

PREFACE

Teaching is always challenging. Students bring diverse experiences, needs, expectations, motivations, and learning styles to the classroom. Instructors counter with their own educational philosophies, preferences for pedagogy, personal styles, and decisions about content focus and course design. When the chemistry is right, the experience is glorious. Learning is simple, natural, and exciting. Students and instructor part ways with warm memories as well as new knowledge. When things go awry, classes seem endless, and instructors spend more time corralling runaway students than facilitating learning and growth. The semester ends with mutual revenge: teachers give grades and students fill out course evaluations.

Teaching about organizations and management adds its own complexities to the educational challenges. The field is filled with gray areas. There are few simple rules or straightforward solutions that guarantee organizational productivity and managerial success. The theory base is peppered with hypotheses masquerading as proven facts, multiple explanations for the same phenomena, and enough contradictions to confuse even the most dedicated and enthusiastic students. All this stands in sharp contrast to the disciplines of more bottom-line-oriented colleagues—the economists, accountants, engineers, and basic scientists who also lay claim to students' time and interests. What does all this mean for the organizational behavior classroom? How can instructors create exciting and engaging courses that maximize learning for students? How can they teach students to translate conceptual learning and good intentions into effective practice?

That is what this instructor's guide is all about. It is based on the premise that *Reframing Organizations: Artistry, Choice, and Leadership* offers a unique opportunity for teaching about organizations, good leadership, and effective management. Using *Reframing Organizations* as the basic text, it is possible to design courses that teach students to:

1. Become more discriminating consumers of organizational theory and advice.
2. Understand and work with the ambiguity and complexity in both the discipline's theory base and organizational reality.
3. Translate the flood of organizational solutions and leadership prescriptions into usable diagnostic tools and more elegant action strategies.

This guide will show you how.

The guide offers advice and suggestions on when, where, why, and how to use *Reframing Organizations*. It examines how to teach the art and practice of reframing. It explores why a four-frame approach to organizations—viewing

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organizations through structural, human resource, political, and symbolic lenses—is so empowering for undergraduates, graduate students, and executive audiences alike. It probes the connections between a multiframe approach and developmental growth for students. It offers advice and suggestions for tailoring courses to different student audiences—providing everything from insights into the educational philosophies that underpin courses on reframing to the nuts and bolts of suggested syllabi and class designs.

PURPOSE OF THIS INSTRUCTOR'S GUIDE

The basic purpose of this instructor's guide is to support and energize those who use *Reframing Organizations* in their teaching—instructors who teach in traditional undergraduate and graduate classroom settings as well as those involved in management development or corporate education. Specifically, this guide provides opportunities for both new and seasoned instructors to learn more about:

1. The content and subtleties of *Reframing Organizations*.
2. The possibilities and challenges of teaching with this book.
3. The developmental implications for teaching about the art of reframing.
4. Ways to design courses and create successful learning environments for diverse student audiences.
5. Cases, videos, readings, activities, and other support materials that complement the text.
6. The availability of non-English-language versions of *Reframing Organizations* for work with international student and executive audiences.

The overall focus is on maximizing learning about organizations, leadership, and the art of reframing for students and creating opportunities for instructors to reflect on their teaching and to fine-tune their use of the Bolman and Deal text.

OVERVIEW OF THE CONTENTS

This instructor's guide is divided into four parts:

- Part 1 is an introduction and behind-the-scenes look at *Reframing Organizations*. It explores the book's overall purpose and philosophy and the features that distinguish it from other organizations texts.

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- Part 2 digs deeply into how to teach with *Reframing Organizations*. It begins with an overview of central educational issues—goals for courses using *Reframing Organizations*, common teaching questions and dilemmas, and so on.
- Part 3 provides chapter-by-chapter notes and discussions. Included for each chapter are: (1) a summary of the central ideas, (2) a list of key terms where appropriate, (3) a list of major case examples used, and (4) teaching suggestions, including additional cases, films, readings, activities, and exercises.
- Part 4 includes sample course syllabi and guidelines for personal case papers and other support materials. Appendices A and B provide information on sources for cases, films, training videos, and simulations.

HOW TO USE THIS INSTRUCTOR'S GUIDE

This guide tries to provide something for everyone who uses *Reframing Organizations*. Where to begin and how best to use the guide depend on individual needs. Users of earlier editions of *Reframing* and of this instructor's guide may want to begin with the chapter-by-chapter notes.

Seasoned instructors who have not used *Reframing Organizations* may wish to start by exploring the purpose and philosophy behind the book. This allows instructors to reflect on why *Reframing Organizations* adds an important dimension to their present student reading list and how using this text offers a simple way of organizing courses that focus on both theory and practice. When the book is incorporated into a course, the chapter-by-chapter summaries provide ways to conceptualize and work with the central ideas and assist veteran instructors in expressing their own preferences in course design and focus.

Instructors who are just beginning their teaching careers may want to start on page one and march straight through. This guide provides everything you need to know to develop and conduct sound, enjoyable, and educationally successful courses in organizations or leadership. Sample courses are outlined, providing instructors with at least one way of working with this text over the course of a term.

Executive educators and trainers will appreciate the suggestions for class designs that can be easily adapted to workshop or seminar format, the materials and cases designated as most appropriate for their audience, and the ways in which the chapter-by-chapter notes make it easy to work successfully with various aspects of Bolman and Deal's central ideas.

Everyone will want to keep this instructor's guide near his or her teaching notes. It offers a handy reference for quick review of key chapter topics before class, an easy way to check for consistency between personal views about certain topics and

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the Bolman and Deal perspective, and a source of inspiration for class designs, activities, cases, and videos. When class is looming and you still have not figured out what to do, this manual can be a lifesaver.

ACKNOWLEDGMENTS

In 1977, I worked as a teaching fellow in the introductory organizations course at the Harvard Graduate School of Education, where I was a doctoral student. The course, a standard in the curriculum, was co-taught by Lee Bolman and a new Harvard faculty member, Terrence Deal. I got the job, after a long and complicated selection process in which interested candidates met weekly over the summer to explore their skills, interests, theories of teaching, knowledge of organizations, and, it seemed at the time, everything else. All this culminated in a five-hour videotaped meeting in which the ten potential teaching fellows collaboratively chose who would fill the two available spots.

The intensity and uniqueness of the selection process, which stays with me years later, should have tipped me off that this would be no bland, easy, or ordinary assignment. Working on the course that term was anything but that. The teaching staff met for hours each week, exploring the different perspectives that Lee and Terry brought and the ways to use their divergent ideas and talents. At first, it looked like a simple course design problem: how to equally reflect the strengths and interests of both professors. But as each of us began to spend additional hours meeting with students who felt that Lee's emphasis on people and politics contradicted Terry's views about the importance of structure and symbols, we began to recognize that this was more than an issue of blending East Coast with West, Stanford with Harvard, Cambridge obsessiveness with California dreaming. We had come upon something important about organizations and the theories to explain them. More readings, more discussions and meetings, different language to talk about the similarities and differences, and frequent tests of these new and fragile understandings—and, behold, the birth of the frames.

I am delighted that I was there to witness and assist at the birth of what has become a very powerful and practical way to think about organizations, leadership, and effective action. I am equally pleased to contribute, through this instructor's guide, my knowledge about and experiences in teaching the frames to different audiences in assorted educational arenas. I have learned much about organizations, life, good humor, and excellent teaching from Lee and Terry. I thank them both and hope that this instructor's guide does justice to their tutelage and shared wisdom.

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Acknowledgments for the Second Edition

In preparing the revised edition of this instructor's guide, there are important people to thank. Lee Bolman researched new materials, identified additional resources, and provided significant substantive and editorial contributions. Terry Deal, a strong supporter of the instructor's guide, shared teaching materials and took a critical editorial read of the revised draft. Joan Vydra, Pat Bower, and Jing-Hau Wu searched through course designs and materials to send creative ideas and frame-relevant teaching suggestions. Homa Aminmadani, Terry Deal's colleague and primary source of administrative sanity, helped greatly in orchestrating the flow of ideas and creative materials from Nashville to Kansas City. Nancy Gray, Lee's administrative right hand, kept her boss organized and this project on task. Angela Khurana, a graduate student in the Bloch School of Business and Public Administration, University of Missouri–Kansas City, provided important help in updating and aligning this revision with the new edition of *Reframing Organizations*. Byron Schneider at Jossey-Bass provided support, encouragement, and appropriate incentives to launch this revision and enrich its content. Finally, deep gratitude to the many colleagues, especially long-term friend Peter Frost, who have used the first edition of this guide, have written to share the ways in which it has enriched their teaching, and have sent suggestions over the years for expanding its scope and content.

Acknowledgments for the Third Edition

For the third edition of this instructor's guide, Lee Bolman and Terry Deal both provided new materials and resources. Lee's colleague Bruce Kay, along with Hooilin Chan, a graduate student at the University of Missouri–Kansas City, also made many important contributions to the development of this edition. Beverly Peavler revised the formatting of the chapter-by-chapter teaching notes with an eye to making their varied contents more accessible to users, and Deb Nasitka at Jossey-Bass was in charge of transforming the guide to its new on-line form.

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THE AUTHOR

Joan V. Gallos is Professor of Education at the University of Missouri-Kansas City. She received her B.A. degree *cum laude* (1973) from Princeton University in English and her Ed.M. (1976) and Ed.D. (1985) degrees from the Harvard Graduate School of Education in organizational behavior. Dr. Gallos has served as editor of the *Journal of Management Education* and previously taught at the Harvard Graduate School of Education, the University of Massachusetts–Boston, Babson College, and the Radcliffe Seminars, as well as in the executive programs at the Harvard Graduate School of Education, Harvard’s Kennedy School of Government, and the University of British Columbia. Her list of professional involvements includes the national advisory board for *The Forum for Early Childhood Organization and Leadership Development*; the W. K. Kellogg Foundation’s College Age Youth Leadership Development Cluster Review Team; the national steering committee for the *New Models of Management Education* project, a joint effort of the Graduate Management Admissions Council (GMAC) and the American Assembly of Collegiate Schools of Business (AACSB); the board of directors of the Organizational Behavior Teaching Society; professional membership in the National Training Laboratories Institute for Applied Behavioral Science; and a Salzburg Seminar Fellowship. As a consultant and educator, she has worked in the United States and abroad on issues of professional effectiveness, the design and management of collaborative work systems, and gender in the workplace. Dr. Gallos is co-author of *Teaching Diversity: Listening to the Soul, Speaking from the Heart* (Jossey-Bass, 1997) and of the previous version of this teaching manual. She has also published numerous articles and chapters on individual performance and learning, gender, and careers. In 1990, Gallos won the Fritz Roethlisberger Memorial Award for “Developmental Diversity and the Organizational Behavior Classroom: Implications for Teaching and Learning” (*Organizational Behavior Teaching Review*, XIII:4, November 1989), which was judged the best article on the teaching of management education. In 1994, she was finalist for the same award for “Women’s Experiences and Ways of Knowing: Implications for Teaching and Learning in the Organizational Behavior Classroom” (*Journal of Management Education*, XVII:1, February 1993). In 1993, Dr. Gallos proudly accepted the Radcliffe College *Excellence in Teaching* award.

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