts affect leadership strategies.

### **Course Objectives**

1. Build students' personal leadership capacity by understanding personal biases and personal approaches to leadership. Students will reflect on how their own goals fit within their broad commitment to public service.
2. Provide an overview of the organizational settings for leadership. Readings and lectures will provide models and strategies that can guide leadership tasks such as following, team-building, strategic planning, coalition building, and mentoring.
3. Introduce students to diverse real-world leadership issues and contexts, with an emphasis on multi-cultural and international situations. Through case studies and assignments integrated with field work, students will apply leadership and management frameworks and models.

### **Student Learning Outcomes**

1. Leadership Skill Building
  - o Practice reflection and analysis on leadership issues (e.g. team dynamics, coalition building, networking, celebrating values, followership)
  - o Begin the "Dialogue with Failure" to learn from experience through reflection and planning
  - o Practice asking good questions.
  - o Practice clear, concise writing.
2. Personal Leadership Development
  - o Identify personal leadership assets and opportunities.
  - o Develop personal leadership plan to, at a minimum, serve as a guide through students' Clinton School career.
  - o Identify leadership resources for future use.

### **Basic Assumptions in the Development and Conduct of this Course**

- Leadership can be taught and learned. There are some predispositions to leadership that have been identified but as these are frequently and historically socially constructed, it is doubtful that they are universal in any limiting sense.
- Any consideration of leadership must consider "followership." The two are sides of the same coin and cannot exist without each other.
- The study of leadership draws on a wide range of studies conducted about human behavior and hence can be understood from the perspectives of anthropology, psychology, humanities, and the life sciences.
- Leadership is both about who the leader is and what the leader does.

### **Required Texts**

- Lee Bolman and Terrence Deal (2003). Reframing Organizations: Artistry, Choice, and Leadership, Third Edition. Jossey-Bass.
- Assigned cases and articles.
  - o Course packet available from Jeanne Busbea
  - o Readings also provided on course WebCT page ([www.webct.uarl.edu](http://www.webct.uarl.edu))

### **Course Format**

This course will operate in a traditional seminar format. In addition to weekly discussions related to the texts, the course will use a number of case studies to consider leadership in action. Invited guests will occasionally join us to provide additional expertise and examples of leadership in action. Students are encouraged to bring in material not assigned by the instructors to add to the discussion. As a graduate seminar, this course relies on students to take some responsibility for their learning and the class is in some ways a "laboratory" for their leadership to be evident.

### **Course Evaluation and Grading**

\*\*\*All written assignments must be submitted via the class WebCT page.\*\*\*

***Class Participation (15%)***

The use of case studies and interactions with guest speakers will require active involvement of all class members. Good participation takes many forms, including **active listening, asking good questions, bringing relevant information to our attention, synthesizing ideas from past discussions, and answering questions**. No one form of participation is valued more than any other form. Students are encouraged to participate in as many ways as possible, and to stretch themselves to participate in ways that might not initially be comfortable.

***Assignment 1: Advocacy Memo to Karen Hannen (10%)***

This assignment is intended to help students practice writing a concise advocacy memo. Based on the Hannen and Welch case study and class discussion from the previous week, students will prepare a brief memo that is **no more than 300 words**. Space will be at a premium in completing the assignment, so where appropriate, bullet points, title headings, and lists are encouraged. At a minimum, the memo should contain the following elements:

- 
- **A recommended course of action** for Hannen, beginning immediately and covering the next six months (if necessary).
  - **Justification for this course**, addressing its advantages and potential disadvantages relative to second and third-best strategies
- 

***Assignment 2: Mapping Practicum Partners' Environments (15%)***

After rereading the Dobel article on "Mapping Environments," students will prepare a briefing for their Practicum faculty advisor on the political environment of their partner organization (e.g. Governor's Task Force, DHS Policy Planning Unit, individual Delta partners).

Unlike the first memo, the focus is not on recommending a course of action but to better understand the context and situation. Students should analyze the support the partner has among key stakeholders and identify people who might oppose their work.

This is a blended individual and team assignment. In the first stage, each student should create an individual set of maps and tables. In the second stage, Practicum teams (of 3-4 people) should produce a team memo. While one person can draft the final memo, memos should incorporate ideas from every team member. Attach all the individual maps and tables to the memo. If you choose to do the maps by hand, you can hand in hard-copies rather than submitting them on the class website.

Each team will receive a single grade, based on the quality of the memo and of the individual maps and charts.

- 
1. Develop the three attachments first: two maps of the partner's environment and a stakeholder analysis chart.
    - a. **Map 1** should analyze the flow of formal power in the political world in which the partner organization operates. It might look like an organization chart.
    - b. **Map 2** should identify all the formal and informal forces on the partner organization. Think broadly. In Dobel's language, include authorizers and stakeholders. Students are encouraged to adapt one of Dobel's diagrams (the one on page 7 may be a good place to start), and but students are free to create a map that works best for them.
    - c. **Stakeholder Analysis:** Based on the two maps, develop a *table or matrix* that identifies the key stakeholders affected by the practicum project, each one's fundamental interest in the partner organization's work, and each one's view of the practicum work (positive or negative, and why)
  2. After completing the three attachments, prepare a team **memo of 300 words or less** analyzing the Practicum partner organization's current support and opposition. The memo should refer to the three attachments where appropriate and in particular should highlight the most important findings from the Stakeholder Analysis (1c above).
- 

***Assignment 3: Reflection on Practicum Team Dynamics (15%)***

The course assumes that the capacity to reflect is central to effective leadership development. Students will practice this skill by reflecting on the emerging team dynamic within their 3-4 member practicum team. This is also an opportunity for students to practice writing concise memos. Each student will write a memo of **500 words or less** covering the following topics:

- 
- **What is working?**

- **What is not working?**
  - **What will you do** personally to improve the team dynamic moving forward?
  - **What lessons have you learned** about leadership and “followership”?
- 

Students should draw on their journals (observations and critical reflections) to provide evidence for claims and arguments they make.

The following questions are not required to be addressed but are offered to stimulate deeper reflection and analysis:

- To whom has the group given informal authority and why?
- Each member of the group has probably begun to take on a particular role for the group. In terms of these roles, what perspectives has each member represented?
- Has the group used any “work avoidance mechanisms” to maintain equilibrium (e.g. putting off decisions, side conversations)? What issue was being discussed? Did anyone intervene to refocus attention?

#### ***Assignment 4: Personal Leadership Development Plan (25%)***

Leadership is a developmental process. Effective leaders intentionally seek out opportunities to develop their leadership skills. Because we assume that leadership can be learned, creating leadership plan with resource list is the capstone course assignment. The plan will have three main components:

- 
- An honest **personal assessment of strengths and weaknesses**, drawing on formal instruments (Myers-Briggs, leadership frames, etc.) as well as observations from the classroom, field experiences, and extra-curricular activities.
  - A **five-year plan setting out specific actions** to build on strengths and improve weaknesses to move the student along their desired path. This will require thinking about the general target destination (career, personal development) 5-years from now, which may then require
  - An **annotated list of leadership resources** to support the leadership plan. The list may include contact information for potential mentors, bibliographic materials, organization names, program descriptions, conferences, or websites.
- 

#### ***Assignment 5: Personal Leadership Manifesto (20%)***

This course fundamentally assumes that self-knowledge is a key to understanding how one leads and how one can grow as a leader. The leadership philosophy paper requires students to articulate their core assumptions and values so that they might better motivate themselves and others. While the Leadership Development Plan is a nuts-and-bolts plan, the Personal Manifesto is an opportunity to be abstract and creative. Specifically, in **500 words or less**, students will:

- 
- **Encapsulate what leadership is and why it is important**
  - **Articulate the core values and principles** that guides their leadership behavior and actions.
  - **Motivate and inspire** themselves and others
- 

**Grading Policy** All assignments will be graded according to the following criteria: 1) analytic rigor, 2) logical clarity, 3) factual accuracy, and 4) quality of written expression.

A	Exceptional work. Shows near perfect understanding of course material, exceptional analytic rigor, and clear, well-organized written expression.
B	Good work. Shows a strong grasp of course material, some analytical rigor. But there are some errors and may lack some clarity and rigor.
C	Poor work. Serious errors or misunderstanding of course material. Hard to discern what student is arguing or trying to say.
D	Very poor work. Student appears to have made little to no effort. <i>Very</i> serious errors or misunderstanding of course material. No idea what student is arguing or trying to say.
F	No work or insulting work. Student either did not turn in work or what was turned in showed no effort to keep up with course material.

**Academic Integrity**

All work you present to us should be your own. It is fine to study or prepare for class with others, but papers, presentations and assignments should be individual efforts. Plagiarism includes (but is not limited to) adopting or appropriating for one's own use and/or incorporating in one's own work, without acknowledgement, passages, parts of passages, tables, photographs, models, figures, and illustrations from the writings or works of others; thus presenting such as a product of one's own mind. Any student who plagiarizes may be subject to **any or all** of the following sanctions: receiving a zero on the written work, receiving a reduced grade for the course in which the plagiarism occurred, being suspended from registering for one or more semester(s), being required to enroll in a short course on graduate level writing, being required to comply with any other appropriate remedy as proposed by the Associate Dean, and/or being dismissed from UACS.

You should keep digital copies of all written work for this class. I reserve the right to request a digital copy of your work.

Plagiarism on any assignment in this class will at minimum result in an "F" for the assignment. I reserve the right to pursue further disciplinary action if appropriate. I strongly recommend students maintain a record of the preparation of their assignments.

**Student Accommodation**

It is the policy of UACS to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation, for example in seating placement or in arrangements for examinations, should inform instructors at the beginning of the course.

## OVERVIEW OF CLASS SESSIONS

### Aug. 20: What is Leadership?

**Keith Nitta, Betty Overton**

Reading:

- Bolman and Deal, *Reframing Organizations*, Preface (pp. xv-xx)
- CASE: "In the Shadow of the City"

Skills: Framing; identifying issues, positions, interests

### Aug. 27/Aug. 30: Leadership in the Human Resource Frame

Reading:

- Bolman and Deal, *Reframing Organizations*, Ch. 6 (p. 111-132), SKIM Ch. 7 (p. 133-159)
- John Gardner, "Motivating," *On Leadership* (Free Press, 1990).
- CASE: "Hannen and Welch"

Skills: Motivating individuals, developing leaders

### Sept. 3/Sept. 6: No Class (Labor Day/Conflict Workshop)

### Sept. 10: Team-Building Workshop

\*\*\*ASSIGNMENT 1 DUE before class: Memo to Karen Hannen\*\*\*

Guest: Dr. Jeff Standridge - Acxiom Corporation

Reading:

- Bolman and Deal, *Reframing Organizations*, Ch. 5 (p. 93-109) and Ch. 8 (p. 160-182)

Skills: Effective techniques for building and leading diverse teams, overcoming barriers to effective teamwork

### Sept. 17/Sept. 20: Leadership in the Political Frame: External

Reading:

- Bolman and Deal, *Reframing Organizations*, Ch. 10 (p. 202-220) and Ch. 11 "Organizations as Political Agents" (pp. 228-238)
- Dobel, "A Note on Mapping"
- CASE: "Job Corps"

Skills: Assessing Mission-Structure-Environment fit; mapping the environment

### Sept. 27: Networking Workshop and More Leadership in the Political Frame

\*\*\*ASSIGNMENT 2 DUE before class: Map Your Practicum Partner's Environment\*\*\*

Guest: Dean Skip Rutherford, UACS

Reading:

- Bolman and Deal, *Reframing Organizations*, Ch. 9 (p. 183-201) and Ch. 11 (p. 221-228)
- CASE: "The Little Rock School District"

Skills: Networking, building coalitions, cultivating allies

### Oct. 1/Oct. 4: Leading Across Gender, Race, and Class

**Betty Overton**

Reading:

- Francine De Ferreire Kemp, "Leadership and Diversity: Constant Companions," *Industrial Engineer*, May 2007.
- Lorraine Matusak, "Leadership: Gender Related, Not Gender Specific," in *Concepts, Challenges, and Realities of Leadership: An International Perspective*, edited by James MacGregor Burns, Georgia Sorenson, and Lorraine Matusak. Academy of Leadership, 2001.
- Nance Lucas, "Global Ethical Leadership: A Turn of the Kaleidoscope," in *Concepts, Challenges, and Realities of Leadership: An International Perspective*, edited by James MacGregor Burns, Georgia Sorenson, and Lorraine Matusak. Academy of Leadership, 2001.

Skills: Leading across boundaries; leading diverse teams

**Oct. 8/Oct. 11: Leadership in the Structural Frame****Reading:**

- Bolman and Deal, *Reframing Organizations*, Ch. 3 (p. 43-67) and SKIM Ch. 4 (p. 68-92)
- Paul Hill, "The Need for New Institutions," in Paul Hill and James Harvey, eds., *Making School Reform Work: New Partnerships for Real Change* (Brookings, 2004), pp. 8-16.
- Paul Hill, "New Capacity for Civic Oversight," pp. 17-25.
- Paul Hill and Sarah Brooks, "Institutions to Find, Prepare, and Support School Leaders," pp. 65-83.

**Skills:** Defining goals, roles, evaluation; managing resources; restructuring systems

**Oct. 15/Oct. 18: Financial Leadership Workshop**

**Guest:** Dr. Sandra Robertson

**Skills:** Preparing and executing a budget; spotting financial problems

**Oct. 22/Oct. 25: Leadership in the Symbolic Frame**

**Guests:** Founding Dean David Pryor and Founding Academic Dean Tom Bruce

**Reading:**

- Bolman and Deal, *Reframing Organizations*, Ch. 12 (p. 241-269), Ch. 13 (p. 270-286), and Ch. 14 (p. 287-299)
- John Gardner, "Tasks of Leadership" *On Leadership* (Free Press, 1990).

**Skills:** Telling inspirational stories; infusing value; serve as a role model

**Oct. 29/Nov. 1: Leading Change****Reading:**

- Bolman and Deal, *Reframing Organizations*, Ch. 18 (p. 367-393)
- John Kotter, "Leading Change: Why Transformation Efforts Fail," *Harvard Business Review* (March-April 1995).
- CASE: "Casa De Esperanza"

**Skills:** Leadership vs. management; leading change

**Nov. 5/Nov. 8: Putting the Frames Together**

**\*\*\*ASSIGNMENT 3 DUE before class: Practicum Team Analysis\*\*\***

**Reading:**

- Bolman and Deal, *Reframing Organizations*, Ch. 15 (p. 303-319), Ch. 20 (p. 409-430)

**Skills:** Going to the balcony; reframing; managing trade-offs

**Nov. 12/Nov. 15: Personal Leadership Development****Nitta, Overton**

Students will revisit Leadership frames and take two short leadership styles tests. Students will reflect on their own leadership strengths, weaknesses, and opportunities in small groups.

**Reading:**

- Bolman and Deal, *Reframing Organizations*, Ch. 17 (p. 334-366)

**Nov. 19: Global Leadership****Reading:**

- Thomas Friedman, *The World Is Flat*
- John Gardner, "Fragmentation and the Common Good" *On Leadership* (Free Press, 1990).
- CASE: Re-read "In the Shadow of the City"

**Skills:** Leading across cultures; ethical development

**Nov. 29: Ethical Leadership Workshop**

**\*\*\* ASSIGNMENT 4 DUE before class: Personal Leadership Plan\*\*\***

**Guest:** Dr. Bill Grace, Founder, Center for Ethical Leadership

**Readings:**

- Bill Grace, “Freedom and Ethical Leadership – For What Purpose?”

Skills: Sustaining ethical leadership; personal values and effective leadership

**Dec. 3, Dec. 6, Dec. 10: Individual Leadership and Career Planning Interviews**

Based on her or his Leadership Development Plan, each student will have an individual exit interview with the course instructor as well as Dean Hemphill, who will be leading the public service seminar in the spring semester.

- Each student will be asked to bring a 1-page memo (5 copies) laying out her or his thoughts for:
  - 1) Elective courses
  - 2) Extra-curricular activities
  - 3) International service project
  - 4) Capstone
- Students should be prepared to discuss how their UACS-specific goals fit into their broader Leadership Development Plans.

Skills: Personal leadership development planning

**Dec. 13**

**\*\*\*ASSIGNMENT 5 DUE before 5pm: Personal Leadership Manifesto\*\*\***