CONTENTS

PREFACE ............................................................................................................................... 4

PART 1. AN INTRODUCTION TO REFRAMING ORGANIZATIONS .................................................. 10

Overall Purpose of the Book .................................................................................................. 10
Philosophy Behind the Book .................................................................................................. 10
The Power of the Book in the Classroom: A Rationale for Its Use ........................................... 12
Features That Distinguish Reframing Organizations from Other Books About Organizations .......... 13

PART 2. TEACHING WITH REFRAMING ORGANIZATIONS .............................................................. 16

Central Teaching Issues ....................................................................................................... 16
Developmental Implications of Reframing Courses .................................................................. 17
Student Responses to Reframing Courses .............................................................................. 22
Creating a Productive Learning Environment ....................................................................... 25

PART 3. CHAPTER-BY-CHAPTER NOTES AND TEACHING SUGGESTIONS ........................................ 30

CHAPTER 1. INTRODUCTION: THE POWER OF REFRAMING .......................................................... 30
CHAPTER 2. SIMPLE IDEAS, COMPLEX ORGANIZATIONS ............................................................ 47
CHAPTER 3. GETTING ORGANIZED ............................................................................................ 59
CHAPTER 4. STRUCTURE AND RESTRUCTURING ......................................................................... 73
CHAPTER 5. ORGANIZING GROUPS AND TEAMS ......................................................................... 79
CHAPTER 6. PEOPLE AND ORGANIZATIONS ............................................................................... 86
CHAPTER 7. IMPROVING HUMAN RESOURCE MANAGEMENT .................................................... 100
CHAPTER 8. INTERPERSONAL AND GROUP DYNAMICS ................................................................ 108
CHAPTER 9. POWER, CONFLICT, AND COALITION ..................................................................... 123
CHAPTER 10. THE MANAGER AS POLITICIAN .............................................................................. 137
CHAPTER 11. ORGANIZATIONS AS POLITICAL ARENAS AND POLITICAL AGENTS ................. 145
CHAPTER 12. ORGANIZATIONAL CULTURE AND SYMBOLS ......................................................... 153
CHAPTER 13. CULTURE IN ACTION ............................................................................................ 167
CHAPTER 14. ORGANIZATION AS THEATER ............................................................................... 171
CHAPTER 15. INTEGRATING FRAMES FOR EFFECTIVE PRACTICE .............................................. 181
CHAPTER 16. REFRAMING IN ACTION: OPPORTUNITIES AND PERILS .......................................... 188
CHAPTER 17. REFRAMING LEADERSHIP .................................................................................... 194
CHAPTER 18. REFRAMING CHANGE IN ORGANIZATIONS ............................................................ 219
CHAPTER 19. REFRAMING ETHICS AND SPIRIT .......................................................................... 231
CHAPTER 20. BRINGING IT ALL TOGETHER: CHANGE AND LEADERSHIP IN ACTION ............. 240
CHAPTER 21. EPILOGUE: ARTISTRY, CHOICE, AND LEADERSHIP .............................................. 243

PART 4. SAMPLE SYLLABI AND SUPPORT MATERIALS ................................................................ 248

SAMPLE SYLLABI .................................................................................................................. 248
GUIDELINES FOR PERSONAL CASE PAPER ........................................................................... 275
GUIDELINES FOR ORGANIZATIONAL FIELD STUDIES ......................................................... 278
DETAILED ROLE DESCRIPTIONS FOR RFK HIGH SCHOOL ...................................................... 286

APPENDIX A. SOURCES FOR CASES ......................................................................................... 289

APPENDIX B. SOURCES FOR VIDEOS ......................................................................................... 290

APPENDIX C. INTERNET RESOURCES ...................................................................................... ERROR! BOOKMARK NOT DEFINED.
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 disengaged 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 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.

- 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.

The guide 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 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.

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 Fifth Edition

For the fifth edition of this instructor’s guide, Lee Bolman and Terry Deal both
provided new materials and resources. Lee’s colleague Bruce Kay also made many
important contributions to the development of this edition. Janis Fisher Chan
provided very valuable assistance in updating the instructor’s guide to align with
revisions in the fifth edition.

Joan V. Gallos
Brookline, Massachusetts
THE AUTHOR

Joan V. Gallos is Vice-President for Academic Affairs and Professor of Leadership at Wheelock College. She was previously Curators’ Distinguished Teaching Professor at the Henry W. Bloch School of Business and Public Administration at the University of Missouri - Kansas City, where she also served as professor and dean of education, coordinator of university accreditation, special assistant to the chancellor for strategic planning, and director of the higher education graduate programs. Gallos holds a bachelor’s degree cum laude in English from Princeton University, and master’s and doctoral degrees from the Harvard Graduate School of Education. She has served as a Salzburg Seminar Fellow; as president of the Organizational Behavior Teaching Society; as editor of the Journal of Management Education; as a member of numerous editorial boards, including as a founding member of the Academy of Management Learning and Education journal; and as a member of regional and national advisory boards for such groups as the Organizational Behavior Teaching Society, the Forum for Early Childhood Organization and Leadership Development, the Kauffman and Danforth Foundations’ Missouri Superintendents Leadership Forum, and the Mayor’s Kansas City Collaborative for Academic Excellence. She has also served on the national steering committee for the New Models of Management Education project (a joint effort of the Graduate Management Admissions Council and the Association to Advance Collegiate Schools of Business); on the W. K. Kellogg Foundation College Age Youth Leadership Review Team; on the University of Missouri President’s Advisory Council on Academic Leadership; and on civic, foundation, and nonprofit boards in greater Kansas City. Gallos has taught at the Radcliffe Seminars, the Harvard Graduate School of Education, the University of Massachusetts - Boston, and Babson College, as well as in executive programs at Harvard’s Kennedy School of Government, the Harvard Graduate School of Education, the University of Missouri, Babson College, and the University of British Columbia. She has published on professional effectiveness, gender, and leadership education and is editor of Business Leadership: A Jossey-Bass Reader, 2nd Edition (2007) and Organization Development: A Jossey-Bass Reader (2006), coauthor of the books Teaching Diversity: Listening to the Soul, Speaking from the Heart (with V. Jean Ramsey and associates, Jossey - Bass, 1997) and Reframing Academic Leadership (with Lee G. Bolman, Jossey-Bass, 2011), and creator of a wide variety of published management education teaching materials. She received the Fritz Roethlisberger Memorial Award for the best article on management education in 1990 and was finalist for the same prize in 1994. In 1993, Gallos accepted the Radcliffe College Excellence in Teaching Award. In 2002 and 2003, she served as founding director of the Truman Center for the Healing Arts, based in Kansas City’s public hospital, which received the 2004 Kansas City Business Committee for the Arts Partnership Award as the best partnership between a large organization and the arts.
PART 1. AN INTRODUCTION TO 
REFRAMING ORGANIZATIONS

Reframing Organizations is more than a standard organizational behavior (OB) text. Understanding its unique nature and contributions, as well as its underlying philosophy and values, clarifies its possibilities in the classroom.

OVERALL PURPOSE OF THE BOOK

Reframing Organizations is written for present and future leaders and managers—those who envision themselves actively engaged in the struggles to tame and befriend the too-often unruly organizational beast. The authors' primary purpose in writing the book was to sort through organization theory and research: to bring readers understandings that are genuinely important and useful to practitioners, as well as simple ways of using this information on a day-to-day basis. By examining what is known about structure, human resources, politics, and symbols, the authors offer easy access to and a quick handle on central organizational concerns culled from a hundred years' worth of theory and research.

The book, however, is not a standard, chapter-by-chapter march through a traditional list of topics. Rather, it is intended as a readable and usable synthesis and integration of present understanding about organizations. Reframing Organizations is unique in its attempt both to name the isolated traditions and major theoretical perspectives—structural, human resource, political, and symbolic—that characterize organization and management thinking and to propose direct links across these distinct traditions for good professional practice. The authors provide a comprehensive framework for understanding organizational theory and behavior, as well as a good historical overview of the field.

The authors' second purpose in writing the book was to show how reframing and a four-frame approach to organizations, management, and good leadership work. The authors present many real-life cases and organizational examples from the four different perspectives. They ground their central assertions for more practically minded readers; they demonstrate the power and usefulness of reframing and the skills essential for applying multiple perspectives to the same organizational event. Four questions—What is going on structurally? What is going on from a human resource perspective? What is going on politically? What is going on symbolically?—echo throughout the book, challenging readers to cultivate good diagnostic habits and develop an appreciation for comprehensive views of organizational happenings.

PHILOSOPHY BEHIND THE BOOK

The title of the book—Reframing Organizations: Artistry, Choice and Leadership—reflects important beliefs and values that underpin it.
Reframing—looking at events from different viewpoints in order to avoid individual biases and psychic blindness—emphasizes the importance of patience, clarity, and flexibility in the face of organizational complexity. The reframing process suggests taking time to find out what is "really" going on and then using that information to inform action. Looking at events through structural, human resource, political, and symbolic lenses lessens the likelihood of oversimplifying problems. In the face of organizational confusion, panic, or desperation, it is easy to drown in the puzzles and pressures. The authors believe that the reframing process increases the probability of seeing and solving "real" problems, while encouraging people to expand the scope and flexibility of their own thinking. Reframing invites ongoing individual and organizational learning.

Reframing also expands choice by developing options. Too often people feel trapped because they conclude that there is only one way to solve a problem or only one thing that they can do. John Dewey defined freedom as the power to choose among known alternatives. Reframing with structural, human resource, political, and symbolic lenses frees managers by offering four different ways to approach diagnosis and problem definition, with corresponding implications for leadership and effective action. People have found this systematic way of generating options and expanding choices empowering. Reframing Organizations is based on the belief that this kind of empowerment is critical for individual and organizational success. Embedded in a multi-perspective emphasis is acknowledgment of individual and cultural differences and a way to explore and bridge such diversity. The authors' research has shown that managers and students often have strong predispositions or preferences for only one or two perspectives. In laying out the central dimensions and underlying assumptions of each frame, the authors provide portraits of how typical structural, human resource, political, and symbolic thinkers see their world. What does each focus on? Ignore? “Naturally” see as critical? What might each consider insignificant? Inaccurate?

The four frames even provide clues to the kind of “language” each speaks—does she, for example, speak in terms of goals, purposes, and interfaces with the environment, while his language is peppered with concerns for needs, feelings, and individual potential? Determining one's own frame and comparing it with someone else's provide a way of better understanding and communicating about individual and cultural differences. Reframing helps in dealing with age-old communications problems that plague organizations, and offers a useful strategy for managing the increasing diversity in today's global organizations.

The book is also based on three central beliefs about leadership:

1. That good leaders are made, not born—anyone can fine tune his or her leadership skills, abilities, timing, and style.
2. That organizations desperately need good leadership.
3. That leadership is not dependent on organizational position or hierarchy.
Developing sophistication in four-frame diagnosis, using the frames to generate options for effective action, and developing facility in talking about that process means that anyone, no matter what his or her position, can provide effective leadership. Organizations need clarity. They crave people who can provide clear—not simplistic—ways of responding. The authors believe that the structural, human resource, political, and symbolic frames help leaders define their roles more clearly. The four frames offer equal opportunity for exerting leadership to organizational leaders, managers, and willing participants.

Finally, the emphasis on artistry rests on belief in the importance of using skills and imagination to create possibilities for beauty and enjoyment in organizational life. Too often, good management and leadership are defined in static and narrowly rational terms, and organizations are portrayed as unavoidably mechanistic and impersonal. People can easily feel burdened and constrained by the tasks that face them and overwhelmed by the seriousness of their mission. The authors believe, however, that good leadership is dynamic, enjoyable, and ultimately spiritual. Organizations offer wonderful opportunities for people to find art, poetry, delight, and values that allow them to move large systems with grace and dignity. The authors try to capture the inimitable spirit of good leadership in their examples and cases. They provide clues for how to infuse management and organizations with enjoyment, passion, and purpose.

THE POWER OF THE BOOK IN THE CLASSROOM: A RATIONALE FOR ITS USE

Reframing Organizations lays out a clear four-frame approach to organizations and leadership. The power of this approach is its combination of simplicity and sophistication. By remembering four terms—structure, human resources, politics, and symbols—students have a point of entry to a world of organizational thinking and an anchor for their actions.

More specifically, students are offered:

1. A way of categorizing and recalling organizational theory.
2. A means for critically assessing the comprehensiveness of organizational research, consultation, advice, and popular "how-to" books.
3. A useful and usable template for organizational diagnosis and action.
5. An aid to managing organizational diversity and improving communications.
6. A guide for good management and leadership.
7. A way to cope with the complexity and ambiguity that surround life in organizations.
It is a testimony to their power that the ideas stick: students at many institutions, when asked to recall what was most useful and memorable from their studies, named the four frames. Many also report feeling enriched in mind, spirit and purpose. (In chapter 1, the authors cite a study by Dunford and Palmer that found a distinct positive impact of the frames on MBA students.)

Diverse student audiences have responded enthusiastically to *Reframing Organizations*. Students regularly say the book was a valuable introduction to organizational theory and behavior. Most also say that, in contrast to many other texts, it was enjoyable and highly readable. They especially value the examples and cases that bring concepts to life. Experienced managers relished opportunities to compare their own situations with others and to test the reality of the authors' assertions. Younger students enjoyed a window into the "real" world. All appreciated the many applications of the frames in different organizational and cultural settings. Students’ enthusiasm is often shared by their instructors, who report that they have never had more fun, or got better student evaluations than when they started teaching with *Reframing Organizations*. One professor said, “You want to know why I really like *Reframing*? Because it makes me look really smart.”

The fifth edition builds on the success of the first four. It updates concepts, research, and cases to respond to key issues and challenges of the early twenty-first century.

Because of the content and style of *Reframing Organizations*, it can be used in multiple ways. Many instructors use it as the main text and conceptual centerpiece in courses on organizations, management, or leadership. It can be used as an introduction and overview to the field or as a concluding, integrative work in courses relying on other texts. It can serve as a building block for instructors who are dissatisfied with the limited and/or more traditional focus of many organizations texts and who, therefore, combine readings, cases, and activities to construct more personally distinctive courses. *Reframing Organizations* can be used to convey essential understandings about organizations and to assist students in developing more complex reasoning skills—to teach an integrative approach to both theory and practice.

---

**Features That Distinguish Reframing Organizations from Other Books About Organizations**

*Reframing Organizations* is different from standard OB texts in its developmental focus, goals, and style. Some of these differences have been implied in the discussion above. It might be useful to emphasize the differences here.

The developmental focus of the four-frame approach makes *Reframing Organizations* most distinctive. The book attempts to teach a way of thinking about the organizational world and managing its complexity. When we begin to talk about framing experience, changing the ways in which people make sense out of their world, and helping people to understand and cope with increasing complexity, we do
more than teach about organizations and management theory. We address basic developmental issues. In that sense, *Reframing Organizations* is as much a book to encourage developmental growth as it is a book to teach about managing and leading. Many OB instructors define their roles in developmental terms: they see themselves not simply as conveyors of facts but as guides to deeper and more comprehensive thinking. *Reframing Organizations* is perfect for this purpose. It facilitates working on developmental agendas in the classroom while exploring the day-to-day realities of modern organizations.

Another distinctive feature of *Reframing Organizations* is the authors' consistent emphasis on both management and leadership. Many OB texts march through a standard set of topics, leaving students to sort through theories and research to make them useful for practice. The authors of *Reframing Organizations* emphasize professional practice: seven chapters focus on improving leadership and management. *Reframing Organizations* is accessible, and, like any good theory, elegant yet parsimonious.

The authors, however, also want a book that provides easy access to the organizational literature for students as well as professionals who recognize the value of a deeper understanding of organizational theory. For this audience, the four frames provide a manageable and straightforward handle on the growing body of organization theory (OT). The four frames become a sorting mechanism for simplifying a broad and complex body of research and theory.

At the same time, *Reframing Organizations* also offers a more comprehensive view of the organizations literature than many traditional OT texts. While *Reframing Organizations* includes the traditional OT emphasis on structural and bureaucratic views of organizations, it also extends organization theory into political and symbolic domains and provides a direct link between the traditional macro areas of OT and the micro areas of OB. In that sense, *Reframing Organizations* offers a workable way of integrating organizational theory and organizational behavior into one manageable course.

*Reframing Organizations* is divided into six parts. Part One examines the generic role of theory and the power of reframing in making sense of organizations. It sets the context for examining four perspectives on organizations and leadership. Part Two develops the ideas and concepts central to the structural frame. Part Three explores human resource issues. Part Four lays out the political perspective, and Part Five focuses on symbolic concerns. Part Six is devoted to improving leadership and managerial practice.

The choice of topics, organization of the material, and overall style of the book are also unique features. Many OB texts begin with a discussion of perception, attitudes, and motivation and march students through a series of independent chapters examining standard topics. Instead, *Reframing Organizations* groups ideas by frame, introduces basic concepts, key contributions and contributors, and points readers to additional sources and references.

Ideas that cut across different frames are explored in various parts of the book to provide more realistic and comprehensive understanding of organizational
phenomena. For example, the concept of “needs” means something different from a human resource and a political perspective. The idea is, therefore, explored in the context of both frames. In the same way, goals look very different from a structural than from a symbolic point of view and need to be viewed in those two distinct ways. Standard texts often bypass such critical distinctions and comparisons, leaving students confused by seeming inconsistencies or wrongly concluding that the meaning of organizational dynamics and events is more widely shared and agreed on than it actually is.

Finally, *Reframing Organizations* is unique in its relevance for diverse audiences. It has been successfully used in schools of education, government, business, medicine, nursing, law, divinity, and public health; with undergraduates, graduate students, postdoctoral students, and students in professional schools; with new managers and seasoned executives in different industries, in small, middle-size, and large organizations, in the public and private sectors, in the United States and abroad. Many organizational texts are written for business students and assume that these students need exposure only to examples from the private sector. *Reframing Organizations* is built on a belief that management students in any sector learn more and understand more deeply through studying organizations in a variety of contexts. But the relevance of *Reframing Organizations* for a wide audience rests most on the general usefulness of the four-frames approach in diverse settings. The authors refuse to offer simple solutions or definitive answers to organizational problems and managerial dilemmas that are culturally based or time bound. Instead, they propose a new way of thinking about organizations and responding to age-old managerial problems and leadership challenges.
PART 2. TEACHING WITH REFRAMING ORGANIZATIONS

What happens when you use *Reframing Organizations* in the classroom? What should you do? What should you avoid? What kinds of student responses can you anticipate? What options are available for teaching each chapter? How can you maximize the chances for a successful experience for you and your students?

The next three parts of the instructor’s guide answer those questions and more. They offer the nuts and bolts of using *Reframing Organizations*. This section provides an overview of central teaching issues and suggests caveats for instructors in courses using *Reframing Organizations*. Part 3 contains chapter-by-chapter notes and discussions, complete with suggestions for how to teach each chapter and augment the central ideas. Part 4 provides sample course syllabi and guidelines for personal case papers and other support materials.

CENTRAL TEACHING ISSUES

You have good reason to feel optimistic about teaching with *Reframing Organizations*: instructors around the world have had great success with courses built around the book. Most students respond very positively to the book and its key ideas. They describe the book as clear, understandable, helpful, and fun to read. Research on reframing courses (cited in chapter 1 of the text) has consistently found that students rate the ideas highly—they find the framework easy to remember and useful in practice. Another reason for optimism is that there are many pedagogical routes to success—more than one is likely to fit your own style, skills, and preferences. At the same time, reframing raises its own particular set of challenges and choice points, and you will want to be prepared for them.

Courses based on the art and science of reframing teach more than the content of organizational theory and research. They teach a process for learning about the world and mastering new ways of making sense out of experience. They encourage flexibility, self-reflection, and an acceptance of personal causality. They promote skills in critical thinking, a tolerance for ambiguity, and an appreciation of the social construction of reality—developmentally sophisticated capacities.

As students work to meet the intellectual and developmental demands of reframing courses, they face a number of challenges. They are asked to explore their beliefs about organizations and about themselves, rethink their past experiences and relationships with significant others, and question their abilities to navigate the world successfully. For these reasons, reframing courses can be extremely powerful and productive. For some students, they can also be stressful. Instructors will want to be aware of the unique challenges and potential stresses that students face in reframing courses and provide structures and support to assist students in learning and development. What should instructors anticipate? What can they do?
DEVELOPMENTAL IMPLICATIONS OF REFRAMING COURSES

Reframing courses provide opportunities for developmental growth. Students learn to develop more complex ways of reasoning and managing ambiguity and choice. Exploring the implications of individual development reminds instructors of what might be happening for their students and points to prescriptions for creating an appropriate classroom learning environment.

Different Students Start from Different Developmental Places

Developmental issues play themselves out in every classroom. Students can view the role of the teacher, the topic, and class processes and structures in very different ways depending on their developmental stages and competencies. Those same generic issues also affect reframing courses. (Instructors new to developmental thinking and its applications to the classroom may want to read other works that explore these issues in more detail, such as those suggested in Note 1 at the end of this part of the instructor’s guide.)

However, there are also specific developmental issues that are particularly applicable in reframing courses. Instructors need to remember that reframing challenges students’ capacity to bring multiple perspectives to the same event. Students who bring such capabilities to a course will zoom through the material and activities, appreciative of the opportunity to find a new and exciting ways to do what they already know how to do. Other students will find the course more challenging and confusing. They will wonder how one event can be four things at once. They will look for the “one right answer” and want to know which frame is “really” correct? They may feel betrayed when they finally master one frame only to be asked to consider another. They may be baffled by the overlap among the frames. They may feel manipulated by requests for “frame flipping,” wondering if it is some kind of academic game or test. They may look at students who seem to know what reframing and “frame flipping” mean and feel embarrassed at their own bewilderment. They may know that they are lost but struggle to understand or talk about why. They may translate developmentally based confusion into attacks on the teacher, the subject matter, the frames, the readings, or any combination of the above.

Sometimes instructors simply push harder in the face of student anger and confusion, assuming that complaints reflect laziness or lack of motivation. Remember that students may work very hard and want very much to learn yet be developmentally hindered from understanding and working at the instructor’s intended level. Failing to recognize this can lead to growing student rebellion or deep feelings of failure.

It is equally tempting to write off confused or complaining students as people for whom the course and its challenges are inappropriate. Actually, the course may be even more important for them than for students who easily handle the material: the confused students are being pushed to explore issues that are at the boundaries of
their present developmental capabilities—exactly the educational challenge that they need.

Instructors in reframing courses must therefore set realistic goals for individual students and accept that people are starting from very different places. Since age is a weak predictor of developmental stage, assumptions about students’ developmental capabilities should not be based simply on age or experience. Instructors will want to think of ways to assess student developmental capacities and readiness—using developmentally based sentence completions, for example, as part of a course activity. (Examples of developmental sentence completions and other suggestions can be found in the Gallos article on developmental diversity cited in Note 1.)

Instructors will need to offer different slants on the same ideas so that students at all development levels can benefit. (The teaching notes in Part 3 of this instructor’s guide provide multiple suggestions for working with the central ideas in each chapter.) They will need to develop skills in diverse teaching methods in order to work with students along the developmental spectrum. Instructors will also want to check in with students often to see what they are getting from their readings, discussions, and course activities. One simple way to do this is to ask students after each class to hand in anonymous 3-by-5 cards with their reactions, questions, concerns, or suggestions. The cards provide efficient feedback about what is most prominent in students’ minds. (Instructors can complete the feedback loop by reporting back at the beginning of each class on what they gleaned from the cards.)

If they find that they have overestimated student skills and competencies, instructors may need to shift gears midcourse by recasting course ideas and content so that students can understand them. They will need to reward students for taking steps that are signs of real individual progress and not restrict praise to those whose developmental sophistication made the course relatively easy.

**Developmental Growth Takes Time**

Instructors need patience. Personal development does not happen overnight. Students who enter a course expecting the “one right answer” from the instructor will not blossom quickly into reframing experts. They can, however, make steady progress in that direction with support, encouragement, and appropriate challenges. Developmental growth has ups and downs—clear swings forward to new understanding followed by regression to old ways. Expect and accept this. Help students understand what is happening and why. Provide a context for student experiences. Offer language to name their experiences and label frustrations. Provide multiple opportunities for students to discuss reactions and responses.

It is also important for instructors to remember that development is nonlinear. Students will grasp some frames more quickly than others, love some and hate others. Undergraduates often find the human resource frame easiest, struggle with the structural, find the political cynical and hard to swallow, and are completely confused by the symbolic frame’s ambiguity. Executive audiences, on the other
hand, are often hungry for political insights and delighted to acknowledge the power of symbolic perspectives. Cultural differences also interact with developmental capacities. The symbolic frame, for example, is more visible and more easily understood in some cultures than others.

Students will also experience gaps between understanding the content and knowing what to do with it. There is a large gap between diagnosis and action, between wanting to reframe events and actually being able to do it. Instructors need to recognize that this can be mutually frustrating. Students may feel that they are devoting large amounts of time to course readings, activities, and projects without being able to integrate their learning or get an easy handle on how to reframe. Again, instructors will want to find ways to reward people for progress and effort. They may need to pay extra attention to student frustration when setting up role plays or asking students to explore personal case papers. Students need to see these activities as opportunities for learning rather than as further opportunities to feel confused or inadequate.

**Developmental Growth Can Be Stressful**

Reframing encourages development. Developmental growth can be stressful. When students develop facility in using the four frames to make more sense of their world, they naturally turn to old situations that are still unresolved and ponder how the frames might have helped. (Instructors who use personal case papers in their courses, in fact, are explicitly asking students to do this.) These reflections are often eye opening, but they can be intense, especially for undergraduates and others who have not often been asked in other academic courses to explore their inner and outer worlds so explicitly. The experience may open old wounds or leave students feeling guilty or angry about ways in which they contributed to a past failure. Students often reassess their conclusions about the motives of significant others and even renegotiate their relationships with parents, peers, or authority figures.

Developmental growth can thus lead to tension and conflict with friends or family as students begin to see things differently and to experiment with new ideas or behaviors. Significant others may be threatened by the experiments. Research tells us that even those who say they want the student to learn may not welcome significant change. Students themselves can feel distant and alienated from significant others who no longer see the world as they do. Instructors will want to be aware of these possible stress points and, again, help provide a context for students in which to understand and explore their experiences. Student groups that meet regularly over the term can provide a comfortable place to raise questions, air reactions, and share learning.

Student groups can be set up and structured in many ways. They can meet in class, out of class, or both. They can have assigned tasks, such as class presentations, group papers, or case analyses. They can become “frame groups”—groups assigned one of the four frames and asked to serve as “frame experts” for a particular case or even throughout the term (reading beyond the text to enrich
understandings of central ideas and assumptions, bringing the frame’s perspective into all class discussions, and so on). As in Larry Michaelsen’s team learning model (Michaelsen, Knight and Fink, 2004), they can be the vehicle for students to take exams and quizzes. Teams can be learning groups that meet regularly to process new insights or reactions to class activities and exercises. They can also be loosely structured study groups that are encouraged to meet and discuss readings, cases, and films in anticipation of class discussions. With the growth of on-line courses and learning management systems such as Blackboard, groups increasingly transact at least some of their activities on-line. This can be an advantage because it may enable instructors to check in on a group’s on-line conversation to assess progress and intervene if necessary.

There is no one best way for groups to function. Their structure and composition depend on the instructor’s purposes and goals for the course. There are, however, three critical needs:

1. The groups must be an integral part of the course.
2. Instructors must provide assistance in developing groups into cohesive teams.
3. The groups must meet regularly.

In addition to providing social support and a safe sounding board, research has shown that regular student discussion groups help students better understand readings and course materials—an additional aid in reframing courses, where instructors often cover a large amount of organizational theory in a short class time. In large courses with teaching assistants (TAs), instructors will want to familiarize the TAs with the stresses and pressures that students may feel. Experience suggests that students will often choose to explore their confusions and complaints with TAs rather than with the main course instructor.

**Development Often Results from Conflict**

Developmental growth springs from recognition that one’s past models no longer meet present needs. Such recognition ushers in a period of transition from one cohesive way of making sense of the world to another. This transition brings disequilibrium and conflict. Articulating conflict and confusion helps to speed reintegration of one’s worldview. Instructors in reframing courses therefore need to be comfortable with conflict, capable of providing opportunities for students to explore it, and willing to create productive arenas for expressing it. They can encourage students to wrestle with internal conflicts and inconsistencies through activities such as:

1. Personal case papers, in which students use the four frames to analyze a challenging situation that they have faced.
2. Short reflection papers, in which students examine a powerful learning experience, key insight, critical question, or important concern.

3. Developmental exams, where students complete a short exam themselves and then meet to redo the same exam in small groups.

Instructors will also want to address the issue of conflict in response to course requirements or activities. They will want to warn students at the beginning of the term, for example, that conflict is basic to learning—that the course is not for those who seek simple answers or an environment free of controversy or challenge. They will want to periodically reflect on the course and its structures and readings, listening for useful course feedback as well as clues to student developmental struggles. They will want to encourage a critical reading of the text and open exploration of the authors’ suggestions and assumptions. Instructors will need to welcome and embrace conflict as a sign of long-term student growth as opposed to a short-term annoyance or diversion from “real” learning.

**Developmental Stages Have Blinders**

Instructors must also remember that developmental stages are hierarchical. Higher stages incorporate the skills and developmental capabilities of lower stages: those in lower stages are unable to comprehend higher-level concepts or understandings beyond their own developmental perspectives. This is important, because it means that students with newly budding developmental capabilities cannot fully anticipate the reality of all that instructors tell them about the course, course goals, and course experiences. A month or two into the term, some students will become surprised or frustrated by course requirements and demands that no longer match their initial expectations. Instructors who believe that they have offered ample information about what to expect can feel shocked or angry, wondering, “If this bothered you, why didn’t you say so a month ago?”

Developmental limits cast new meaning on instructors’ beliefs about informed choice. Until they experience it directly, students may not really understand what they have signed up for, no matter how clearly the instructor outlines expectations. Instructors need to recognize this and continuously provide a context for students to understand what they are being asked to do, what is happening in the course, and why. Providing information once at the beginning of the term or the start of a major teaching unit may not be enough. Recognizing the developmental basis for student comments such as “If I had known what the course was really going to be like, I wouldn’t have taken it” can also allow instructors to avoid defensive responses and to inquire into the meaning of the problem or disappointment that students are expressing.
Exploring the developmental implications of reframing courses can leave instructors wondering whether all this is just too complex for their students. The answer is no if instructors (1) have a clear picture of what may happen for students as they learn to reframe and (2) can provide support and structures that encourage students to develop more complex reasoning skills while they learn about leadership and organizations. Overall, students of all ages and with varying organizational experiences have responded positively to reframing courses. What do students say about reframing courses? What are their experiences generally like?

Students like the four frames as a vehicle for studying organizations. They appreciate the simplicity of learning four words that can serve as a starting point for exploring any situation. They become excited when they recognize that all four frames are applicable in situations inside and outside the workplace. They are proud at the end of the course of how much they have learned about organizations. They are pleased that four words—structure, people, politics, and symbols—give them easy access to a vast amount of organizational knowledge and theory without overwhelming them. They are surprised that people using different frames see and experience the same event so differently.

Students who have studied the four frames describe themselves as having a manageable handle on organizational theory, a new confidence in themselves, a simple language for talking about organizational issues, and at least four different approaches to any situation. Students find this empowering. Instructors should not be surprised to get letters like the following: “After our last class, a group of students met. We talked excitedly—like true disciples of the frames—about how rich with ideas and insights this course was for each of us. . . . The four frames as perspectives on organizational behavior are fascinating tools for understanding. When I applied the frames to my own organizational history, a clear 20-year pattern of conflict emerged into clear focus. I can’t think of a course I’ve taken or a philosophy I’ve studied that, when applied to life-use, made me feel so enriched in mind and spirit—and empowered.”

What other responses are common? What do students find difficult? What seems easy or straightforward? What are the surprises? Many students are initially confused by four different views about organizations. They have been accustomed to courses that stressed the “right” answer. Some approach the study of organizations skeptically, believing that it is little more than common sense. The notion that there are different traditions and contradictory beliefs that affect how people think about organizations—and that even common sense can flow from different worldviews or organizational frames—can be temporarily disconcerting. Instructors need to acknowledge potential student confusion and encourage people to dig into the content of each perspective. The more deeply students understand each individual frame, the better able they are to integrate the perspectives and to expand their appreciation of the frames’ relevance to diverse situations.
In order to use the four frames well, students need solid knowledge of each as well as easy access to that knowledge. Instructors can use a set of key words as shorthand for each frame’s central concerns, assumptions, and processes, offering access to these bodies of knowledge much as the frames offer entry into organizational theory and research. (Table 2.1 lists key words for each frame.) Instructors should use any opportunity to review key words and firmly connect them with the frame. They can, for example, list them on the board before discussion of a particular frame. They can use them to structure initial conversations about the frame and its content and in summaries and frame reviews. They can put them in study questions for student assignments and case preparation. They can use them as diagnostic lenses for in-class case discussions and for consideration of personal cases, current events, newspaper clippings, movies, and so on. Remembering the central issues in each frame helps people feel comfortable and confident in applying the ideas to other personal and organizational situations. Applying the ideas to diverse situations enables people to review the frame. The two goals feed each other well.

<table>
<thead>
<tr>
<th>Frame</th>
<th>Key Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structural frame</td>
<td>Goals, task, technology, rationality, environment, rules, roles, linkages,</td>
</tr>
<tr>
<td></td>
<td>integration</td>
</tr>
<tr>
<td>Human resources frame</td>
<td>Needs, skills, feelings, motivation, satisfaction, norms, interpersonal</td>
</tr>
<tr>
<td></td>
<td>interactions, fit (between person and organization)</td>
</tr>
<tr>
<td>Political frame</td>
<td>Power, conflict, coalitions, scarcity, enduring differences, politics,</td>
</tr>
<tr>
<td></td>
<td>bargaining, negotiation</td>
</tr>
<tr>
<td>Symbolic frame</td>
<td>Symbols, meaning, belief, faith, culture, ceremonies, rituals, myths,</td>
</tr>
<tr>
<td></td>
<td>stories, play</td>
</tr>
</tbody>
</table>

Students respond positively to the key-word approach for learning about the four frames. A group of managers in a recent course, in fact, had key words for the four frames attractively printed on large desk blotters, which they playfully distributed to everyone in the final session. They were energized by the idea of a simple way to keep these ideas “right in front of their eyes” as they attended to the day-to-day pressures of their work. Younger students find the key-word approach eye opening as well—it offers them a model for how to acquire and structure useful knowledge.

Undergraduates often try to master the frames by memorizing every theory and author and idea and then feel overwhelmed by the amount of information that they need to remember. Instructors can use the study of the frames as a vehicle for offering students a more productive way of approaching reading assignments: read for ideas and understanding, not memorization. Encourage
students to understand the conceptual “story” that is captured succinctly in the assumptions that appear in the introductory chapter for each frame. Think and talk back as you read. Create a basic framework or a central question and then read to increase understanding of that.

In their discussions of the frames, instructors will want to explore the ways in which different theories and ideas enrich a central set of frame understandings. Through use of key words for each frame, for example, they can help students sort ideas into a few basic categories and arrange a wealth of information in an easily remembered format. By thinking about compartmentalizing their learning and providing themselves with a way to tap into a larger reservoir of information about organizations, students can learn something important about how to read and study.

Once students have spent time isolating and exploring individual frames, the next challenge is integrating the four frames and moving on to reframing and frame flipping. Some can get “hooked” on one frame as the way to see the world and resist letting go of their newly discovered “right” answer. This is a perfect opportunity for instructors to work on the issue of frame preferences and to offer students time to develop or reassess personal learning goals in order to expand their comfort and facility with each perspective. (The teaching notes for Chapter 1 suggest instruments for exploring frame preferences.)

Students can also become too concerned about overlap between frames, wanting tidy, nonoverlapping boundaries: “Expanding employee participation with a multiple-level task force is a human resource issue. How can it be a structural issue as well?” or “A sign of a leader’s power is a political frame issue, but isn’t it a symbolic frame concern too?” They may need encouragement to become more flexible in defining frame boundaries, less concerned about the “correctness” of the parameters of each frame, and more willing to play with different applications of the central issues and assumptions that each frame suggests. Instructors need to acknowledge that overlap between the frames can be confusing, assure people that things will become clearer over time, and then move on. Instructors can help students to sort out frame-overlap confusion by working with the central ideas of frame in different contexts, assignments, cases, and activities; taking a second cut at frame content in the later text chapters on leadership, change, and ethics; reviewing and integrating the perspectives through activities such as the Cindy Marshall case in Chapter 16 and the RFK High School case in Chapter 20; and encouraging people to apply the frames to their own life and work experiences through, for example, personal case papers.

Finally, instructors should realize that the content of each frame can raise certain emotions and trigger predictable student reactions in the classroom. For example, work with the political frame may lead to testing of the instructor’s power or attempts to renegotiate course requirements or expectations. The structural frame can raise questions about class rules, roles, exams, and standards. The symbolic perspective gets students talking about values and culture in the large class or in their small groups. Students may not even be
aware that they are acting out frame-related dynamics in the class or in their assignments. Instructors who anticipate and are prepared for these kinds of frame-related dynamics can use them as opportunities for powerful frame discussions and learning.

**Creating a Productive Learning Environment**

The discussions above contain multiple suggestions for creating a productive learning environment in reframing courses: understand the pressures and tensions implicit in developmental growth, create arenas for conflict, establish study groups as sounding boards and sources of support for student learning, train teaching assistants, approach topics in multiple ways, drill the content of the individual frames, and so on. Additional issues that instructors will want to consider when working with *Reframing Organizations* include attendance, use of personal case papers, and anticipation of tension points in the course.

**Attendance and Participation Incentives**

To work well with the frames, students need to understand them, see their applicability in diverse situations, be able to flip from frame to frame, and develop the skills and capabilities to use all of the frames in their own organizational lives. This takes hard work and consistent effort. In the same way that it is impossible to learn to play tennis by reading a book but not picking up a racket, it is hard to become a skilled reframer by sitting back, casually reading the text, and hoping that all this will come.

Students need to immerse themselves in the material: they need to practice using the frames, personalize the information to their own organizational experiences, and work with the ideas in multiple ways. They need regular opportunities to discuss and grapple with the subtle features of each perspective. They need to work closely with others who can challenge their developmental limits and encourage them to see their world in new and different ways. Students need to practice their reframing skills repeatedly until all this becomes second nature. They need the guidance of their instructor-coach, feedback from others, and encouragement from understanding supporters in this learning process. Class attendance and participation in reframing courses are therefore critical. Instructors will need to think of incentives for encouraging both.

Clearly, one incentive is an engaging class, filled with activities in which students can experience the frames in different ways and realize that class attendance and involvement are expanding their knowledge. In addition, instructors will want to discuss the importance of attendance and active involvement in class activities for skill building. With graduate audiences, this may be sufficient. In undergraduate courses, where students may not yet have strong abilities to manage competing claims on their time and energies,
instructors may need to create attendance requirements with clear penalties for violations. In all classes, instructors may want to increase the quality of student involvement by making class participation a reasonable percentage of the final course grade.

In executive education, instructors will want to review with participants the importance of regular practice in acquiring reframing skills. They can suggest strategies such as informal frame groups where people meet regularly and discuss personal cases or seek frame guidance about situations that they find challenging. Instructors can also design their training efforts to include follow-up sessions and opportunities for people to meet regularly to check their understanding, practice reframing in a supportive context, and receive the coaching critical to fine-tuning reframing competence.

**Personalizing Learning: Using Student Case Papers**

The frames have the most power and meaning for students who discover the usefulness of frames in their own lives and their own work in organizations. One way for students to make that discovery is through the writing and analysis of personal cases. In preparing personal cases, students write three-to-five-page descriptions of situations in which they were central participants. A situation on which a case is based should have the following characteristics:

1. The student found the situation challenging.
2. The student thinks he or she can learn something about himself or herself and about organizations from the situation.
3. The student is motivated by and interested in the situation enough to explore it throughout the term.

Instructors will want to remind students to think broadly when choosing a case situation. It need not be limited to a work setting—a great relief to students with limited employment experience. Many powerful personal cases have examined sports teams, family dynamics, relationships with roommates or spouses, church groups, and so on.

These conditions are important to emphasize. Students may initially frame this as an opportunity to show their strengths to the instructor and fellow students. They may therefore choose a shining example of their best work, which leaves little room or motivation for exploring what they might have done differently—the paper becomes “just another assignment,” as opposed to an opportunity for deep learning. Alternatively, students may want to write a case about someone else. Although they may find this intellectually challenging, they need to realize that doing so removes the opportunity to dig into their own preferences, choices, and strategies. Often, the best personal cases are based on
personal or professional setbacks or failures. Instructors may want to encourage that when describing the assignment. (Guidelines for personal case papers are provided in Part 4 of the instructor’s guide.)

Personal cases can be used in various ways. They can become the basis for a final course paper in which students integrate what they have learned about the four frames, analyze their case situations, and suggest what they might have done differently. Instructors can ask for written analyses of the personal case but divide the assignment—as asking, for example, that students turn in analyses of their case situation one frame at a time. Instructors can also use the personal case for two take-home exams, with an exploration of the case using the structural and human resource frames in the first paper and the political and symbolic frames in the second. In addition, students can work with personal cases in class activities throughout the course. (The teaching notes for many chapters in Part 3 provide other suggestions for using personal case papers.)

Instructors should remember that students may become highly invested in their personal cases. If personal case papers are used in a reframing course, instructors need to devote ample time for students to work with their cases, design class structures for facilitating new insights about them, and provide individual feedback on each case. The latter means a substantial time commitment from instructors and/or trained TAs to provide both initial feedback on the content of personal cases and additional comments on student case analyses.

**Anticipating Tension Points**

There is always high energy in reframing courses—much is happening on multiple levels for everyone. The more smoothly the course runs in a mechanical sense—requirements are clear, structures are in place—the easier it is for instructors and students to focus on learning about organizations and leadership rather than dealing with distractions and unmet needs. Instructors will want to anticipate potential stress points in the course and build in ways to address them in their class designs.

Choosing and writing a personal case, for example, are difficult for many students. They worry about choosing the right case. Students with limited work experience are sure that they have nothing important to examine; those with years of experience feel overwhelmed by the difficulty of choosing one significant event. Many wrestle with the desire to learn and the need to look competent. Others are unsure about the how and why of exploring personal experiences in a class assignment. Still others fret about how to write a good case. In anticipation of these tensions, instructors may want to devote a class to a case-writing workshop. Here, students can work on understanding the content of a good case; explore the difference between description and analysis (the personal case asks for description, the final paper seeks analysis); talk with the instructor about the
Part 2. Teaching with Reframing Organizations

Instructors will want to think about the particular needs of their student audience, identify other potential tension points, and design strategies for shortcutting the stress. Is the institutional culture, for example, one in which there is high anxiety about assignments and grades? If so, then clear, detailed written guidelines for all assignments and requirements can help. Is the case method new to students? If so, build instruction in basic writing and analysis into the course. Simple work on distinguishing between description and analysis can be eye opening for many. Secure outside writing assistance for students. Can instructors in writing courses serve as auxiliary resources? Is there an on-campus writing or study center that could work with students on your course assignments? Can a talented TA hold mini-writing workshops? Would feedback to early paper drafts help? Can students form writing support groups? Sometimes even asking students to consider the resources and support that they have available—for example, family or friends to provide feedback on drafts—can help to allay writing fears.

**Putting the Course into Perspective**

A final reminder to instructors is that, at times, it may be important to stand back and put the course into perspective. Instructors can become highly invested in reframing courses. The ideas are compelling; class energy is high; student progress is rewarding to see. This investment can make it hard to listen to student criticisms or live through those inevitable moments when things go awry.

Students, too, can be easily caught up in reframing courses. The learning is powerful and engaging. The highs can be exhilarating. The lows can lead to long lines outside the instructor’s office and intense complaints. Activities that work beautifully with one audience can bomb with another, and highly invested students can be the first to question why any instructor in his or her right mind would have suggested such a “ridiculous activity.” A single classroom event can serve as an unintended arena for conflict, triggering an avalanche of unanticipated emotions and student complaints that “surely this was all planned” and a clear sign of instructor insensitivity and manipulation.

Instructors need to remember that with highs come inevitable lows and that tension and conflict are part of developmental growth. All this means, quite simply, is that there are times when instructors cannot take things that happen in a reframing course personally. At tense times, they need to avoid being drawn into student-instructor battles by defending the course, the book, an assignment,
themselves, or any particular set of ideas. Instead, they need to reflect back the intensity of the emotions and work with students to understand what they mean. They need to focus on more than short-term comfort—they need to keep their eyes on long-term learning.

NOTE FOR PART 2

1. As mentioned, instructors new to developmental thinking and its applications to the classroom may want to read other works in which I have explored these issues in more detail:


PART 3. CHAPTER-BY-CHAPTER NOTES AND TEACHING SUGGESTIONS

This section of the manual provides teaching notes for each chapter in *Reframing Organizations*. The notes include an overview of each chapter’s central ideas, a chapter outline, a list of the major case examples, alternative ways to think about teaching the material, and suggested cases, films, activities, and exercises. (Cases and training films are identified with names or acronyms such as Hartwick and HBS, which refer to sources listed in Appendix A.)

CHAPTER 1. INTRODUCTION: THE POWER OF REFRAMING

**Chapter 1 Summary**

In Chapter 1, the authors introduce the concepts of *reframing* (viewing situations from multiple perspectives) and *frames* (cognitive lenses on the world that affect what you see and what it means). They propose four basic lenses or frames for strengthening managerial diagnosis and action: a structural frame, a human resource frame, a political frame, and a symbolic frame. (The four frames are summarized in Table 3.1.1.)

The authors assert that managers and leaders often bring too few ideas and too many habitual responses to organizational problems and challenges. They rely on a limited cognitive perspective to make sense out of the world and remain blind to other options. They delude themselves in thinking theirs is “the only way” to handle a particular problem. Such thinking hinders managerial effectiveness and abilities to understand and respond to the complexities of life in today's turbulent world.

Successful managers and leaders require more comprehensive perspectives. They need multiple lenses and skills in reframing—looking at old problems in a new light, as well as confronting new challenges with different tools and reactions. Reframing expands understandings, responses, timing, and styles that managers apply to problems. It helps them translate managerial good intentions into effective action.

**Learning Outcomes for Chapter 1**

After studying this chapter, students will be able to:
1. Explain why people tend to view the world from a single perspective and why viewing any situation in this way leads to a limited—and perhaps fatally flawed—understanding of the situation.

2. Describe the concept of reframing, or viewing situations in a number of different ways, and the benefits of reframing.

3. Discuss the broad outlines of four powerful frames for viewing organizations: the structural, human resource, political, and symbolic frames.

**Key Terms in Chapter 1**

**Frame:** Cognitive lens on the world that affects what we see and what it means.

**Reframing:** Viewing situations from multiple perspectives.

**Structural frame:** A frame for viewing organizations that focuses on the architecture of organization—the design of units and sub-units, rules and roles, goals and policies—that shape and channel decisions and activities.

**Human resource frame:** A frame for viewing organizations that emphasizes that management requires an understanding of people, with their strengths and foibles, reason and emotion, desires and fears.

**Political frame:** A frame for viewing organizations that sees organizations as competitive arenas characterized by scarce resources, competing interests and struggles for power and advantage.

**Symbolic frame:** A frame for viewing organizations that focuses on issues of meaning and faith.

**Case Examples in Chapter 1**

- Steve Jobs
- Rajat Gupta
- Hurricane Katrina, Homeland Security, and President Bush
- "Cha Cha" Rowan greets an intruder
- Executive browsing in the management section of a bookstore
- Conflict between the Federal Bureau of Investigation and the Central Intelligence Agency
Table 3.1.1. The Four Frames

<table>
<thead>
<tr>
<th>Frame</th>
<th>Disciplinary Roots</th>
<th>Frame Emphasis</th>
<th>Key Concepts</th>
<th>Key Frame Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structural</td>
<td>Sociology</td>
<td>Rationality, formal roles and relationships</td>
<td>Rules, roles, goals, policies, technology, environment</td>
<td>Division of labor and coordination of individual activities</td>
</tr>
<tr>
<td>Human resource</td>
<td>Social and organization psychology</td>
<td>The fit between people and the organization</td>
<td>Needs, skills, relationships</td>
<td>Tailoring the organization to meet individual needs</td>
</tr>
<tr>
<td>Political</td>
<td>Political science</td>
<td>The allocation of power and scarce resources</td>
<td>Power, conflict, competition, positive politics</td>
<td>Bargaining, negotiation, coalition building</td>
</tr>
<tr>
<td>Symbolic</td>
<td>Social and cultural anthropology</td>
<td>Organization as tribe, theater, or carnival</td>
<td>Culture, ritual, ceremony, stories, heroes and heroines, myths, symbols, metaphors, charisma</td>
<td>Creating and promoting a common vision; attending to the meaning of events; devising relevant rituals, ceremonies, and symbols</td>
</tr>
</tbody>
</table>

SUGGESTIONS FOR TEACHING CHAPTER 1

The central ideas in Chapter 1 revolve around people's need to recognize their limited views on everyday life and to expand the ways in which they make sense out of their world by viewing organizational events through multiple lenses. In teaching these central ideas, instructors can focus on:

1. Understanding the process of framing (sense-making) and reframing.
2. Engaging in self-diagnosis and exploring personal theories.
3. Examining the content of the four frames.

Teaching methods appropriate for each approach are described in the sections that follow. Student exercises keyed to the approaches appear in “Student Exercises for Chapter 2.”
Chapter 1: A Focus on Reframing

Reframing is a difficult concept for many students to grasp, especially concrete thinkers or people who, for developmental reasons, want the “one right answer.” Reframing demands a tolerance for ambiguity, an appreciation of how reality is socially constructed, and skills in relative thinking—developmentally sophisticated capacities. For these reasons, instructors should not assume that students understand the concept of reframing from reading alone. They may want to use this chapter as a way of both offering students opportunities to experience multiple perspectives on the same event (reframing) and diagnosing where their students are. The following resources may be of help.

CHAPTER 1: FILMS OR VIDEOS FOCUSING ON REFRAMING

Movies and video clips offer an engaging and powerful way to explore reframing issues, and the rapid growth of online video sites such as YouTube has vastly increased the range of available material. Downloading software apps such as YouTube Video Downloader (shareware, free to try) make it relatively easy to download video clips, save them to disk, and use them in class.

- Abbott and Costello’s “Who’s on First?” (more than one version is available on YouTube) is a classic comic routine that depends on a misunderstanding resulting from divergent frames (interpretations): Abbott, as manager of a baseball team, calmly explains that Who is on first and What is on second. Costello can’t get it because he figures Who and What have to be questions, not answers. Note that, as if often true with frame conflicts, the misunderstanding could be easily resolved if either party stepped back to reflect and try a different approach, instead of plunging resolutely down the same path.

- Kurosawa’s classic Rashomon (1950), in which four witnesses tell four different accounts of a murder and rape, lends itself to discussion about the complex motives of the four storytellers and the implications of their tales. This leads to explorations about personal interpretations of “truth” and acknowledgment of the need for multiple frames and skills in reframing. (Note: Rashomon is a complex film in black and white. Instructors will want to gauge whether it is right for their students. There are a number of more recent movies with similar plot lines, though few if any have attained Rashomon’s classic status. In Stories We Tell (2012) Sarah Polley is both filmmaker and detective as she interviews a members of a family, each offering their own version of the family mythology. Surveillance (2008) tells a story of FBI agents trying to sort through diverging stories about murders in a small town. Vantage Point (2008) takes viewers through multiple perspectives on what happened in an attempted assassination of the President of the United States. The film rewinds and tells the story through the eyes of eight witnesses, each with a different perspective, and it takes
multiple vantage points to get a more complete picture. In *Courage Under Fire* (1996), Denzel Washington plays an officer assigned to investigate whether a helicopter pilot who died in action should become the first woman to receive the Congressional Medal of Honor; different witnesses provide different stories. For a lighter, animated version—think of it as Little Red Riding Hood meets Rashomon—*Hoodwinked!* (2005) spins a yarn in which every witness has a different account of who stole the candy recipes.)

- The Oscar-winning *Life of Pi* (2012) can be understood as a straightforward, action-adventure story about a boy stranded on a lifeboat with a hungry tiger, or as a magical fantasy, or an unreliable narrative, or a meditation on faith and the human condition. It teaches that truth is elusive and perspective is critical.

- In the classic, *Groundhog Day* (1993), Bill Murray plays a weatherman who is condemned to repeat the same day in the same place forever. For a long time, he uses each run to collect data that he can use to manipulate other people. Eventually, when he learns enough to reframe his experience and himself, he finally escapes the time trap.

- Malle’s *My Dinner with André* (1981) shows a conversation between two friends with different worldviews and assumptions about love, death, art, and the quest for self-fulfillment. Exploring the depth of and reasons for these differences and their implications for the men’s friendship leads to discussion of the power and social consequences of contrasting frames.

- *The Bourne Identity* (1988), and *The Bourne Ultimatum* (2007) are fast-paced action films that carry the viewer along so fast there’s not much time to think. But if you stop the action long enough to reflect on what’s happening on screen, you might notice that Jason Bourne faces an unusually intense version of challenges managers face all the time—knowing themselves, making sense of a puzzling and unfriendly world, understanding how they got into the mess they’re in and how they might get out.

- The hero of *Michael Clayton* (2007) is a fixer at a big New York law firm who has his own version of the sense-making challenges facing Jason Bourne—What’s going on, and whom am I? The question of Clayton’s identity is captured in dialogue with a client who heard he was a miracle worker. He responds, “I’m not a miracle worker. I’m a janitor.” There’s a high-stakes and potentially deadly poker game between Clayton and a big firm accused of reckless disregard for human health, along with a battle within Clayton’s firm over its duties to a dishonest and possibly criminal client.

Reframing is an important concept in Neurolinguistic Programming (NLP), an approach to counseling and personal development. NLP and *Reframing Organizations* differ in many ways, but share a similar understanding of
reframing. NLP practitioners have devoted considerable attention to developing techniques for reframing. An online search for ‘NLP reframing’ will lead to many examples in both text and video formats.

Additional film possibilities include the following, all of which illustrate well the social construction of reality and the ways in which different personal and cultural perspectives frame the meaning of events:

- **Rude Awakening** (1989). Two hippies return to New York City after twenty years in a Central American commune to find that people are no longer out protesting to save the world.

- **Austin Powers: International Man of Mystery** (1997). A “hip” secret agent of the cold war era is frozen until needed and “returned to action” in the late 1990s.


- **My Big Fat Greek Wedding** (2002). Toula, from a large, intense, Greek-American family falls in love with and marries Ian, who hails from a restrained, upper-crust, Anglo-Saxon background. The parents on each side frame almost everything differently (as in the scene when Ian’s parents struggle to make sense of a party hosted by Toula’s parents). Another variation on the theme of boy meets future in-laws, *Meet the Parents*, raises similar issues.

- **The Matrix** (1999). Beyond the combat and special effects lies a film about framing. It teaches that virtual reality is real if you think it is and that if you control people’s framing, you control their reality.

- **Memento** (2000). The central character tries to solve a mystery despite severe short-term memory deficiencies. The film links framing and memory—it is almost impossible to understand the present and plan for the future without remembering and making sense of the past. (Memento also creates a framing challenge for viewers because it often runs time backwards. Many find the film disorienting and confusing until they begin to understand what they are witnessing.)

An alternative is to show a movie excerpt in which the central characters illustrate reframing in action.

- Two such scenes from the movies *Dead Poets Society* are (1) the scene in which Professor Keating has students stand on his desk to learn to see the world from a different perspective and (2) the scene in which he asks students to rip the analytic introduction from their poetry books.
- In *The Karate Kid*, there is a great scene in which Mr. Miyagi shows Daniel how his painting, sanding, and car waxing (“Wax on—wax off”) are not simply household tasks but also serve as critical training for karate.

- In *A Beautiful Mind*, there is a classroom scene in which Professor John Nash, distracted by construction noise outside, closes a window. A female student gets up, opens the window, and talks to the workers to get them to reduce the noise level. Ask students how each character framed the problem at hand.

- In *Saving Private Ryan*, Captain Miller encounters a crisis while leading his men on a dangerous mission behind enemy lines. A soldier is threatening to desert, and another is threatening to kill him if he tries. Miller reframes by changing the subject to a long-running bet among the men about his pre-war occupation.

**CHAPTER 1: CASES FOCUSING ON REFRAMING**

Case discussions offer several possibilities for introducing students to multiple perspectives.

- Establishing an “ECL” Culture in China: Organizational Difference or National Difference? (HKU155, available from HBS case services) raises a classic issue in international business: When you build a business in another country, do you adapt your management practices to the local culture or try to get the local culture to adapt to your organization?

- Transformation of Enron, 1986–2001 (available from Darden Business Publishing, University of Virginia, http://store.darden.virginia.edu/) is a multimedia CD-ROM case containing a wealth of information on Enron’s strategy, culture, and leadership in the period leading up to the collapse, including excellent video interviews with Jeffrey Skilling and other key executives. Most of the material tells the story of Enron’s transformation from a conservative gas pipeline company in the mid-1980s to a high flyer by 2000, but postscripts have been added to update events after the fall.

- Another possibility is to explore one event from the perspective of different characters. Showa-Packard Ltd. (A) (HBS 9-373-348) and (B) (HBS 9-373-349) deal with a joint decision that two managers, one American and one Japanese, need to make. Case (A) describes the situation from the perspective of the American, and case (B) looks at the event through the eyes of the Japanese. Students can read both cases and discuss the differences in perceptions. The case is perfect for role playing the actual decision meeting and illustrating the need for reframing events. An alternative is initially to distribute case (A) to one half of the class and case (B) to the other and ask students to examine the situation from the perspective of their assigned character. This provides opportunities for students to experience how well or
poorly they reach out to understand their colleagues' perspective and how able they were to manage a successful interaction in the context of different worldviews.

- The Neely and Chapman Company series of cases examine the long-term working relationship between Richard Neely (HBS 9-470-015) and Dale Chapman (HBS 9-470-016). Interviews with both partners and their wives (Peggy Neely and Jennifer Chapman) reveal four different perspectives on the partnership.

CHAPTER 1: ACTIVITIES FOCUSING ON REFRAMING

- Art can be a powerful trigger for discussions about reframing. Escher's work, for example, shows how perception influences what we see. Like the old vase-and-face figure from Gestalt psychology, where the viewer sees either an old woman's face or a pedestal vase, Escher's art is often frame-breaking: no one frame can make sense of the image, but alternative frames are incompatible. Reframing can lead to completely different interpretations of Escher's figures. (Many of Escher's figures can be viewed on-line at http://www.worldofescher.com/gallery/. Check out, for example, “Relativity,” in which one person’s up is another person’s down.)

- Many current events and social issues, if handled sensitively, provide opportunities to explore framing effects. Why, for example, do members of different groups have such different perceptions of abortion rights, assisted suicide, the Israel–Palestine situation, and so forth? Discussions can focus on the values, information, and perceptions that inform personal theories. (For another idea, see Exercise 1.1 in “Student Exercises for Chapter 1.”)

CHAPTER 1: READING FOCUSING ON REFRAMING

Fiction can serve as a starting point for illustrating the concept of reframing, exploring the action implications of alternative frames, or examining the interconnections among culture, values, and framing.

- *Seedfolks*, by Paul Fleischman, for example, is an award-winning folktale suitable for audiences of all ages. The book chronicles the creation of a caring community in a neighborhood of strangers. Thirteen very different voices—old, young, urban, rural, Asian, African American, Hispanic, European, tough, haunted, ailing, and hopeful—tell the story of a simple garden on a trash-filled urban lot that transforms lives, transcends differences, and celebrates the healing power of community. The short paperback can be a reading assignment or the basis for a staged reading in class with part assigned to students. The book is also perfect for understanding alternative frames as an often-unacknowledged component of diversity.
Modern fictional works whose form and content reflect a unique cultural perspective provide another way to access these issues. Each of the following works creates characters who see and talk about their world view: their choices flow from the values and learnings of their countries and cultures.

- *Balzac and the Little Chinese Seamstress* by Dai Sijie describes two city boys transferred to the country during the Cultural Revolution and reads like a Chinese brush painting. It explores well the power of the arts to reframe even the grimmest of situations.

- *The Life of Pi* by Yann Martel.

- An entertaining series by Alexander McCall Smith chronicles the life of Precious Ramotswe, a private detective in Botswana (including *The No. 1 Ladies’ Detective Agency*, *Tears of the Giraffe*, and *Morality for Beautiful Girls*). The series is light-hearted, fun, and easy to read.

Other possibilities include the following:

- A humorous example of reframing is Jon Scieszka’s *The True Story of the Three Little Pigs* by A. Wolf (New York: Viking Penguin, 1989). This is a well-written and witty retelling of what “really” happened on that fateful day to those three little pigs from the perspective of the big bad wolf. This children’s book works well with undergraduates as an assigned reading, since it is a wonderful twist on a story that students know well. If framed correctly, it can be used with other audiences as well.

- Mature students might find it valuable to explore a real-life example of competing frames, such as Ann Fadiman’s powerful and poignant *The Spirit Catches You and You Fall Down* (Farrar, Straus and Giroux, 1988). Western medicine and an immigrant Hmong family in California clash over how best to care for a very sick little girl because of their very different understandings of the girl’s condition and about the kind of help she needs.

### Chapter 1: A Focus on Self-Diagnosis and Personal Theories

The central ideas in Chapter 1 also lend themselves to a focus on self-diagnosis and students’ personal theories.

**CHAPTER 1: ACTIVITIES FOCUSING ON SELF-DIAGNOSIS AND PERSONAL THEORIES**

Bolman and Deal have developed several instruments for self-diagnosis, including a short, self-scored instrument to assess individual frame preferences. A new, on-line version of the instrument is available on the Wiley.com *Reframing Organizations* instructor companion website. A downloadable earlier
version can also be found, along with instructions for use, at http://www.leebolman.com/frames_selfrating_scale.htm.

Instructors can also devise their own mechanisms for encouraging students to think about and diagnose their private theories and beliefs. Following are some suggestions. (Also see Exercises 1.2, 1.3, and 1.4 in “Student Exercises for Chapter 1.”)

- Use TAT-type pictures or illustrations from magazine advertisements and ask students to write and then compare their stories of the pictured event.
- Use minicases, and ask students to diagnose the frame preference implicit in their proposed solutions.

**Chapter 1: A Focus on the Content of the Four Frames**

A third teaching focus for Chapter 1 is the content of the four frames.

**CHAPTER 1: FILMS OR VIDEOS FOCUSING ON FRAME CONTENT**

- One option for focusing on the content of the frames is to show four short film clips that capture the essence of each frame. Students can explore the contrasts among the clips and their reactions to each. Popular films, newscast feature stories, and interview programs such as 20/20, 60 Minutes, Meet the Press, and so on are filled with possibilities for illustrating the central assumptions and approaches of each frame. (Instructors can contact their local stations or the network producers of these programs for a copy and/or permission to use them for educational purposes. See Appendix B for other sources of videos and films.)

- Hollywood’s view of organizations is often biased toward an emphasis on political machinations, but students who look carefully can find examples of every frame in films like Margin Call, The Social Network, The Pursuit of Happyness, Up in the Air, Office Space, The Hudsucker Proxy, Lord of War, Working Woman, 9 to 5, Wall Street, Boiler Room, Disclosure, Gung Ho, Norma Rae, Apollo 13, and any of the Godfather trilogy. A number of excellent films are set in schools, including Freedom Writers, Stand and Deliver, Dead Poets’ Society, Dangerous Minds, Lean on Me, Mr. Holland’s Opus, and The School of Rock. (Film suggestions for specific frames can be found in the teaching notes for those chapters.)

**CHAPTER 1: CASES FOCUSING ON FRAME CONTENT**

Instructors might want to use a case to get students looking at data with structural, human resource, political, and symbolic lenses. (For an activity focusing on frame content, see Exercise 1.5 in “Student Exercises for Chapter 1.”)
Brief cases, such as HBS classics like Dashman Company (HBS 9-642-001) or Road to Hell (HBS 9-480-074), or more recent cases like Clayton Industries: Peter Arnell, Country Manager for Italy; Calveta Dining Services, Inc.: A Recipe for Growth?; and Martha Rinaldi: Should She Stay or Should She Go? often work well early in a course when students (or instructor) may be unfamiliar with the case method.

For more experienced management audiences, more complex cases such as Taran Swan at Nickelodeon Latin America, RFK High (in Bolman and Deal, Chapter 20), Suzanne de Passe at Motown Productions (HBS 487042), and Richard Grasso and the NYSE, Inc. (A) (HBS 405051), Gordon Bethune at Continental Airlines (HBS 9-406-073) are rich in elements of each perspective. A dramatic and challenging government example is Hurricane Katrina (A) and (B), available from the Harvard Kennedy School of Government Case Services. A rich voluntary sector case is Aruna Roy and the Birth of a People’s Movement in India (Kennedy School Case 1929.0). Roy’s story is discussed in chapter 10.

CHAPTER 1: HISTORICAL AND THEORETICAL OVERVIEW
FOCUSBING ON FRAME CONTENT

An alternative teaching design is to provide students with an overview and understanding of the historical and theoretical context for the four frames: the "one hundred years of organizational theory in thirty minutes" lecture.

Instructors can begin at the turn of the century, briefly lay out the historical roots of the structural frame in early industrial psychology—students love a short dramatic re-enactment of Frederick Winslow Taylor's infamous conversations with Schmidt to increase the laborer's productivity—outline the central concepts and values, and illustrate how those ideas and beliefs are carried forward by modern-day structural thinkers. Instructors can then do the same for the human resource, the political, and the symbolic perspective, in that order, illustrating not only how the advent and heyday for each frame coincides with a very different period in U.S. and world history but also how each frame, to some extent, arose from a recognition of significant gaps in the previous perspective's beliefs about the organizational and management world. Students appreciate seeing this big picture laid out visually on the blackboard, especially before they begin to examine smaller pieces of individual frames. It offers a map of what they will study over the course of the term and helps them accept the contrasts and the potential conflicts between the various frames.

Instructors can draw on the historical materials and imagery in Perrow's article “The Short and Glorious History of Organizational Theory” (Organizational Dynamics, Summer 1973). They may want to stress the emotional undertones in the ideological battles among those who support each of the frames, so that students can appreciate the frames as more than a sterile,
intellectual vehicle to compartmentalize facts. Viewing the history of the discipline as a morality play, in which the "forces of light and truth" have battled the "forces of darkness," encourages students to appreciate each frame as a critical element in a more complete understanding of organizational complexity. Ambitious instructors might want to consult E. Bursk, D. Clark, and R. Hidy's *The World of Business: A Selected Library of the Literature of Business from the Accounting Code of Hammurabi to the 20th Century "Administrator's Prayer,"* vol. 1, 2, and especially 3 (New York: Simon & Schuster, 1962) for relevant frame-related quotations from sources as diverse as the Bible, modern poetry, George Washington, Rod Serling, Gandhi, Samuel Gompers, Charles Dickens, and Cicero.

CHAPTER 1: ACTIVITIES FOCUSING ON FRAME CONTENT

Finally, it is also possible to explore events that are happening in class. Looking at the first class meeting or the syllabus from the perspective of each frame can be a simple yet powerful way for students to test their understanding of the content and relevance of the frames. Or instructors may want to design an experiential activity in which students explore what is really going on from a structural, human resource, political, and symbolic perspective. (An example is Exercise 1.6 in “Student Exercises for Chapter 1.”)

STUDENT EXERCISES FOR CHAPTER 1

**EXERCISE 1.1**

**Focus:** Understanding the Process of Reframing

This exercise is meant to stretch students’ abilities to move outside of their own dominant frame. Choose a situation—an ambiguous memo from a department chair, a newspaper article, a hypothetical minicase—in which there are many possible explanations for what is going on. Ask students to list all possible explanations for the event, then work in small groups to sort through their lists, come up with their best guess of what is “really going on here,” and provide a rationale for their choices. This lets contrasting frames surface, illustrates how differently people view events, and reminds students how personal interpretation and “good hunches” play a major role in defining social situations.

**EXERCISE 1.2**

**Focus:** Self-Diagnosis and Exploring Personal Theories
Have students perform sentence completions such as the following:

1. Complete the following statements about organizations:
   A good organization has . . .
   A skilled manager must . . .
   A leader always . . .
   When someone wants to be influential in organizations, he or she must . . .

2. Complete the following statements about yourself:
   In order to get ahead in organizations, I always . . .
   As a leader, I like to . . .
   When faced with conflict, I usually . . .
   My strengths as a manager include . . .

Have students in small groups compare the ways in which their responses are similar or different. Ask them to sort items into the different frames, and report what they found. If there are task or study groups that meet regularly over the course of the term, have students share their sentence completions in those groups and use this new information to anticipate or predict potential conflicts or future problems. (You can collect these predictions and return them to groups at an appropriate later time.)

**Exercise 1.3**

**Focus:** Self-Diagnosis and Exploring Personal Theories

Ask students to visually represent an organization. Everyone can draw the same organization, such as the institution in which the course is offered, or each person can draw an organization in which he or she is working or has worked. Students can compare their representations in large or small groups. They are often surprised by the variety of different images of what organizations look like.

**Exercise 1.4**

**Focus:** Self-Diagnosis and Exploring Personal Theories

Using the diagnostic instrument that follows the Chapter 1 exercises, have students determine their dominant frame preferences. Students will then form four groups based on the result, and each group will construct an argument for why its members’ perspective makes the most sense. Have each group report its argument to the class, and then facilitate a class debate.
**EXERCISE 1.5**

**Focus:** Frame Content

Ask students: What went wrong in the Hurricane Katrina relief effort? Collect some of their responses on a board, and then ask what frames or implicit theories students seem to be using. (Note that the first question asks them to frame the Katrina story. The second asks them to reframe their own thinking.) If some frames are underrepresented, ask if those frames have anything to offer that might add to understanding. A simpler approach for less sophisticated students is to take one frame at a time and ask students to explain what happened in terms of that frame.

**EXERCISE 1.6**

**Focus:** Frame Content

Have students come to the front of the room and greet each other for five minutes. Then ask students which frames they were using and which they saw others use. Collect examples of frames in action. Students are often surprised that what seems like a simple beginning-of-course opportunity to meet people is, in fact, a multiframe event: an illustration of the power of position and a vertical exercise of authority; an exchange governed by powerful, implicit norms and rules of appropriate behavior; a slice of classroom politics and student-instructor power relationships; a familiar getting-acquainted ritual, a drama to convey interest in others, a willingness to learn, belief in the instructor, and sincerity of effort; and much more. Students really get into exploring the question “What else is going on here?” which establishes a nice classroom norm that digging deep and diagnosing is fun and eye opening.
Self-Assessment: LEADERSHIP ORIENTATIONS

This questionnaire asks you to describe yourself as a manager and leader. For each item, give the number “4” to the phrase that best describes you, “3” to the item that is next best, and on down to “1” for the item that is least like you. Use the scoring key to add up your totals in the blanks that follow the questionnaire.

1. My strongest skills are:
   _____ a. Analytic skills
   _____ b. Interpersonal skills
   _____ c. Political skills
   _____ d. Flair for drama

2. The best way to describe me is:
   _____ a. Technical expert
   _____ b. Good listener
   _____ c. Skilled negotiator
   _____ d. Inspirational leader

3. What has helped me the most to be successful is my ability to:
   _____ a. Make good decisions
   _____ b. Coach and develop people
   _____ c. Build strong alliances and a power base
   _____ d. Inspire and excite others

4. What people are most likely to notice about me is my:
   _____ a. Attention to detail
   _____ b. Concern for people
   _____ c. Ability to succeed in the face of conflict and opposition
   _____ d. Charisma

5. My most important leadership trait is:
   _____ a. Clear, logical thinking
   _____ b. Caring and support for others
   _____ c. Toughness and aggressiveness
   _____ d. Imagination and creativity

6. I am best described as:
   _____ a. An analyst
   _____ b. A humanist
   _____ c. A politician
   _____ d. A visionary

ST _____HR _____PL _____SY _____Total

© 1988, Lee G. Bolman and Terrence E. Deal. All rights reserved.
LEADERSHIP ORIENTATIONS SCORING

Compute your scores as follows:

ST = 1a + 2a + 3a + 4a + 5a + 6a
HR = 1b + 2b + 3b + 4b + 5b + 6b
PL = 1c + 2c + 3c + 4c + 5c + 6c
SY = 1d + 2d + 3d + 4d + 5d + 6d

Plot each of your scores on the appropriate axis of the chart that follows: ST for Structural, HR for Human Resource, PL for Political, and SY for Symbolic. Then read the brief description of each of these orientations toward leadership and organizations.

Scales are adjusted to represent percentile scores. The lowest number for each frame represents the 25th percentile; the highest number represents the 90th percentile. The table below shows percentiles for each frame, based on a sample of more than 700 managers from business, education, and government. For the structural frame, for example, 25 percent of managers rate themselves 12 or below, and only 10 percent rate themselves 23 or above.
Part 2. Teaching with *Reframing Organizations*

<table>
<thead>
<tr>
<th>In a sample of more than 700 managers:</th>
<th>Structural</th>
<th>Human Resource</th>
<th>Political</th>
<th>Symbolic</th>
</tr>
</thead>
<tbody>
<tr>
<td>10% rated themselves at or above:</td>
<td>22</td>
<td>24</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>25% rated themselves above:</td>
<td>19</td>
<td>22</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>50% rated themselves above:</td>
<td>16</td>
<td>19</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>75% rated themselves above:</td>
<td>12</td>
<td>16</td>
<td>9</td>
<td>11</td>
</tr>
</tbody>
</table>

- **Structural** leaders emphasize rationality, analysis, logic, facts, and data. They are likely to believe strongly in the importance of clear structure and well-developed management systems. A good leader is someone who thinks clearly, makes the right decisions, has good analytic skills, and can design structures and systems that get the job done.

- **Human resource** leaders emphasize the importance of people. They endorse the view that the central task of management is to develop a good fit between people and organizations. They believe in the importance of coaching, participation, motivation, teamwork, and good interpersonal relations. A good leader is a facilitator and participative manager who supports and empowers others.

- **Political** leaders believe that managers and leaders live in a world of conflict and scarce resources. The central task of management is to mobilize the resources needed to advocate and fight for the unit’s or the organization’s goals and objectives. Political leaders emphasize the importance of building a power base: allies, networks, coalitions. A good leader is an advocate and negotiator who understands politics and is comfortable with conflict.

- **Symbolic** leaders believe that the essential task of management is to provide vision and inspiration. They rely on personal charisma and a flair for drama to get people excited and committed to the organizational mission. A good leader is a prophet and visionary who uses symbols, tells stories, and frames experience in ways that give people hope and meaning.
CHAPTER 2. SIMPLE IDEAS, COMPLEX ORGANIZATIONS

CHAPTER 2 OVERVIEW

Chapter 2 Summary

In Chapter 2, the authors explore how properties of human nature and of modern organizations interact to create problems and pressures in everyday managerial life. Characteristics of human thinking and perception contribute to these difficulties in several ways:

1. Human fallibility is a reality and human error always a possibility.
2. Miscommunication is a constant risk.
3. People are routinely satisfied with limited understanding of a situation, convinced that there are few options.
4. Faced with ambiguity, people will fit the world to their internal maps and assume that they understand what is happening.
5. People develop theories and patterns to help make sense of their worlds and find it difficult to question or revise those patterns.

The authors discuss three commonsense “theories,” or limited mental models, that people often use to interpret organizational life: blame individuals, blame the bureaucracy, and attribute problems to a thirst for power. Each is based on a partial truth, but all are incomplete and misleading. Such oversimplifications fail to take account of the peculiarities of organizations. The authors see organizations as:

1. Complex—People are hard to understand and predict. Interactions among individuals and groups within organizations multiply human complexities, and connections among different organizations add still another level of complexity.
2. Surprising—Human nature is unpredictable, making it impossible to anticipate all the ramifications of any decision, and many of today’s solutions create tomorrow’s problems.
3. Deceptive—Organizations defy expectations and often cover up mistakes. Individuals feel unable to confront others, especially superiors, and see camouflage as their only option.
4. Ambiguous—information is incomplete or vague and can be interpreted in different ways. Camouflage magnifies the uncertainty. Complexity and
organizational size make it hard for anyone to fully understand what is happening, what it means, or what really needs to be done.

Learning becomes both more important and more problematic in complex, surprising, deceptive, and ambiguous environments. Bolman and Deal discuss several perspectives on organizational learning. One perspective, represented in the work of Senge and Oshry, emphasizes that the mental models people use to understand systems are incomplete or misleading. Consequently, people misinterpret what is happening and learn the wrong lessons. Senge’s learning paradox is that we don’t learn from experience because we don’t see the consequences of our actions. He recommends systems maps as a way to enhance understanding. Argyris and Schön offer another perspective on organizational learning. They emphasize a different paradox: things we do to promote learning actually make it more difficult for organizations to learn about the things that are really important. Bolman & Deal also discuss the role of thinking and mental models in sense-making: when we look at the world, what we see is not simply what’s out there, but what we expect, what we want, and what our learned mental models allow us to see.

Given these realities, the authors propose a critical first step in managerial wisdom and artistry: understand the dominant features of the situation—digging deeply and systematically to figure out just what is really going on. To do this, managers need more comprehensive theories, broader and richer understanding of human organizations, and well-honed abilities to apply theory and understanding with skill and grace. The authors offer the four frames as one way to accomplish this.

**Learning Outcomes for Chapter 2**

After studying this chapter, students will be able to:

1. Describe three types of oversimplified concepts often used to explain problems in organizations, and explain why people tend to use such explanations.
2. Discuss four characteristics of organizations that make oversimplified explanations ineffective in explaining them.
3. Explain the concept of organizational learning with reference to the works of Senge, Oshry, and Argyris and Schön.
4. Discuss the role of mental maps in dealing with organizational ambiguity and complexity.

**Key Terms in Chapter 2**

**System map:** A visual map of the causal relationships in a complex system.
**Framing effect:** An effect through which relatively small changes in how a problem or decision is framed produce significant differences in how people respond.

**Case Examples in Chapter 2**
- The 9/11 attacks, updated with information from 9/11 commission report
- Helen Demarco and the Osborne Plan
- Enron
- Robert Nardelli and successor Frank Blake at Home Depot
- U.S. F-15C fighter jets and Black Hawk helicopters in Iraq

**Suggestions for Teaching Chapter 2**

The central ideas in Chapter 2 revolve around the well-documented reality that individuals have theories, need theories to make sense of things, and must be sure that their theories are comprehensive, flexible, and accurate for the situation. There are a number of ways to teach these central ideas. Instructors can focus on:

1. Exploring private theories and personal judgments.
2. Exploring the ethical dilemmas in organizational choices.
3. Seeing systems.
5. Developing diagnostic skills and abilities to see “what’s really going on.”

Teaching methods appropriate for each approach are described in the sections that follow. Student exercises keyed to the approaches appear in “Student Exercises for Chapter 2.”

**Chapter 2: A Focus on Private Theories and Personal Judgments**

The cases in Chapter 2 are a rich source of discussion about how private theories and personal judgments affect organizational outcomes and individual effectiveness.
The Helen Demarco case is perfect for students to use in exploring the consequences of Helen’s beliefs and choices. Many individuals easily identify with Helen’s dilemmas. Some may disagree with the authors, believing that Helen had no real options. Others recall their own experiences in similar situations when they struggled over what to do when they believed that their boss was about to make a big mistake. Investigating different perspectives can lead to passionate exchanges about what is right, what is correct, and what is realistically possible in organizations. Instructors may want a freewheeling discussion of the Demarco situation, or they may want a more structured debate between those who agree and those who disagree with Helen’s decisions.

The Demarco case also provides opportunities for students to examine their personal beliefs and assumptions about good leadership and organizations and to share their leanings and private theories—for example, using Exercise 2.1. Helping students recognize connections between their own behavior in the classroom and the central ideas in the chapter aids those who need to ground abstract ideas in personal experience. It is also a powerful reminder of how easy it is to engage in discussions about what others could or should do without going the next step and asking “how does all this apply to me, my beliefs, and my own effectiveness?”

CHAPTER 2: FILMS OR VIDEOS FOCUSING ON PRIVATE THEORIES AND PERSONAL JUDGMENTS

The teaching notes for Chapter 1 provide suggestions for films that look at personal perspectives on social events (see “Chapter 1: Films or Videos Focusing on Reframing”). These suggestions offer additional options for working with student-held, private theories.

Chapter 2: A Focus on Ethical Dilemmas

Ethical questions are raised by the cases presented in Chapter 2. (Reframing also contains discussions of ethical issues in Chapter 10 in the context of bargaining and negotiation and provides a four-frame view of ethics in Chapter 19.) Who is morally responsible for the lives lost on the Black Hawk helicopters that the U.S. F-15C fighter jets mistakenly shot down? Were Helen Demarco and her coworkers morally justified in their actions? Were they immoral? Amoral? Instructors may want to explore such issues using the cases in Chapter 2 and work with students to understand the connections among values, moral judgments, private theories, and the ethical dimensions of organizational choices.

Another option is to use a case that deals more specifically with an ethical dilemma.
BP and the Gulf of Mexico Oil Spill [HBS W11366] and Teaching Note [HBS W11367] uses a famous case to explore how catastrophes come about, the factors that drive risk-taking in business, and ethical issues in leadership.

Online Piracy: Jaywalking or Theft? [HBS 909C18] deals with a specific example of an issue familiar to most students: the protagonist has purchased a video game which is almost unusable because its digital rights management restrictions. Why not download a pirated copy with DRM circumvented?

Merck & Co., Inc.: Addressing Third-World Needs ([A] [HBS 991021], [B] [HBS 991022], [C] [HBS 991023], [D] [HBS 991024], and a video [HBS 9-991-526]) documents a famous dilemma: Merck scientists believed that a drug might be effective against river blindness, an affliction of hundreds of thousands of people in the third world. The trouble was that even if it worked, there was little chance of making money, because the victims were poor people in poor countries.

In Levi Strauss & Co.: Global Sourcing ([A] [HBS 395127], [B] [HBS, 395128], and teaching note [HBS 5-395-213]), Levi Strauss wrestles with whether to manufacture in China. The economics look favorable, but there are serious ethical questions.

In RU 486 ([A] [HBS 9-391-050], [B] [HBS, 9-391-051], and teaching note [HBS 5-392-147]), Roussel UCLAF, a French drug company, must decide whether and how to market a controversial drug, RU 486, often called “the French abortion pill.” Roussel faces conflicting pressures from its German parent company, the French government, supporters and opponents of abortion rights in France and the United States, and the research community.

The Hartwick Institute has developed a series of cases from novels and films that deal with ethical issues, including All My Sons, All the King’s Men, Billy Budd, Glengarry Glen Ross, and Heart of Darkness.

http://www.hartwickinstitute.org/academic.htm

CHAPTER 2: FILMS OR VIDEOS FOCUSING ON ETHICAL DILEMMAS

A Highjacking opens with the capture of a Danish ship in the Indian Ocean by Somali pirates, and then follows the long and difficult negotiation process between the pirates and the shipping company, led by Peter, the CEO. The pirates offer to exchange the lives of the captives for $15 million. Peter wants to save his crew but not bankrupt his company. In a context of high tension and uncertainty but low trust, he wrestles with the trade-off between money and human life.

Michael Clayton, discussed as a film about reframing in the notes to Chapter 1, also contains powerful ethical issues. How should a lawyer balance duty to
clients and employer, professional standards, and self-interest? When Clayton brings down Karen Crowder, the haunted chief counsel for a crooked corporation, is he choosing integrity or just getting revenge on someone who did him harm?

- In *A Few Good Men* (1992), it's Jack Nicholson as a Marine colonel. In *Crimson Tide* (1995), it's Gene Hackman as a submarine commander. In *The Caine Mutiny* (1954), it's Humphrey Bogart as a Navy captain. In *Mr. Roberts* (1955), James Cagney plays the crotchety captain of a cargo ship. All give riveting performances as rigid martinets whose insistence on loyalty forces their subordinates to confront a powerful dilemma—what to do when your commander orders you to do what you know is wrong. Hollywood keeps returning to this story because it's a classic dilemma of social and organizational life that every manager will face.

- Woody Allen's *Crimes and Misdemeanors* is filled with characters struggling with and talking about the moral dilemmas that they face and the implications of their choices. Since issues explored run the gamut from careers and work to relationships and infidelity to religion, politics, and even murder, there is potential for powerful discussions with all audiences. If time prohibits viewing the entire film, it is possible to find segments in which the main characters poignantly discuss their ethical reasoning. One such scene is a flashback in which a wealthy philanthropist, Judah Rosenthal, sees himself as a teenager at a family Seder in his childhood home. Rosenthal watches himself as a young man and now as the observing adult; he also engages his father in a discussion about good and evil.

- Malle's *My Dinner with Andre* offers possibilities to contrast Andre's explorations of the deeper meaning of life with Wally's more immediate preoccupations with money and his next meal. *The Fountainhead* explores an idealistic architect's clash with the expected compromises of big business.

- *Born on the Fourth of July* and *Casualties of War* probe the ethical implications of the Vietnam War and postwar policies and treatment of those who fought.

- In volume 1 of Bill Moyers's *World of Ideas* series, *The National Soul*, Moyers examines morality and ethics in the American consciousness.

**Chapter 2: A Focus on Seeing Systems**

A major emphasis of the chapter is that the lenses or mental models that we bring to organizations influence what we see and how well we understand what is going on. One way to focus on seeing systems is to take students through a systems-mapping activity such as the one described in Exercise 2.2. Students develop a command of systems mapping, and understand its power, only by expending time and energy on the process.
Chapter 2: A Focus on Understanding Theory-Building Processes

Another focus for this chapter is private theory building, providing opportunities for students to experience and appreciate the complexity of human information processing and synthesizing. Many students, particularly young undergraduates, have difficulty grasping the inevitability of private theory building. For them, private theories are synonymous with biases, stereotypes, or too-narrow perspectives on situations. Interjecting this evaluative dimension into the theory-building process can leave students focusing on the rightness or wrongness of personal theories, convinced that private theory building is somehow bad.

Recognizing that we all build private theories, that we all screen and interpret data, and that private theories are therefore always limited can be revealing and freeing. The critical issue is not to fight the formation of private theories or to feel “bad” about them. Students need to recognize the content of their theories, acknowledge their limits, and explore their relevance for the situation at hand. A number of simple experiential activities, such as those in Exercise 2.3, can help students explore how people naturally deal with information.

One issue that instructors can work on in connection with ideas in Chapter 2 is the distinction between inference and observation—helping students to discriminate between personal interpretations and the “unshakable facts.” Students intellectually understand this distinction yet still have trouble separating their own judgments and conclusions from the “real facts.” Instructors can ask students to take the simple test in Exercise 2.4 as a way of exploring how automatic and unconscious inference-making processes really are.

The relevance of the distinction between inference and observation can be expanded beyond the topics in Chapter 2. Instructors can discuss the significance for:

1. **Case preparation and discussion.** Students who are new to cases have a difficult time distinguishing between the facts of the case and their inferences or interpretations.

2. **The writing of personal cases.** Students often blur the boundary between description (what happened) and interpretation (what it meant).

3. **Good paper-writing skills.** Students benefit from reminders that strong analysis means labeling personal conclusions, supporting inferences with facts, and explaining how conclusions were reached.

4. **Learning from conflicts and disagreements.** Students feel empowered when they can say, “Hey, that’s an inference. What are your facts? How did you reach that conclusion?”
CHAPTER 2: FILMS OR VIDEOS FOCUSING ON THEORY-BUILDING PROCESSES

- *Pygmalion Effect: Managing the Power of Expectations* (CRM) carries forward discussion of individual beliefs and interpretations to explorations of self-fulfilling prophecies for one’s subordinates.

**Chapter 2: Focus on Developing Diagnostic Skills**

A third possible teaching focus is on diagnostic skills and the issue of “what’s really going on here.” (In addition to the cases suggested below, see Exercise 2.5.)

**CHAPTER 2: CASES FOCUSING ON DEVELOPING DIAGNOSTIC SKILLS**

Again, the case situations in the chapter are good starting points for exploring the importance of going beyond simple explanations and limited diagnoses.

Additional suggestions follow:

- Short cases, such as the classic Dashman Company (HBS 642001), or the more recent Martha Rinaldi: Should She Stay or Should She Go? (HBS 4310) are good for introducing the case method and four-frame diagnostic skills. Dashman, originally published in 1942, is a two-page classic about a new executive who has trouble understanding why no one seems to be responding to a policy he promulgated. Martha Rinaldi tells the story of a young MBA graduate trying to understand why things seem to be going to badly in her new job.

- More sophisticated students or executive audiences will enjoy cases such as the following, which focus on the actions and understandings of one individual and connect well with the kinds of pressures and dilemmas that Helen Demarco faced:
  - Scotty Smiley (HBS 412058) learns that injuries suffered in the war in Iraq have left him permanently blind. What does this mean for who he is and what he should do with his life?
  - Frank Mason ([A] [HBS 476019-]) and Teaching Note (HBS 5-490-102)
  - Mike Miller ([A] [HBS 482061] and [B] [HBS 482062]).

**STUDENT EXERCISES FOR CHAPTER 2**

**EXERCISE 2.1**

**Focus:** Private Theories and Personal Judgments

After discussing the content of the Helen Demarco case—Was Helen Demarco a good manager? What grade did she deserve for her handling of the Osborne plan? What do people think about her responses? Her choices? Her options? The
power of her beliefs and theories of the situation?—ask students to switch gears and focus not on Helen and her private theories but on what is happening for them in the classroom.

One way to do this is to record on the blackboard all the statements students make about Helen and her handling of this case that imply strong private theories about the characteristics of a good manager. When the board is filled, the instructor can ask students to explore how many see themselves as strong theory builders. Discussion may polarize theory (academic and impractical) with action (what managers do). If students eventually recognize, however, that the board is filled with their theories of management and that the theory-building process was quick and spontaneous, they may develop a new appreciation of Helen Demarco and the power of private theories.

In large or small groups, students can explore in more detail the connections between their private theories and personal judgments about organizations as well as (1) their reactions to the Demarco case and (2) their participation and involvement in the class discussion about Helen.

**Exercise 2.2**

**Focus:** Seeing Systems

Have students practice mapping systems. First, assign Chapters 1–5 in Senge’s *The Fifth Discipline*, cited in the chapter, as background reading. Then choose a system (or ask them to choose one) and ask them to develop a systems map. The essence of systems mapping is thinking in circles rather than in straight lines, and students could be asked to develop a map with feedback loops. Possible systems for mapping include:

- One of the case examples in Chapter 2 (for example, the U.S. F-15C fighter jets in Iraq or the Helen Demarco case).
- The systemic issues in some current social issue or challenge (urban poverty, students at risk, alcoholism or drug abuse, ethnic conflict, etc.).
- An assigned organizational case. Simpler cases are best, because systems mapping is harder than it looks until you try it. An example is Peter Green’s First Day (HBS 380186-), a short case about a young manager who runs into an ethical dilemma on his first day at work. A systems map can clarify the organizational context for the ethical issues.

**Exercise 2.3**

**Focus:** Understanding Human Theory-Building Processes
To understand the inevitability of private theory building, students need to appreciate the complexity of human information processing and synthesizing. These simple activities can help students explore how people naturally deal with information:

1. Read long and short lists of numbers or objects to explore the limits of long-term and short-term memory.

2. Provide multiple simultaneous sensory inputs (different sounds, smells, sights) to investigate what students attend to and what and how much they screen out.

3. Play communications games, such as the classic party game of whispering a message from person to person and comparing the final message with the one originally sent to explore distortion and interpretation.

4. Search online for 'ambiguous images,' and you will find many examples that can be perceived in more than one way.

5. Assign chapter 2 ("The Testimony of the Senses") in David Eagleman's book, *Incognito: the Secret Life of the Brain*. Eagleman provides a persuasive and entertaining tour of the many ways in which our senses don't work the way we think they do.

**EXERCISE 2.4**

**Focus:** Understanding Human Theory-Building Processes

Read the following story, repeating it as many times as people request. Do not, however, answer specific questions about it. When everyone indicates that they are ready to move on, read the ten statements about the story and ask people to record their answers—true, false, or unknown—based only on information from the story.¹

**The City**

It was hot and sticky in East Harlem. Tempers flared easily in the heat and humidity—it is the roughest time of the year in the city. A businessman had just

---

¹ The story and the true-false statements are adapted by Joan V. Gallos from a segment of William V. Haney's *Uncritical Inference Test*, available for classroom use from the International Society for General Semantics, P.O. Box 2469, San Francisco, California 94126.
turned off the lights in the store when a man who spoke with a strong accent appeared and demanded money. The owner hesitated, then opened a cash register. The contents of the cash register were scooped up, and the man sped away. A police officer was given details of the event very soon after it happened.

*About the story* (mark *true*, *false*, or *unknown*):

1. A man appeared after the owner had turned off his store lights.
2. The robber spoke with a strong accent.
3. It was summer when this incident occurred.
4. The man who opened the cash register was the owner.
5. The man who demanded money scooped up the contents of the cash register and ran away.
6. A businessman had just turned off the lights when a man who spoke with a strong accent appeared in the store.
7. Money from the cash register was scooped up by someone.
8. The details of this event were promptly reported to a policeman.
9. The owner scooped up the contents of the cash register and sped away.
10. The following events occurred: someone demanded money; a cash register was opened; its contents were scooped up; and the man dashed out of the store.

Students should have ten “unknowns” on their answer sheets. Each of the statements makes inferences about the facts in the story. Instructors will want students to explore their inferences, which may include some of the following:

1. We do not know for certain that the owner and businessman are the same person. If they are not, the owner might not be a man or the person who turned off the store lights.
2. We do not know whether this was a robber or someone demanding rent or strongly requesting a legitimate payment for services or goods. Or maybe it was an overly aggressive collector for a worthy charity or a shakedown by an illegal “neighborhood protection” group.
3. It can be hot and humid in late spring or early fall.
4. Again, we don’t know whether the owner was a man.
5. The owner could have been the one to scoop up the contents of the cash register. Does “sped away” necessarily mean “ran away”? What if the money was scooped up by our accented man, who was on roller skates or was leaning out of his car at a drive-up window? Or what if this was a sidewalk sale, and the owner scooped up the cash register contents, then jumped in a waiting taxi and sped away.
6. We don’t know whether the man actually appeared in the store. He could have appeared at the door or at a window. It might be that he never entered the store at all.

7. We know that the cash register had contents, but we don’t know whether it was money. What if the cash register contained only food stamps? Vouchers? Coupons? Receipts? A hidden gun?

8. We don’t know whether the police officer was a man. We don’t know whether someone promptly reported this event or happened to mention it casually to a passerby who worked as a police officer.

9. It is possible that the owner did it, but, again, we don’t know for sure.

10. This is fine until we get to “dashed out of the store.”

Students usually have fun with this test, and it is a real eye opener for many. Despite the fact that they know that this is a tricky test designed to reveal hidden inferences, they make lots of assumptions and are unaware that they are doing it. This story leads well into discussion of how stereotypes, emotions, stress, habits, values, culture, expectations, language, memory, education, experiences, and so on affect information processing and the formation of our private theories.

**EXERCISE 2.5**

**Focus:** Developing Diagnostic Skills

Ask students to think about a situation in which they felt as trapped or dissatisfied with their responses as Helen Demarco did. Have students in small groups explore what was *really* going on in their situation, what options they saw at the time, what options they see now, and how the four frames expand their understanding of the event and their alternatives for action. These discussions can serve as the basis for personal cases that students might later choose to write.
CHAPTER 3. GETTING ORGANIZED

CHAPTER 3 OVERVIEW

Chapter 3 Summary

In Chapter 3, the authors explore the origins, focus, and content of the structural frame. They outline:

1. *Core assumptions* that underpin structural thinking.
2. Two *basic tensions* of organizational design (dividing work or *differentiation* and coordinating individual contributions or *integration*).
3. Major *options for structural design* (different ways to allocate and coordinate responsibilities).
4. *Structural imperatives* (an organization’s size and age, core process, environment, goals and strategy, information technology, and work force) to consider in determining an appropriate structure.

Finding the right structure is a central concern of any organization. Structure is more than lines and boxes on an organizational chart: it is a rational arraying of roles and relationships that depicts desired patterns of activities, expectations, and exchanges among employees and with external constituents like customers or clients. *Structure* is not synonymous with *bureaucracy*, *red tape*, or *rigidity*. It is a system intended to accommodate an organization’s needs for standardization, efficiency, clarity, and predictability given its goals and environment. Questions to guide managers in structural design concern such matters as criteria for dividing up work and methods for vertical and lateral coordination.

Learning Outcomes for Chapter 3

After studying this chapter, students will be able to:

1. Identify the core assumptions of the structural perspective and summarize its history.
2. Explain how structure – social architecture -- affects function in organizations.
3. Describe the two basic tensions of organizational design: how to divide up the work (differentiation) and how to coordinate multiple efforts (integration).
4. Discuss various design options that organizations use to divide up work and coordinate multiple efforts.
5. Explain why certain structural imperatives, such as an organization’s size, age, and work force, affect the organization’s design.

**Key Terms in Chapter 3**

**Bureaucratic model**: Weber’s model of the ideal organization, which maximizes norms of rationality. Features include a fixed division of labor, a hierarchy of offices, a set of rules governing performance, separation of personal from official property and rights, selection of personnel based on technical qualifications, and employment as primary occupation and long-term career.

**Social architecture**: The planning and design of organizational structure; an arrangement of roles and relationships within an organization designed to maximize organizational effort.

**Differentiation**: Division of labor; allocation of work into specialized roles and units.

**Integration**: The coordination of individual work roles and units.

**Vertical coordination**: A form of integration in which higher levels coordinate and control the work of subordinates through authority, rules and policies, and planning and control systems.

**Lateral coordination**: A form of integration less formalized and more flexible than vertical coordination in which work is coordinated horizontally through formal and informal meetings, task forces, coordinating roles, matrix structures, and network organizations.

**Core technology**: An organization’s central process for transforming raw materials into finished products. A core technology has at least three elements: raw materials, activities that transform raw materials into desired ends, and underlying beliefs about the cause-and-effect relations that link materials, activity, and outcome.

**Case Examples in Chapter 3**

- Jeff Bezos and Amazon
- The New York fire and police departments on 9/11
- Structure and morale at UPS
- Flexible structure at BMW
- Structural problems at the Department of Homeland Security
### SUGGESTIONS FOR TEACHING CHAPTER 3

The central ideas in Chapter 3 revolve around understanding assumptions of the structural frame and basic elements of organizational design. Teaching options include a focus on:

1. The content of the structural frame.
2. Applying the frame’s ideas to organizational design.
3. Understanding structural thinking.

Teaching methods appropriate for each approach are described in the sections that follow. Student exercises keyed to the approaches appear in “Student Exercises for Chapter 3.”

**Chapter 3: A Focus on the Content of the Structural Frame**

Students unaccustomed to the language of organizational theory and design may balk at the complexity of structural thinking and its emphasis on rationality. It may be critical for instructors to use the chapter to drill the basic contents of the structural frame and to show how the pieces fit together. Various instructional tools that can help in the process include cases, organizational simulations, films, and novels. (Also see Exercise 3.1.)

**CHAPTER 3: CASES FOCUSING ON FRAME CONTENT**

Through the use of cases, students in large or small groups can examine an organization’s goals and strategy, boundaries, levels of authority, communications systems, coordinating mechanisms, roles, rules and procedures, differentiation and integration processes, information technology, and work-force characteristics. A simple way to begin this process is to ask students to develop a structural depiction of their families. This is easy, quick and revealing and can serve as a segue into more complicated cases.
Campbell and Bailyn's Boston Office: Managing the Reorganization [HBS 2182] and Teaching Note [2183] is an excellent case for introducing students to the structural frame and structural thinking. The Boston office of a financial services company faces new pressures because of intensifying competition and increasing complexity of products. The office chooses to reorganize part of the sales force from a structure based on customers to one based on products. The relatively small scale of the case make easier for students to analyze the environmental pressures, the old structure and the new, and the trade-offs involved. The case also raises human resource issues. Study questions might include: 1. What are the major assumptions and concepts of the structural frame? 2. What changes in its industry and customers were affecting Campbell & Bailyn in 2007? 3. What were the strengths and weaknesses of the C & B brokerage division prior to the changes described in the case? 4. In the light of the changes in the marketplace, was creating KAT a good idea? If not, what should Ken Winston have done?

Jones Lang LaSalle: Reorganizing around the Customer (2005) [HBS 410007] and Teaching Note [410069] An executive has been charged with expanding the company's presence in its core geographic markets while simultaneously growing its corporate account business. He and his task force have narrowed their options to two proposals. The first is an enhancement of the account management model put in place in 2001 where independent service units coexisted with an account management group. The second is a realignment of the firm's operations around geography and key accounts. By examining the tradeoffs required by each option, the case illustrates the tensions involved in structuring an organization around product, geography, and key customers. It also explores the importance of aligning strategic choices with organizational architecture.

Andersen Consulting–EMEAI: Reorganization for Revitalization (HBS 9-396-007) is similar to Campbell and Bailyn—a professional firm faces environmental changes that push toward reorganization -- but the scale is larger and the issues are more multi-dimensional and complex. Globalization is making the firm's country-based structure increasingly obsolete. Andersen’s managing partner for Europe needs to diagnose what’s not working and what structural options he should consider.

Another possibility is Cypress Semiconductor: Vision, Values, and Killer Software (A and B, Stanford HR-8A, available from HBS), and the more recent Cypress Semiconductor: A Federation of Entrepreneurs [HBS OB84]. Cypress copes with a fast-changing, cyclical, low-margin, intensely competitive market using very strong vertical coordination and control systems, yet also depends on its ability to foster innovation. Both cases can
be used in examining relationships between the structural and human resource frames because of the company’s highly structured systems for managing people. It adds to the fun that Cypress founder and long-time CEO T. J. Rodgers is a brilliant iconoclast and opinionated provocateur.

- Meg Whitman at eBay ([A] [HBS 400035]) provides a contrast to Cypress, showing how two Silicon Valley firms with very different environments and technologies evolved distinctive structural forms. If students can come to understand how the differences in structure in the two firms make sense in terms of differences in goals, environment, etc., they will be well on their way to understanding the basics of structural thinking. (Like Cypress, eBay is a multiframe case; it can also be used to contrast human resource practices, culture, and leadership.)

- Symantec (HBS 491010) lets students explore the structural issues in a fast-growing, medium-sized software firm.

- Microsoft: Multimedia Publications ([A] [HBS 695-005], [B] [HBS 695006]) and Teaching Note [697110] probes the structural implications of the software company’s move into consumer CD-ROM products.

- General Electric: Reg Jones and Jack Welch [HBS 391144] and teaching note [392052] is a more complex case, ideal for sophisticated students ready to examine the evolution of strategy and structure in a major U.S. corporation over several decades.

Cases in education and the public sector include:

- Private Food Service in Houston’s Public Schools [KSG 1622] and Epilogue [1622.1]. Should Houston Superintendent of Schools Rod Paige proceed with an initiative to privatize food service in the district? (This case includes human resource and political issues as well.)

- Mayor Anthony Williams and Performance Management in Washington, D.C. (KSG 1647). After winning election on a campaign to make government more effective, Washington’s new mayor promotes a comprehensive performance management system that asks each city department to develop a scorecard of measurable goals and to report regularly on success in achieving them.

- Assertive Policing, Plummeting Crime: The NYPD Takes on Crime in New York City (KSG 1530) and Epilogue (1530.1). A new police chief initiates a computerized crime-tracking system as a tool for deploying police manpower.

- Providing Two-Way Feedback: Assessing Headquarters and Field Service Performance at CARE (KSG 1283). A major nongovernment organization launches an effort to improve communications and mutual understanding between headquarters and the field.
Other interesting cases for exploring structural issues include the following:

- Intel Corp: Leveraging Capabilities for Strategic Renewal (HBS 394141) and Teaching Note (395227).

**CHAPTER 3: ACTIVITIES FOCUSING ON FRAME CONTENT**

Another alternative is to run an organizational simulation. Students can experience the tensions, pressures, costs, and benefits of organizational structure and use structural terms and concepts in debriefing the event. Two simulations lend themselves well to an exploration of structural issues.

- William O. Lytle’s *The Flying Starship Factory* (available from Block-Petrella-Weisbord, 1009 Park Avenue, Plainfield, N.J. 07060; see the Web site at [http://www.flyingstarship.com/](http://www.flyingstarship.com/)) creates task-specific teams that must coordinate their efforts to produce origami starships that meet quality standards. This simulation focuses on learning about differentiation and integration processes and the ways in which task, technology, and roles interact with workers’ needs and expectations to produce high-quality goods and satisfied employees. (Ask the publisher about educational rates for noncorporate classroom use of the simulation.)

- Lee Bolman’s organization simulation creates a three-tiered production company trying to produce advertising slogans for a client system. This simulation focuses on learning about roles, hierarchy, rules, boundary management, communications systems, and the connections between an organization and its environment. (It also explores power and conflict and, therefore, is also useful for the political frame or integrating multiple frames.) Different versions of the simulation for educational, private-sector, and public-sector contexts are available on the Web at [http://www.leebolman.com/organization_simulation.htm](http://www.leebolman.com/organization_simulation.htm).

- Other large-scale behavioral simulations, such as *Looking Glass Inc.*, *Metrobank*, and *Landmark Insurance Company*, can also be used. These simulations do not address structural issues as directly as the two just mentioned but do immerse students in realistic contexts in ways that can powerfully illustrate structural constraints and benefits. Each of these simulations is different in focus, context, and processes. *Metrobank*, for example, focuses on the impact of technology on organizational structure and effectiveness, while *Looking Glass Inc.* is best for exploring differentiation and integration, roles, and hierarchy.

Students themselves are capable of designing creative and thought-provoking simulations. As an example, two students at Vanderbilt University split their classmates into two groups. One group was organized hierarchically, with a boss at the top and two levels underneath. Rules governed communication between
Part 2. Teaching with Reframing Organizations

levels. In the other group, there was no hierarchy, anyone could talk to whomever they wished and no one was officially in charge. Each group received the same task; building and flying a kite (materials provided). The group with the first kite airborne would win. Before the simulation began, all students made sealed independent predictions about which group would win. The majority favored the highly participative group. But it was the kite of bureaucracy that flew first. The simulation generated a rich discussion of the link between structure and situation.

Instructors using simulations will need to define their focus and teaching objectives clearly and help students identify and articulate what they have learned. A comparison of large management simulations (including the three suggested in the preceding paragraph), information about obtaining simulations, and additional suggestions for classroom use can be found in S. Stumpf and R. Dunbar, “Using Behavioral Simulations for Teaching Strategic Management Processes,” Organizational Behavior Teaching Review, 1989–90, 14 (2).

CHAPTER 3: FILMS OR VIDEOS FOCUSING ON FRAME CONTENT

Films can be used to illustrate various aspects of the structural frame.

- Films such as The Hudsucker Proxy, Margin Call, Moneyball, Office Space, Antz, Modern Times, Disclosure, 9 to 5, Broadcast News, Brazil 97, M*A*S*H, Lean on Me, and Wall Street provide diverse portraits of organizations with a wide range of structural concerns.

- Films (as well as other media) contain many different representations of the two faces of authority, the social glue that organizations can’t live without but people often can’t live with. Many depict a battle between a martinet or evil tyrant and a heroic rebel (Caine Mutiny, One Flew Over the Cuckoo’s Nest). Corruption at the top is a perennial theme in many genres: police (L. A. Confidential, Pride and Glory, Prince of the City, Chinatown. etc.), politics (V is for Vendetta, Chinatown, Wag the Dog etc.) and spy flicks (any of the Bourne films), among others. A more positive take on authority, often in a military or sports context, depicts a courageous authority figure who brings structure and discipline to a context where they are badly needed (Hoosiers, Remember the Titans, and Twelve O’Clock High).

- Other films illustrate specific aspects of the structural frame. For example:
  - Organization-environmental interface—Roger and Me.
  - The impact of structure on human behavior—The Breakfast Club, Stand and Deliver, and Kiss of the Spider Woman.
  - Organizational goals—The Bridge on the River Kwai.
Another option is to use films to contrast organizations with different structures: *Dead Poet’s Society* can illustrate a school with clear goals and strong, top-down authority, in contrast to *Stand and Deliver*, which depicts an urban high school with ambiguous goals and weak authority.

Before showing a film, instructors will want to give students a structural template—as simple as a list of the structural features that they should look for. That way, students can view the film with structural lenses firmly in place. Instructors might also want to create subgroups within the class, assigning a different structural issue to each group. This offers opportunities to move from identification of structural issues in the film to the appropriateness of the class structure for the assignment.

Another option is to use a training film or video to explore specific aspects of the structural frame. Possibilities include:

- *The Smart Workplace* (FH) focuses on the workplace of the future and illustrates many of the practices mentioned in the discussion of Saturn.
- *Reengineering the Corporation* (FH) uses case studies and CEO interviews to explore principles of reengineering.
- *The Corporation* (Carousel) explores goals, the environment, policies, and practices at Phillips Petroleum.
- *Defining the Manager’s Job* (BNA Pygmalion Effect: Managing the Power of Expectations); (CRM) deal with different aspects of goal setting. *Defining the Manager’s Job* also examines the importance of role clarity.
- *Internal Organization* (CRM) is a classic 1951 film on delegation of authority, hierarchy, and division of labor.

**CHAPTER 3: READING FOCUSING ON FRAME CONTENT**

Instructors might consider using novels and popular fiction as a way of helping students integrate structural concepts into understandings about everyday organizational life.

- *Women’s Work* (New York: American Library, 1981) by Anne Tolstoi Wallach explores the ways in which organizational rules, roles, and regulations contribute to worker frustration. The novel also offers opportunities to examine the interconnections between gender and structure. The novel’s plot mirrors the real, modern-day exodus of women from large organizations to smaller entrepreneurial ventures.
Part 2. Teaching with *Reframing Organizations*

- *Murder Makes the Wheels Go Round* (New York: Pocket Books, 1983), by Emma Lathen, is an enjoyable opportunity for students to solve the crime while seeing organizational structure, roles, job design, and the pressures of the external environment in action. (Instructors should see A. Cowden’s “Mystery Novels as Organizational Context,” *Organizational Behavior Teaching Review*, 1989–90, 14 [2], for additional teaching suggestions using this literary genre.)

- *Secret Sharer*, a novel by Joseph Conrad, tells the story of a young inexperienced Captain who is about to assume his first command of a sailing ship with a crew of experienced sailors. He first tries to win the crew over by ingratiating himself, standing watches so sailors can get more sleep, assuming duties usually performed by those in lower echelons and establishing friendly relationships with all aboard. While standing a night watch during his maiden voyage, the Captain spots and takes aboard an escapee from another vessel, who has been convicted of murder. The Captain decides to take the fellow aboard and hides him in his private stateroom, unbeknown to other Crew. As he and the stowaway share secrets of their souls over time, the Captain's public behavior appears to become even more bizarre. Rumors of mutiny began to make the rounds. The Captain is confronted with a dilemma: losing control of his ship or sacrificing the stowaway. He opts for a compromise, steering his ship dangerously close to shore -- giving the stowaway a chance while endangering his ship and crew, In choosing a middle ground he takes command of his ship and demonstrates his seamanship skills. His men now accept his authority; the stowaway has a good chance of surviving.

- Anthologies such as P. Frost, V. Mitchell, and W. Nord’s *Organizational Reality: Reports from the Firing Line* (Glenview, Ill.: Scott, Foresman, 1986) and C. Burden and V. Mock’s *Business in Literature* (Atlanta: Georgia State University College of Business Administration, Business Publishing Division, 1988) are alternative sources of artistic and literary excerpts for use in the classroom.

**Chapter 3: A Focus on Organizational Design**

The central ideas in Chapter 3 also lend themselves to a focus on organizational design. Rather than concentrating solely on understanding the key structural concepts, students can explore the dynamic nature of the design process, trade-offs that must be made in putting together an appropriate structure, the critical choice points, the structural implications of decisions, and so on. The cases and movies mentioned elsewhere in the Chapter 3 teaching notes are suitable for this purpose. Discussion of family structures also covers this point nicely.

In addition, Exercise 3.2 offers several alternative activities that require students to design an organization. Note that processing the outcomes of these design activities in the larger group is important. Comparing and contrasting
the similarities and differences, costs and benefits, strengths and weaknesses in proposed designs lead to discussions about multiple possibilities for organizational structure and the implications of design choices.

**Chapter 3: A Focus on Structural Thinking**

Every organization has people whose dominant frame is structural. Engineers, accountants, financial managers, and systems analysts are among groups that tend to align with structural thinking. Not all students will share this tendency, however, and students are often critical of those whose worldviews are different from theirs. Since effective working relationships in diverse organizations require cooperation across a range of different cognitive approaches, one possible teaching focus for Chapter 3 is understanding structural thinkers and what they contribute—their assumptions, strategies, preferred interaction styles, and so on. Better understanding should help nonstructural students work more effectively with bosses, co-workers, and subordinates who adhere to the structural frame.

Many cases and movies let students see structural thinking in action, explore its implications for the organization, and test their own reactions. After examining these issues, students in large or small groups can work to develop strategies for establishing effective workplace relationships with rational thinkers. Instructors may want to remind students to probe issues such as choice of language; ways to present and frame information, problems, and disagreements; the interpersonal implications of expectations for rationality and control; and so on.

**CHAPTER 3: CASES FOCUSING ON STRUCTURAL THINKING**

- **Novartis Pharma: The Business Unit Model** (HBS 101030) tells the story of a major structural reorganization in June 2000 in the pharmaceutical arm of a major Swiss company. A case for more sophisticated students, it explores why Novartis moved toward a matrix structure, the challenges the new structure created, and what management needed to do to make it work.

- **USA Today: Pursuing the Network Strategy** (HBS 402010) explores the structural challenges at this national daily newspaper as its management built an on-line arm. A key issue was the optimal pattern of differentiation and integration between the print and on-line units.

- **Andersen Consulting – EMEAI: Reorganization for Revitalization** (HBS 396007) shows the manager of European operations pondering alternative design options at the end of the case. Students can be asked which option is right and put in groups to make the case for their preferred design.

- John Reed, Robert White, and the people who orchestrated the reorganization of the First National City Bank Operating Group are classic examples of structural thinkers. (Bolman and Deal use Citibank in Chapter 4 as a major
Part 2. Teaching with Reframing Organizations

The First National City Bank Operating Group series ([A] [HBS 474165], [B] [HBS 474166], [A-1] [HBS 475061], and [B-1] [HBS 475062]) provides rich insights into their leadership in the redesign process, as well as their thinking about management, design, and organizational change. Case B can be used by itself as an accessible but challenging test of students’ ability to do structural analysis, as suggested in Exercise 3.3.

CHAPTER 3: FILMS OR VIDEOS FOCUSING ON STRUCTURAL THINKING

- **Lean on Me**—Joe Clark’s initial approach to school and staff reorganization illustrates the structural frame in action. A classic scene is Clark’s first staff meeting, where rules, roles, hierarchy, chain of command, and an emphasis on control and coordination dominate.

- **Ocean’s 11, Ocean’s 13, Flawless**, or your favorite heist film—The essence of the heist genre is a David/Goliath battle in which viewers are invited to root for David (the gang that wants to pull off a big job) versus Goliath (usually a business or government agency). For the heist to succeed against the target's defenses, the thieves need to solve all the basic structural issues—conducting a careful analysis, forming the right plan, defining procedures and roles, establishing coordinating mechanisms, getting technology right, and building in flexibility in the event of the inevitable surprises and glitches. You can use a clip of the actual heist scene in *Ocean’s Eleven* (about ten minutes long), for example, and ask students to examine the structural problems and solutions required to pull off the job.

- (Almost) impossible mission films are similar to heist movies in requiring a relatively small group of highly skilled operatives with a precise goal, detailed plan, and clear structure in order to succeed. Excellent recent examples include *Zero Dark Thirty* (US Navy Seals helicopter into Pakistan to get Osama Ben Laden) and *Argo* (a CIA operation to rescue six Americans trapped in the Canadian embassy in Tehran). Other films in the genre include *The Dirty Dozen*, *The Great Raid*, *Where Eagles Dare*, *The Guns of Navarone*, and *Kelly's Heroes*. Episodes of the old television series, *Mission Impossible* (available on DVD and online) feature 40-year old cars, clothes and technology, but still take the viewer through entertaining, tense and tightly-scripted missions in 50 minutes.

- **Dead Poets Society**—The headmaster is a structural frame thinker throughout the film. It is possible to contrast his structural interpretation of the teacher’s role with the role interpretation of Professor Keating, which tends toward the human resource and symbolic frames. A classic scene is the one in which the headmaster gives a student his book to read aloud a standard recipe for determining the quality of poetry—the same passage that
Keating had asked students to rip out of their books in order to free their own interpretive voices.

- *Hoosiers*—The new coach establishes different definitions of the coach-player roles, strict rules and clear punishments for violation, an undisputable chain of command, and no-nonsense standard operating procedures.

- *Stand and Deliver*—Jaime Escalante transports his engineering experience and beliefs to the structuring of his classroom and his students’ attitudes toward themselves and math. This film captures the attraction to as well as ambivalence toward strong, highly structural thinkers.

- *A Taxing Woman* and *A Taxing Woman’s Return*—The Japanese tax collector who is the central character in both films lives strictly by the rules and regulations in her interactions with clients and friends. Because the films are comedies, they add a different twist to the usual perspective of the structural thinker as humorlessly heavy-handed.

- *Ikiru*—The opening scene, in which women are sent from department to department as they try to initiate government cleanup of a swampy neighborhood lot, is a classic portrayal of the dark side of bureaucracy. The film’s main character, Mr. Watanabe, is the classic bureaucrat, taking his first day off from work in thirty years to see a doctor. His medical treatment as defined by hospital policy, his reaction to his diagnosis, and his working of the structures at his job during his last five months of life are powerful. (Instructors should see W. Gartner’s “To Live: The Obligation of Individuality,” *Organizational Behavior Teaching Review*, 1989–90, 14 [2], for a review of *Ikiru* for classroom use and additional teaching suggestions for the film.)

**STUDENT EXERCISES FOR CHAPTER 3**

**EXERCISE 3.1**

Focus: Content of the Structural Frame

Students often feel burdened by the terminology of the structural frame and overlook knowledge and experience they already have. Drawing on what students know about structure can be eye opening and bring new life to what many students see as a “dry” frame.

- Ask students to come to the board and draw the structure of their family or their workplace; this exercise produces enormous variation and helps students see first-hand a range of structural options in a familiar system.
With undergraduates, have students discuss problems of ambiguity and grading inconsistency in their classes. Ask them how inconsistencies could be reduced.

**EXERCISE 3.2**

**Focus:** Organizational Design

Ask students to design an organization using one of the following options:

**Option 1.** Create a brief description and set of conditions for an imaginary organization and ask students, individually or in large or small groups, to outline a structure to meet the situation presented. When this activity is done in groups, instructors can continue to work on issues of structure by asking the groups to meet again after the assignment to explore their own structure: What kind of structure did the group evolve or choose for itself in order to get this task done? How did it make its choices? What influenced the structure? How appropriate was the structure for the task?

**Option 2.** A variation on Option 1 is to create an imaginary organization and ask students to assume that they are its members. This works well for undergraduates, who may need something concrete and within their range of experiences. For example, form small groups and ask students to assume that they are members of an organization commissioned by their college president to produce a new student-related product. Their job is to design a structure for their new organization, assume that they will be its only members, and allocate roles and responsibilities to each other.

**Option 3.** Form student task groups and describe a real class assignment that the group will be expected to do at a later date—for example, a group case-analysis paper. Ask students to meet, design the most appropriate group structure for the expected assignment, and prepare a one- or two-page description of their structural plan. Once they have completed the actual assignment and handed it in, have the students meet again to reflect on the appropriateness of their proposed structural arrangements for the task.

**Option 4.** Use the class itself as the organization, asking students to propose a structural design to maximize learning for all. The benefit of this activity is the implicit feedback from students on the course’s present structure and the opportunity for students to explore and recognize the relevance of their readings for their everyday activities.

**Option 5.** Use existing student study or task groups and ask them to design the most appropriate structure(s) for the group and its assignments. Instructors can
work on issues of structure throughout the term by asking these groups to meet periodically to assess the appropriateness of their structural arrangements and to record the changes that have evolved or been chosen over time.

EXERCISE 3.3

Focus: Structural Thinking

Day One as CEO of Dover University Hospital: an In-Basket Case [Globalens globalens.com/casedetail.aspx?cid=1429305]. As it typical of in-basket exercises, students have a brief period of time to sort through a variety of incoming messages, put them in context, interpret their meaning, and decide what to do. This exercise will test students’ ability to understand a range of organizational issues and connect the dots among related issues.

EXERCISE 3.4

Focus: Structural Thinking

Case B in the First National City Bank Operating Group series (HBS 474166) can be used by itself to test students’ ability to do structural analysis. After students have read the case, ask them questions such as the following:

- What kind of structure did the back room have before the changes?
- How was it differentiated?
- How was it integrated?
- What were its strengths and weaknesses?
- How was the new structure different?

Push students to articulate the meaning of the change from one big pipeline to multiple smaller ones. With some guidance, students may come to see that the back room shifted from a functional structure (with the usual advantages and disadvantages) to a divisional one, augmented by elaborate new control systems that would not have been possible but for the increase in computing power that mainframes were providing in the era.
CHAPTER 4. STRUCTURE AND RESTRUCTURING

CHAPTER 4 OVERVIEW

Chapter 4 Summary

In Chapter 4, the authors explore eight basic structural tensions that organizations face when searching for an appropriate structure:

1. Differentiation versus integration.
2. Gaps versus overlaps.
3. Underuse versus overload.
4. Lack of clarity versus lack of creativity.
5. Too much autonomy versus too much interdependence.
6. Too loose versus too tight.
7. Goalless versus goalbound.
8. Irresponsible versus unresponsive.

To balance these opposing tensions, organizations evolve a variety of structural configurations. Mintzberg discusses five possibilities: machine bureaucracy, professional bureaucracy, divisionalized form, simple structure, and adhocracy. Helgesen adds an additional image: the “web of inclusion”—an organizational form that is more circular than hierarchical. Each structural configuration has strengths and limitations, which makes good diagnostic skills essential for managers and leaders who need arrangements that fit the requirements of their own situation.

Chapter 4 also discusses how and when to restructure, including the processes that lead to successful structural change. The authors explore generic principles that guide restructuring across a range of circumstances as well as specific restructuring needs inherent in different structural configurations. They identify pressures that lead to restructuring and conclude the chapter with three case examples of restructuring success: Citibank, Beth Israel Hospital, and Ford Motor Company.

Learning Outcomes for Chapter 4

After studying this chapter, students will be able to:

1. Discuss the structural dilemmas inherent in choosing an appropriate organizational form.
2. Describe Mintzberg’s five structural configurations and Helgesen’s web of inclusion.

3. Discuss issues in restructuring with reference to Mintzberg’s organizational forms.

4. Identify several common reasons why organizations restructure, and discuss the risks and benefits of restructuring.

**Key Terms in Chapter 4**

**Operating core**: In Mintzberg’s model of organizational structure, the people who perform an organization’s basic work—manufacturing, service, professional, or other workers who produce or provide products or services to customers or clients.

**Administrative component**: In Mintzberg’s model of organizational structure, the managers who supervise, control, and provide resources for the operating core.

**Strategic apex**: In Mintzberg’s model of organizational structure, senior managers who focus on the outside environment, determine the mission, and provide the grand design.

**Technostructure**: In Mintzberg’s model of organizational structure, specialists and analysts who standardize, measure, and inspect outputs and processes.

**Support staff**: In Mintzberg’s model of organizational structure, those who perform tasks that support or facilitate the work of others.

**Simple structure**: A structure with only two levels: the strategic apex and an operating level; one of Mintzberg’s five basic structural configurations.

**Machine bureaucracy**: A many-layered structure in which important decisions are made at the strategic apex, day-to-day operations are controlled by managers and standardized procedures, and support staffs and technostructures play significant roles; one of Mintzberg’s five basic structural configurations.

**Professional bureaucracy**: A structure featuring a large operating core of professionals and a flat, decentralized profile; one of Mintzberg’s five basic structural configurations.

**Divisionalized structure**: A structure in which most of the work is done in quasiautonomous units; one of Mintzberg’s five basic structural configurations.
Adhocracy: A loose, flexible, self-renewing, organic structure tied together mostly through lateral means; one of Mintzberg’s five basic structural configurations.

Web of inclusion: Helgesen’s term for a structure more circular than hierarchical; the center of the web and the periphery are interconnected, so that events in one part of the web affect all the other parts.

**Case Examples in Chapter 4**

- The British Broadcasting Corporation (BBC)
- Larry Summers at Harvard
- Arthur Andersen’s role in the Enron scandal
- McDonald’s and Harvard revisited, including Larry Summers’s restructuring efforts at Harvard
- Berwind Company
- The adhocracy at Digital Equipment Corporation
- Linux as a “web of inclusion”
- Structural changes at eBay
- WorldCom as a “headless giant”
- Problems with restructuring at Greyhound Lines
- The restructuring of Citibank’s Operating Group
- Beth Israel Hospital
- Ford Motor Company

**Suggestions for Teaching Chapter 4**

The central ideas in Chapter 4 revolve around what managers and leaders need to know about the content and process of successful restructuring. Teaching options that focus on restructuring are described in the sections that follow. Student exercises appear in “Student Exercises for Chapter 4.”

**Chapter 4: A Focus on Restructuring**

Many of the suggestions in the teaching notes for Chapter 3 can be adapted to focus on restructuring. For example, the *Flying Starship Factory* and *Management Resources Corporation* simulations (see “Chapter 3: Activities Focusing on Frame Content”) can be debriefed with an emphasis on the appropriateness of the structure and how it might be changed to produce...
different outcomes. Instructors can ask students, after a general debriefing, to suggest more appropriate organizational designs for the simulated organization. Instructors might then rerun the simulations with suggested new structures in place and compare the consequences. Debriefing can focus on the appropriateness of the changes for product quality and employee satisfaction, as well exploring the difficulties of redesign and change.

Other teaching options include films, videos, and cases.

**CHAPTER 4: FILMS OR VIDEOS FOCUSING ON RESTRUCTURING**

- The films *Hoosiers* and *Lean on Me* both explore a leader’s decision to restructure and illustrate his design options, the consequences of choices made, and the difficulties in managing a major restructuring process.

- With a heist film such as *Ocean’s Eleven* (discussed in the teaching notes for Chapter 3), play a clip of the heist, analyze the structure that enabled the gang to pull off the job, and then ask how the target’s structural defenses failed and what needs to change.

- The film *Antz* shows the division of labor and its merits and limitations in an ant colony.

- From the Harvard Business School: Competing Tomorrow in the Global Economy (FH) features three faculty members from the Harvard Business School: Professor Robert Hayes on corporate restructuring; Professor Alfred Chandler on the dynamics of capitalism; and Professor Jay Lorsch on corporate management.

- Many films mentioned in the Chapter 3 teaching notes could also be used with Chapter 4 and examined in light of the basic question of how these organizations might do business “better” with more appropriate structural arrangements.

**CHAPTER 4: CASES FOCUSING ON RESTRUCTURING**

- Building a Networked Organization: Restructuring the IT Department at MWH (A) [HBS UV1095], (B) [HBA UV1096], Teaching Note [HBS UV1097]. The new head of IT at an engineering consulting firm is charged with turning a geographically organized department into one organized by function. He uses ONA, a method for mapping relationships among people in a group, and finds a group by separated by geography and constrained by hierarchy and other gaps in connectivity. He needs to decide what steps he can take to align the department’s network with its business objectives.

- Finance Department Restructuring at the Field Museum [HBS KEL-139]. During a period of fast growth at the Field Museum in Chicago, the finance department staff and systems fell behind the evolving demands placed by
other departments, resulting in outdated policies and procedures, unhappy users, and frustrated employees.

- Restructuring General Motors North America (A): Pay-for-Performance [HBS 800027]. One element in a restructuring effort at GM is implementation of a pay-for-performance program in the sales and marketing organization. Once in operation, many problems crop up that require rethinking the plan’s basic architecture.

- The case Laura Ashley: A New CEO Tales Charge ([A] [HBS 194142]), Laura Ashley (B): Defining a Strategy [HBS 194143] and Teaching Note describes the efforts of a new CEO to reorient a large global retailer.

- Andersen Consulting—EMAI: Reorganization for Revitalization (HBS 396-007) describes a situation in which the managing partner of Andersen’s fast-growing Europe–Africa–Middle East–India unit believes that continued growth requires restructuring. The case challenges students to think through what design is needed and how it could be implemented.

- Phillips 66: Transforming for the 1990s (HBS 9-194-022) describes senior management’s efforts to respond to a series of crises and deals with issues of environment, information technology, and organization.

- Centrelink: A Service Delivery Agency in Australia (KSG 1524) concerns public service delivery in Australia. One initiative of the new government that took office in 1996 was to reorganize the Department of Social Security by separating policy from service delivery. This created a new organization, Centrelink, intended to improve service and reduce costs, but there were many bumps on the road to improvement.

- Business Process Transformation at the CIA ([A] [KSG 1515] and [B] [KSG1516]) describes an attempt by the new head of the CIA’s troubled administrative support directorate to introduce a major structural change in the unit’s relationship with other units: it would give its budget back to the other directorates and then offer its services on a fee-for-service basis. The case emphasizes the difficulties of dealing with resistance to structural change.

**STUDENT EXERCISES FOR CHAPTER 4**

**EXERCISE 4.1**

**Focus:** Restructuring

Use the classroom as a laboratory for learning about restructuring.
1. Form student groups to study and discuss the questions of why and whether to restructure the class.

2. According to the outcomes, each group will either defend the present structure as most appropriate for maximizing learning or suggest an alternative design. This could include a plan for managing the reorganization with minimal disruption to the class.
CHAPTER 5. ORGANIZING GROUPS AND TEAMS

Chapter 5 Overview

In Chapter 5, the authors explore the structural features of small groups and ways to restructure groups to improve their performance and their ability to respond to members’ needs. They view small groups as microcosms of large organizations, governed by the same basic structural characteristics, elements, tensions, and pressures.

Finding the right pattern of roles and relationships, differentiation, and integration for a small group requires careful consideration of a number of important variables: task, technology, goals, and environment; members’ skills, talents, values, and priorities; and the members’ history and experience of working together. The authors list six structural characteristics of high-performing teams:

1. They shape purpose in response to a demand or opportunity put in their path.
2. They translate common purpose into specific, measurable performance goals.
3. They are of manageable size.
4. They develop the right mix of expertise.
5. They develop a common commitment to how people will work together.
6. They hold themselves collectively accountable.

The authors also discuss issues related to self-managing teams.

Learning Outcomes for Chapter 5

After studying this chapter, students will be able to:

1. Discuss the relationship of task and structure in small groups.
2. Identify several standard structural configurations for small groups.
3. Explain the six structural characteristics of high-performing teams.
4. Discuss the pros and cons of self-managing teams.

Key Terms in Chapter 5

Circle network: Network in which information and decisions flow sequentially from one group member to another.
All-channel network: Network in which multiple connections enable each member to communicate directly with any other member; also called a star network.

Chapter 5 Case Examples

- The capture of Osama bin Laden and Seal Team Six
- Dr. Peter Minich and his transplant team
- Baseball, football, and basketball teams
- Development of a new drug by a pharmaceutical company (FzioMed, a California developer of new biomedical approaches to preventing scar tissue in surgical procedures)
- GM’s Saturn project

Suggestions for Teaching Chapter 5

The central ideas in Chapter 5 revolve around the impact of structure on group effectiveness. Small groups and teams do much of the work in today’s organizations, and a well-run group is more than a matter of good interpersonal relationships. Recognizing the effect of structural concerns such as roles, communication networks, designated relationship patterns, differentiation, and coordination is powerful learning. There are a number of ways to think about working with the central ideas in this chapter. Here, we suggest two:

1. A focus on understanding the overall connections between structure and group effectiveness.
2. A focus on providing opportunities for students to experience the impact of structure on group process.

Teaching methods appropriate for each approach are described in the sections that follow. Student exercises keyed to the approaches appear in “Student Exercises for Chapter 5.”

Reminder: When planning the teaching of this chapter, instructors may want to think ahead about how they will explore the human resource aspects of groups (Chapter 8). There are ways to connect teaching activities for these two sets of group issues. See, for example, the suggestion offered in “Chapter 5: Connecting Structural and Human Resource Concerns.”
Chapter 5: A Focus on Structure and Group Effectiveness

A number of cases and movies offer opportunities for clarifying and discussing structural aspects of groups. Since most also contain information about more human resource and interpersonal issues, instructors can work to distinguish between the two sets of variables.

CHAPTER 5: CASES FOCUSING ON STRUCTURE AND GROUP EFFECTIVENESS

- Nigel Andrews and General Electric Plastics (HBS 492020) is a case study of an empowered problem-solving team that makes a decision that conflicts with a management decision.
- Buck and Pulleyn's Team Management (HBS 497007) describes a firm's effort to move from a traditional hierarchical structure to one based on teams.
- The Overhead Reduction Task Force [HBS 400026], teaching note, [HBS 400-027], and video, [HBS Full version 400-501, short version 400502] provides a look at the challenges of building an effective team from launch to post-performance debriefing.
- Other cases include:

CHAPTER 5: FILMS OR VIDEOS FOCUSING ON STRUCTURE AND GROUP EFFECTIVENESS

Such films as Glory, Hoosiers, Stripes, Twelve O'Clock High, M*A*S*H, and Bridge on the River Kwai focus on the workings of small groups and illustrate structural issues.

- Glory contrasts Colonel Shaw's strict adherence to military rules and procedures (and the implications for his early leadership) with his later abilities to "work" the rules to his leadership advantage. Ways to illustrate the role of rules and adherence to military structures in Shaw's leadership include:
  - Contrasting the scene in which a tearful Shaw has one of his men publicly whipped for desertion because the man left camp to find boots for his badly ulcerated feet—boots that Shaw had been unable to secure through regular military channels—with Shaw's later acceptance of a refusal by the same man, who had been particularly brave in the unit's first battle, to carry the U.S. flag as a standard military reward.
  - Contrasting the same whipping scene with Shaw's response some time later to a military ruling barring black men from becoming commissioned
commanding officers. (Shaw accepts the military dictum and chooses to make the informal leader of his unit a noncommissioned commanding officer instead.)

- Hoosiers examines the development of a championship basketball team in a poor rural school and complements the sports examples used in the chapter. The scene in which the new coach institutes different team rules and new structures for practice, despite the protest of team members and parents, leads to strong discussion about the impact of structure on group cohesiveness, identity, and productivity.

CHAPTER 5: CONNECTING STRUCTURAL AND HUMAN RESOURCE CONCERNS

As mentioned, instructors may want to connect teaching activities for the structural issues considered in Chapter 5 and the human resource issues considered in Chapter 8. For example, when working with this chapter, instructors might want to discuss the case Meeting of the Overhead Reduction Task Force (HBS 9-478-013), mentioned above, which raises a number of structural questions (What is an appropriate division of labor for the task force? What are the connections between the group’s structure and task? Goals? Time and environmental influences?). They might then show the Overhead Reduction Task Force video (HBS, also mentioned above) when working with the human resource perspective to explore the ways in which group dynamics and interpersonal behavior between members add a different twist to the issues and questions faced by the task force.

Chapter 5: A Focus on the Impact of Structure on Group Effectiveness

Students may benefit from opportunities to experience the power of structure in action. Instructors can use existing small groups within the class or create new groups to give students this experience. Activities of both types are presented in “Student Exercises for Chapter 5.”

- Leadership and Team Simulation: Everest V2 [HBS 7000], Teaching Note and PowerPoint slides. An award-winning on-line simulation activity designed for five-person at teams (a 6th observer may also be added). It uses the context of a Mount Everest expedition to reinforce student learning in group dynamics and leadership. Students play one of 5 roles on a team of hikers attempting to summit the mountain. During each round of play they must collectively discuss whether to attempt the next camp en route to the summit. Ultimately, teams must climb through 5 camps in 6 simulated days totaling approximately 1.5 actual hours of seat time. Along the way they encounter three significant challenges that require effective communication (particularly because individuals possess
key information not available to others in the team) and teamwork (because individuals have some goals in common and others that diverge).

Other possible group activities include in-basket exercises, the allocation of some scarce resource (instructors can simulate an organizational situation or make it realistic by offering students a desirable class perquisite), lists for groups to rank-order (instructors can be creative in designing their own lists or rely on standards such as “Lost on the Moon” or its many variations). Rank ordering and allocation of resources activities can be done in fishbowls, offering the additional benefits of observer feedback to working groups.

**STUDENT EXERCISES FOR CHAPTER 5**

**EXERCISE 5.1**

Focus: Experiencing the Impact of Structure on Group Effectiveness

Leadership and Team Simulation: Everest V2 [HBS 7000], Teaching Note and PowerPoint slides: an award-winning on-line simulation activity designed for five-person teams (a 6th observer may also be added). It uses the context of a Mount Everest expedition to develop student learning in group dynamics and leadership. Students play one of 5 roles on a team of hikers attempting to summit the mountain. During each round of play they must collectively discuss whether to attempt the next camp en route to the summit. Ultimately, teams must climb through 5 camps in 6 simulated days totaling approximately 1.5 actual hours of simulation time. The simulation can be done in class or out. Along the way they encounter three significant challenges that require effective communication (particularly because individuals possess key information not available to others in the team) and teamwork (because individuals have some goals in common and others that diverge).

**EXERCISE 5.2**

Focus: Experiencing the Impact of Structure on Group Effectiveness

Assign students to two groups, one organized by a clear bureaucratic hierarchy, the other a loose, participative confederation. Providing appropriate materials, give each group the same task—building a kite. The group that gets its kite to fly first wins the competition. Debrief the exercise by having the class debate the advantages and limitations of each structural form.
EXERCISE 5.3

Focus: Experiencing the Impact of Structure on Group Effectiveness

Make use of task or study groups that are already a regular part of the course by creating fishbowls, in which a group works on its assignment (one possible assignment is to discuss the group’s structure) while others observe the group looking for structural issues—roles, communication patterns, differentiation, integration mechanisms, and so on. (You can also use this activity to drill or review the central elements of the structural frame.)

Groups that have already diagnosed their own structural arrangements while working with issues in previous chapters can use this activity to compare their structural intentions with what others see as their “real” structure in action or to explore the ways in which group development has led to restructuring. After feedback from observers, students can explore the appropriateness of the group’s choices given its task, environment, technology, members’ needs and skills, and so on, reinforcing the notion that small groups are indeed microcosms of larger organizations.

EXERCISE 5.4

Focus: Experiencing the Impact of Structure on Group Effectiveness

Create small groups with short-term tasks to explore structural concerns. The Construction Company simulation developed by Lee Bolman and Barbara Bunker is a fun intergroup activity that requires teams to develop both a design for a house and a production process for building houses. Teams often underplan and go into production with a process whose flaws only become apparent where there is little time to fix them. The exercise offers opportunities to examine structural choices and their implications for group effectiveness.

Processing can include discussion of a wide range of issues, such as differentiation and integration, roles, authority, communication patterns, utilization of resources, the impact of the group’s external environment, work space, physical environment, the requirements of the task and technology, time constraints, and so on. Instructors should also note that the Construction Company simulation has two phases that parallel the two phases in the commando group example in the next chapter: a planning phase and a production phase.

Instructions for the simulation are as follows:

Task: To construct the greatest number of houses according to specifications in one five-minute building period.
Materials: 200 3-by-5 index cards, two red and two black felt-tipped markers, and one roll of clear tape for each work group.

Room arrangement: Space for each team to plan and one designated space for public construction (a large table or desk is perfect).

Process:
- Teams may plan for as long as they wish.
- Each team will have one five-minute public construction period.
- No materials that have been bent, folded, torn, taped, or marked may be used in the public construction phase.
- When teams are ready to start their construction, they should notify the instructor, who also acts as the judge.
- Building permits cost $2 per group and are to be purchased when a group is ready to build. (Instructors can vary the amount depending on the group.)
- The judge will announce when any team is entering public construction.
- All teams must begin construction by a time posted by the instructor. Only one team can construct at a time. If two teams request a permit to build at the same time, the judge shall determine to whom the first permit is issued. All decisions of the judge are final.
- The winning team will be awarded the money in the building fund.

House specifications: All houses must:
- Be two stories high.
- Have a peaked roof.
- Have a brick chimney with holes for smoke (that is, more than one dimension).
- Have at least four framed windows on the second floor and two doors and two windows on the first floor.
- Have a floor between stories.
- Withstand the judge’s quality test: a drop from twelve inches without being damaged or falling apart.

Time requirements: At least one and one-fourth to one and one-half hours for teams to work before the construction deadline. Time should be set aside for groups to debrief and then for a general class discussion.
CHAPTER 6. PEOPLE AND ORGANIZATIONS

CHAPTER 6 OVERVIEW

Chapter 6 explores the origin, focus, and content of the human resource frame. The chapter covers several areas:

1. The frame’s fundamental premise (people’s skills, insights, ideas, energy, and commitment are an organization’s most critical resource).
2. Its core assumptions.
3. Its central elements (human needs and capacities and the fit between people and organization).
4. The changing employment contract.

The authors point out that needs are hard to define, difficult to measure, and still a source of contention among social scientists. Still, the concept of human needs helps us understand the basic conditions that people require in order to survive and develop. The authors see needs as based in genetic predispositions that are shaped and molded by interaction with the environment. Reviewing theories of motivation, Bolman & Deal note that there is a range of views about which needs people bring to work, but individuals have multiple needs that go beyond pay. Abraham Maslow’s hierarchy of needs, Douglas McGregor’s Theory X and Theory Y, and Chris Argyris’s theory of personality-organization fit are explored as classic foundations of the human resource perspective.

In discussing the changing employment contract, the authors examine the shifting relationship between individuals and organizations. Rapid change and global competition create dilemmas for organizations. Pressures for flexibility push organizations to downsize, outsource, and use part-time employees, but at the risk of sacrificing the knowledge, skills, and loyalty that are critical to high performance. The chapter discusses two different responses to this dilemma: lean and mean (downsizing, outsourcing, and so on) and investing in people (building loyalty and skill).

Learning Outcomes for Chapter 6

After studying this chapter, students will be able to:

1. Identify the core assumptions of the human resource perspective and summarize its history.
2. Explain why people’s needs are important in the human resource perspective and how needs relate to the fit between organizations and individuals.

3. Describe Maslow’s hierarchy of needs, McGregor’s Theory X and Theory Y, and Argyris’s theory of organization-person fit.

4. Discuss the nature and significance of the changing employment contract.

5. Contrast the two basic strategies for managing employees in today’s organizations: the “lean and mean” approach and investing in people.

**Key Terms in Chapter 6**

Self-actualization: Development of one’s full potential.

**Abraham Maslow’s hierarchy of needs**: A theoretical model that organizes human needs according to priority level. The model groups needs into five categories: physiological, safety, belonging and love, esteem, and self-actualization. People are motivated first to satisfy physiological and safety needs; only after those needs have been satisfied are they motivated by the higher needs of belonging, esteem, and self-actualization.

**Theory X**: According to Douglas McGregor, a management philosophy arising from a widespread belief on the part of managers that subordinates are passive and lazy, have little ambition, prefer to be led, and resist change. Consequently, external controls are necessary to ensure that they do their jobs.

**Theory Y**: McGregor’s alternative to Theory X, which promotes the idea that employees would prefer to do a good job if given the authority to direct themselves. According to McGregor, “the essential task of management is to arrange organizational conditions so that people can achieve their own goals best by directing their efforts toward organizational rewards” (1960, p. 61).

**Case Examples in Chapter 6**

- Apple’s offshore employees
- Motivated employees at Nucor Corporation
- Wegman’s grocery stores
- Ben Hamper, GM autoworker
- Robert Nardelli and successor Frank Blake at Home Depot
- Ewing Kauffman, founder of Marion Laboratories
- Treatment of employees at McWane Industries versus American Pipe Company
Suggestions for Teaching Chapter 6

The ideas in Chapter 6 revolve around core beliefs that organizations exist to serve human needs and that the fit between people and organizations is key to both individual satisfaction and organizational effectiveness. Instructors can focus on:

1. The content of the human resource frame.
2. Application of the frame to self-diagnosis.

Teaching methods appropriate for each approach are described in the sections that follow. Student exercises keyed to the approaches appear in “Student Exercises for Chapter 6.”

Chapter 6: A Focus on the Content of the Frame

Instructors may want to use this chapter to drill basic concepts of the human resource frame and how they fit together to form a coherent way of understanding organizations. This is useful for students who are new to the study of organizational behavior or to those less experienced with psychology and social psychology. It is also helpful for those highly knowledgeable about the frame who have strong predispositions for human resource thinking. These students are often surprised that an approach they see as “sacred” and “the only way” to think about organizations is only one of four possible perspectives.

One way to focus on frame content is to work experientially with the central ideas in Maslow’s, McGregor’s, and Argyris’s classic works. Several ideas for activities of this type appear in Exercises 6.1, 6.2, 6.3, and 6.4 in “Student Exercises for Chapter 6.”

Chapter 6: Cases Focusing on Frame Content

Another way to focus on frame content is through case analysis, in which students in large or small groups examine issues such as needs, motivation, satisfaction, communication, participation, interpersonal relationships, norms and socialization, informal leadership, and group dynamics.

- The Men’s Wearhouse: Success in a Declining Industry (Stanford HR5, available from HBS) details the elaborate set of human resource management practices that have enabled Men’s Wearhouse to grow and become a dominant player in the declining, highly competitive men’s suit business.
- Mary Kay Cosmetics, Inc.: Sales Force Incentives ([A] [HBS 190103-], [B] [HBS190122], teaching note HBS 5-191-198) discusses what happened when executives tried to change the powerful incentive system that was critical to
Mary Kay's success. A good case for testing ideas about motivation against a real-world example.

- Nordstrom: Dissension in the Ranks [A] (HBS 191002-), [B] (192027-) and Teaching Note (192026-). A company long viewed as an exemplar of progressive people management runs into unexpected push-back from employees, unions, and regulators.

- A set of companion cases concerns Motorola Corp.:
  - Motorola-Elma (HBS 494136-) provides an example of an old-line production plant that successfully reinvented itself through the implementation of modern human resource practices like teaming, cross-training, flexible jobs, participation, and so on.
  - A parallel case, Motorola-Penang (HBS 494135), based in a plant in the same company but in Malaysia, provides an opportunity for discussing the cross-cultural application of human resource methods.
  - Two other companion cases, Motorola: Institutionalizing Quality Initiatives (HBS 494139) and Motorola Corp: the View from the CEO’s Office (HBS 494140), put Elma and Penang into the context of the view from corporate headquarters.

- The Case of the Part-Time Partner—which describes a firm’s struggle to decide whether part-time status should hinder promotion for a dedicated and talented attorney—adds gender and work-family concerns to discussions of individual needs and employee-organization fit. It updates models of how to think about the assumptions that managers make about subordinates. Five commentaries on the case from experts inside and outside the law profession, published with the case in the Harvard Business Review (September–October 1990, reprint #90507), make for provocative discussion.

Some of the cases suggested for teaching the structural frame may also be useful for exploring the complexity of organizations from a human resource perspective. Instructors might want to revisit a case they used to explore structural issues as a way of examining the connections between the two frames and working with the concept of reframing. It is often eye opening for students to reexamine the same case from a different perspective. (A more detailed description of this teaching strategy can be found in J. V. Gallos, “Revisiting the Same Case: An Exercise in Reframing,” Journal of Management Education, XVI:2, May 1992.) The contrasts between the two frames are powerful, as is the experience of learning more and new things from a fresh look at a previously well-studied situation. An example is presented in Exercise 6.5.

Many cases explore specific aspects of the human resource frame. Some examples follow.

- **Interpersonal communication:**
Who’s in Charge?: The Jim Davis Case [HBS BAB086] and Teaching Note [BAB586]. Jim Davis, who holds a staff position, is responsible for results that can be achieved only through influencing line managers over whom he has no direct authority. Lends itself to role plays of different kinds.

Dr. Amita Joshi at Samuel Drugs Limited [HBS W11007] and Teaching Note [W11011]. Joshi hired Mishra as marketing director in a pharmaceutical company in India. Mishra was successful, but he and Joshi run into significant conflict after Mishra is promoted. A good case for exploring how relationships are affected when a subordinate becomes a colleague, and adds gender issues as well. Also good for exploring the intersection of human resource and structural issues.

You’ve Just Got to Fire Him ([A] [HBS 494028], [B] [HBS 94029], and [C] [HBS 494030]). A CEO has decided to fire his head of sales but is having trouble figuring out when and how.

Karen Leary ([A] [HBS 487020], [B] [HBS 487021], and [C] [HBS 487022]). A brokerage manager finds it hard to work with a Taiwanese native she hired to sell to other Taiwanese.

The Road to Hell [A] (HBS 480074), [B] (480075) and [C] (480006).

Anne Barreta (in Chapter 8).

The informal organization and its leadership:

Slade Plating Department (HBS 496018). Management comes into conflict with the informal organization among workers.

Meeting needs at work and motivation:

Nordstrom: Dissension in the Ranks? ([A] [HBS 191002], teaching note HBS 692085). Nordstrom’s performance incentive systems come under unexpected attack from multiple directions.

Mary Kay Cosmetics, Inc.: Sales Force Incentives ([A] [HBS 191002]).

Elizabeth Best ([A] [HBS 675123], [B] [HBS 675124], [C] [HBS 675125], and [D] [HBS 675126]). An outsider, the first women in a senior role in a public agency, finds her colleagues and staff seem less than welcoming.

Portman Hotel (HBS 9-489-104). A newly opened hotel finds motivation deteriorating among its service staff.

Interpersonal relationships at work:

Finemaster Projects Ltd. ([A] [Ivey 910C01, also available from HBS]), ([B] [Ivey W10158]), ([C] [Ivey 910C03]. A new employee in a small, Canadian construction business wonders how to influence an elusive boss who is delivering less than he promised.

Amelia Rogers at Tassani Communications ([A] [HBS 492034]), ([B] [HBS 492035]). Conflict between an account executive and creative director in an ad agency.

Serendipity Software ([A] [HBS 493001]). A man and woman who successfully start a software firm have a serious falling out.
Henry Tam and the MGI Team [HBS 404068]. Team conflict threatens to derail a promising startup.

S 9-475-099).

- **Intergroup relationships:**
  - Chattanooga Ice Cream Division [Harvard 498001]. Senior executives are in conflict with one another.
  - Asea Brown Boveri [HBS 192139] and Teaching Note [394128 ]. The CEO of a newly-merged multinational struggles to pull all the pieces together.
  - Taxi! One, Two and Three [Harvard, UV0864, UV0865, UV0866]. A role play activity dealing with a conflict that arises at an airport when 900 Somali taxi drivers refuse to transport passengers who are carrying alcohol.

- **Special human resource concerns:**
  - L’Oreal S.A.: Rolling out the Global Diversity Strategy [Harvard 910C26] and Teaching Note [W11138 ] Diversity in a global context. Diversity at JPMorgan Chase: Right is Good Enough for Me (A) [Harvard UV3275], (B), [Harvard, UV3276] and Teaching Note [UV3923].
  - How Normal is Normal? The Mitsubishi Motors Sexual Harassment Case [Harvard UV0592] and Teaching Note [UV0760]. Sexual harassment, crisis management.
  - Jim Sawyer (A) [HBS 383029], (B) (C) and Teaching Note [392144]. Alcoholism.

### CHAPTER 6: ACTIVITIES FOCUSING ON FRAME CONTENT

Another alternative is a simulation. Students can work with the terms and concepts from the chapter in debriefing the event and experience first-hand intrapersonal implications and interpersonal complexities of organizational life. The simulations described in the teaching notes for Chapter 3 work well for these purposes.

Instructors might want a sequence where they drill the concepts of the structural frame, run the simulation, and process its structural implications. Students can then read the human resource chapters and reprocess the event from the human resource perspective. This has the added benefit of enabling people to practice reframing and experience its benefits.

### CHAPTER 6: FILMS OR VIDEOS FOCUSING ON FRAME CONTENT

Another way to work with the central ideas in the human resource frame is to use a movie. Before showing a film, instructors will want to work with students to develop their diagnostic maps—even something as simple as listing possible human resource issues to look for—so that they can view the film with human resource frame lenses firmly in place. Many students’ first impression is that they already know it because much of the frame’s terminology and content has
made its way into pop psychology and everyday language. (If instructors have already done something similar in working with the structural frame, this becomes the second installment in a four-frame diagnostic map.)

The list of film possibilities is long, since most movies deal with one or more of the basic issues in the human resource frame: motivation, interpersonal relations, relations between individual and system, and so forth. If you have a favorite movie that takes place in a business, a hospital, a police department, a law firm, the military, a university, or almost any other setting, you can probably find ways to use it to explore human resource issues. Other suggestions follow:

- Classics like the *Star Wars* trilogy abound with issues of authority, interpersonal relationships, teamwork, communications, and interpersonal influence.

- Many of the films suggested for the structural frame, such as *Disclosure, Mr. Holland’s Masterpiece, Modern Times, 9 to 5, Lean on Me, Broadcast News, M*A*S*H*, and *Wall Street*, can be shown and discussed, with an emphasis this time on the fit between people and organization and the ways in which organizations support or thwart human efforts and productivity.

- "Family" is a key issue in the Mafia, as in the human resource frame, so any of the movies in the *Godfather* trilogy, and almost any episode of *The Sopranos*, provides many opportunities to explore issues of relationships between the individual and the organization. A powerful variant is *Donnie Brasco*, in which an FBI agent infiltrates the Mafia and experiences powerful role conflicts, caught between obligations to the Mafia leader who sponsored him, to his estranged family, and to his employer, the FBI.

- High school has provided the setting for many superb films about human resource issues. Some of these films focus on the troubled relationship between individuals and authorities (often in the form of tyrannical and insensitive principals). Good examples include *The Breakfast Club* and *Ferris Bueller’s Day Off*. Another perennially popular genre begins with a new principal, teacher, or coach arriving in a troubled school and overcoming many challenges to produce a turnaround. In the movies featuring a coach or principal (including *Lean on Me, Hoosiers, and Remember the Titans*), the newcomer often hides a warm heart under a tough and demanding exterior. In the movies featuring teachers (*Dead Poet’s Society, Dangerous Minds, Freedom Writers, Mr. Holland’s Opus, Stand and Deliver*, and the 1960s classic *To Sir With Love*), an inexperienced newcomer usually somehow overcomes initial disaster to develop an inspirational bond with students.

- An exchange (around a diving back flip) between Jane and Henry Fonda in the film *On Golden Pond* provides a poignant example of two people operating from different need levels. It is also a classic male-female conversation.
Part 2. Teaching with Reframing Organizations

The Blue Collar Trap: Parts 1 and 2 (NBC)—This streaming video follows a group of young blue-collar workers at a Ford plant in California in 1972. Their sentiments echo much of what Ben Hamper describes in Rivethead in this chapter. They find their jobs frustrating and boring; they want out but feel trapped because they see no other options. Even though the video is more than 40 years old, it is still powerful and poignant, leaving the viewer to wonder what happened to these young men. Did any of them escape the assembly line? Did the worker who wanted to become a lawyer or the one who hoped to move to the country ever find a way to achieve their dreams? Online stream at http://www.nbcsnuniversalarchives.com/nbcuni/searchResults.do?search.type=intermediate&search.withinKeywords=&search.withinResults=&search.keywords=blue-collar%20trap&filter=. Register at the site and hit the "Download Screener" button to download the file in a *.mov format.

▪ The American Dream is a chilling documentary about a labor dispute between Hormel and a union in a plant in Minnesota.

▪ Erin Brockovich, The Insider, and Norma Rae are among many feature films that document the darker side of the relationship between individual and organization. All are based on real-life accounts of individuals who fought back against corrupt organizations despite high personal costs.

▪ Lighter takes on the conflict between individuals and organizations include Office Space, Clockwatchers, Nine to Five, Working Girl, and the incomparable Chaplin classic Modern Times. Some devastating scenes in Office Space capture what happens when human resource practices turn into inauthentic manipulation (the boss, played by Gary Cole, is a classic of smarminess). Schools, particularly high schools, are familiar organizations that almost everyone has experienced. Many feature films set in schools explore, intentionally or otherwise, the relationship between the individual and the system. Among the best examples: Lean on Me, Dead Poets Society, Ferris Bueller’s Day Off, The Breakfast Club, Pump Up the Volume, Fast Times at Ridgemont High, Election, and Mr. Holland’s Opus.

▪ In The Efficiency Expert, Anthony Hopkins, in the title role, comes into a benevolently run but money-losing factory in Australia to try and shape things up. The film provides a nice stimulus for discussion of tensions between the human resource and structural frames. (Gung Ho, One Flew Over the Cuckoo’s Nest, Norma Rae, Silkwood, and Wiseman’s documentary High School are also good for this purpose.)

▪ Moonrise Kingdom is a story about two 12-year-olds who conclude that they were made for one another and need to leave home and family and head into the wilderness together. Everyone in town comes looking for them.

▪ Films can also be used to illustrate more specific aspects of the perspective:
Part 2. Teaching with Reframing Organizations

- The power and complexity of interpersonal relationships—*The Breakfast Club, Kiss of the Spider Woman, Steel Magnolias,* and *Driving Miss Daisy.*
- Group dynamics and cohesion—*The Bridge on the River Kwai, Glory, Stripes, Portland String Quartet,* and *Meeting of the Overhead Reduction Task Force.*
- Superior-subordinate relationships—*Twelve O’Clock High, Glory, Stripes,* and *Driving Miss Daisy.*
- Human needs—*From the Terrace.*

**Relationship guru Leo Buscaglia examines personal relationships at home and at work in his self-help film ** *Loving Relationships.* This film is perfect for exploring the power of human resource thinking in American culture.

Many training and development films explore specific aspects of the human resource frame. (Additional human resource training films are listed in the teaching notes for Chapters 7 and 8.) These films can serve as the basis for discussion about the assumptions and parameters of the perspective. Suggested films in this category include:

- *The Man Who Knew* (PBS FRL-92103-S3A)—the powerful story of John O’Neill, the FBI’s controversial top expert on Osama bin Laden and Al Qaeda. What caused tensions between O’Neill and the FBI? Why did he leave the bureau in August 2001? How did he wind up as director of security for the World Trade Center in New York just in time to die in the terrorist attacks of September 11? (This is a multiframe case that could be used for a variety of teaching purposes.)
- *Motivation Theories and Employee Participation* (insight-media.com). DVD introduces motivation theories from Taylor, Mayo, Maslow, Herzberg, and Drucker.
- *Emotional Intelligence* ([http://www.crmlearning.com/Emotional-Intelligence-P54357.aspx](http://www.crmlearning.com/Emotional-Intelligence-P54357.aspx))—a discussion of the basic concepts of emotional intelligence. (Insight also offers a film on emotional intelligence.)
- *Downside of Downsizing* ([http://ffh.films.com](http://ffh.films.com)).
- *Maslow and Self-Actualization* ([http://www.psychedfilms.com/id14.html](http://www.psychedfilms.com/id14.html))—an interview with Maslow in which he describes the research that led to his theories.

Copyright © 2013 by Joan V. Gallos and Jossey-Bass/A Wiley Company. All rights reserved.
- *The Pygmalion Effect: Managing the Power of Expectations* (CRM)—an examination of the impact of expectations on individual productivity.

- *Read My Lips* (Pyramid)—a humorous take on what would happen if managers said some of the things they usually censor about relations across ethnic and racial lines. Chapter 6: A Focus on Experiencing the Frame

In addition to explicating the content of the human resource frame, instructors can help students to experience the personal implications of the frame. There are a number of ways to accomplish this.

One way is for instructors to define their role, for one or more class periods, in terms of the frame’s assumptions. They can model in the classroom how a manager might gather information about needs, rethink managerial choices, involve others in decision making, redesign for person-organization fit, solicit and offer feedback, and so on.

Instructors will want to be open with students about what they are doing—their choices, expectations, assumptions, dilemmas, reactions, and so on—offering students real insights into how managers think about their jobs (and teachers think about class and educational design). For many students, especially young undergraduates and cynical executives, the opportunity to see and reflect on the intentions behind managerial initiatives—particularly ones that they may disagree with or misunderstand—can be a powerful learning experience. Students can then explore in small groups both their own reactions to being involved and managed in this fashion and the implications for learning, motivation, and satisfaction in the classroom.

If instructors plan to assign four-frame personal cases in the course, they might want to use this opportunity to have students examine in small groups the human resource implications of these cases. (See Part 4 for personal case paper guidelines.) Exercise 6.6 presents another idea for a writing assignment (see “Exercises for Chapter 6”).

**CHAPTER 6: CASES FOCUSING ON EXPERIENCING THE FRAME**

Another option is to use a case that illustrates the unique needs and expectations that an individual brings to an organization as a way of both understanding another’s point of view and stimulating self-reflection. Cases that are rich in first-person accounts of personal values, beliefs, and interpretations of choice points include:

- Lisa Benton ([A] [HBS 4-494-114])—a young manager finds that the people challenges in her first job are much tougher than she anticipated.

- Erik Peterson at Biometra ([A] [HBS 411031], [B] [HBS 411032], [C] [HBS 411033], [D] [HBS 411034]). A young MBA graduate struggles in a challenging job where he seems to get little support.
Kirk Stone ([A] [HBS 482067]), (B) [HBS 482-068]. Kirk Stone ran into an organization "land mine" when he joined the company. How could he have better understood what he was getting into?

A large-group discussion of the cases can be followed by small-group discussions in which students explore their own perspectives on choices and careers, comparing and contrasting their views with those of the case characters.

CHAPTER 6: FILMS OR VIDEOS FOCUSING ON EXPERIENCING THE FRAME

Students can view films (or excerpts from them) such as, Margin Call, There Will Be Blood, The Insider, Office Space, Up in the Air, Bureaucracy, Silkwood, Norma Rae, Boiler Room, Wall Street, and Dead Poets Society, in which individuals face significant choice points in organizations. Students can then explore, in large or small groups, what they would do, why, and the implications of their choices. Dead Poets Society can also be used as a prelude to experiential learning, as described in the following section, “Activities Focusing on Experiencing the Frame.”

- "Deleted Scene from Bureaucracy" (http://www.youtube.com/watch?v=timAcQebdMk) depicts a classic example of disenchanted employee meets dissatisfied customer in a phone call that leads to no positive outcomes for anyone.
- A slightly different variation -- disenchanted employee meets smarmy bosses -- can be found in the scene near the opening of Office Space in which the protagonist, Peter, gets multiple reminders to put the new cover sheet on his TPS reports.

Chapter 6: Activities Focusing on Experiencing the Frame

Experiential learning is a good way for students to experience the frame in action, learn something about its historical roots, and acquire personal insights about themselves as organizational participants, leaders, and managers.

For students new to experiential learning, instructors might want to preface any activity with a clip from the film Dead Poets Society in which Professor Keating has students walking around a courtyard to experience the pressures to march in the cadence of the majority. Students can explore the power of that event for the participants, the boys’ feelings and reactions to the request, the meaning of the learning, the ways in which the activity violates school norms, and so on. This not only can prepare students in a new way for experiential learning but also can lead to good discussion about this historically important human resource–based methodology.

Sources of experiential activities include the following:
In-class assessment centers, in-basket exercises, or some of the experiential learning classics—such as the Johari Window, a force-field analysis of a personal dilemma, the Hollow Square activity, and the Prisoner’s Dilemma—combine opportunities for exploration of the human resource frame and its beliefs and methodologies, as well as self-diagnosis.


---

**STUDENT EXERCISES FOR CHAPTER 6**

**EXERCISE 6.1**

*Focus:* Content of the Human Resource Frame

Ask students to use Maslow’s hierarchy to diagnose and examine personal needs that students bring to the course. Students can then use information from this diagnosis to explore ways to increase student motivation, satisfaction, and productivity.

**EXERCISE 6.2**

*Focus:* Content of the Human Resource Frame

Organize a debate between student proponents of Theory X and Theory Y. You may want to see P. Frost, “Experiencing Mechanistic vs. Organic Systems: Adding Affect to Student Conceptual Grasp of ‘Abstract’ Concepts,”
**Organizational Behavior Teaching Review**, 1989–90, XIV(3), for additional thoughts on classroom debates.

**Exercise 6.3**

**Focus:** Content of the Human Resource Frame

Use the class as an organization, and ask students to explore the fit between their needs and the needs of the organization. Students can gather information about the needs that they and fellow students bring to class and compare them with the instructor's course design and teaching methods.

**Exercise 6.4**

**Focus:** Content of the Human Resource Frame

Have students examine the assumptions implicit in the instructor's course structure, class designs, management style, and reward systems using Theory X and Y and Argyris's personality-organization theory to guide their explorations.

**Exercise 6.5**

**Focus:** Content of the Human Resource Frame; Reframing

Use a classic case study, First National City Bank Operating Group ([A] [HBS 474165] and [B] [HBS 474166]), to have students compare the approaches of the structural frame and the human resource frame. (This is actually an exercise in reframing.)

First, have students explore structural issues in cases A and B by asking them to focus on such questions as these:

1. Structurally, what were the changes that Reed and White made? What influenced their organizational design choices and options?
2. How would you assess the effectiveness of those structural changes?
3. From a structural perspective, what, if anything, would you do differently?

Then return to the case and ask students to prepare case B again, this time using the human resource frame to guide their analysis, focusing on questions such as these:

1. From a human resource perspective, how would you describe the change strategy used by Reed and White?
2. From a human resource perspective, how would you assess the effectiveness of those changes?

3. Using the human resource frame as a guide, what, if anything, would you do differently?

A more recent case that can be used with the same teaching purpose of analyzing from both structural and human resource perspectives is Campbell and Bailyn's Boston Office: Managing the Reorganization [HBS 2182] and Teaching Note [2183]. First, ask students to answer questions like:

1. What changes in its industry and customers were affecting Campbell & Bailyn in 2007?

2. What were the strengths and weaknesses of the C & B brokerage division prior to the changes described in the case?

3. In the light of the changes in the marketplace, was creating KAT a good idea? If not, what should Ken Winston have done?

Then ask them to answer the following questions:

1. From a human resource perspective, how would you describe Ken Whinston’s change strategy?

2. From a human resource perspective, how would you assess the effectiveness of those changes?

3. Using the human resource frame as a guide, what, if anything, would you do differently?

**EXERCISE 6.6**

**Focus:** Experiencing the Human Resource Frame

Have students prepare brief vignettes that illustrate human resource problems or dilemmas that they have experienced in organizations. You can leave this assignment open ended or can narrow it by asking students to focus on a specific human resource issue (such as motivation, interpersonal relationships, or boss-subordinate interfaces), to draw on their experiences as managers, or to write from the perspective of a subordinate. Students can then explore—through written analysis, small-group discussion, or both—the ways in which the central ideas of the human resource frame help them understand these experiences in a new way and offer new alternatives for action.
CHAPTER 7. IMPROVING HUMAN RESOURCE MANAGEMENT

CHAPTER 7 OVERVIEW

In Chapter 7, the authors explore human resource approaches to organizational improvement—strategies for investing in people that make organizations better and more productive places to work. Exhibit 7.1 in the text outlines six basic human resource strategies and a set of practices for implementing each:

1. Build and implement a long-term human resource philosophy (develop a shared philosophy for managing people; build systems and practices to implement the philosophy).
2. Hire the right people (know what you want; be selective).
3. Keep them (reward well; protect jobs; promote from within; share the wealth).
4. Invest in them (invest in learning; create development opportunities).
5. Empower them (provide information and support; encourage autonomy and participation; redesign work; foster self-managing teams; promote egalitarianism)
6. Promote diversity (be explicit and consistent about the organization’s diversity philosophy; hold managers accountable).

The authors define each approach, provide relevant theory and research about its origin and effectiveness, and illustrate how it carries human resource thinking into organizational design and managerial practices.

Learning Outcomes for Chapter 7

After studying this chapter, students will be able to:

1. Identify six basic human resource strategies that organizations use to invest in their employees, and discuss the importance of each.
2. Describe common methods for implementing each strategy.
3. Discuss the goals and methods of the field of Organizational Development.
Key Terms in Chapter 7

**Gain-sharing plan:** Plan that gives workers an incentive to reduce costs and improve efficiency by offering them a share of any gains realized from cost reductions and efficiency improvements.

**Profit-sharing plan:** Plan by which employees receive a bonus commensurate with the firm’s overall profitability or that of their local unit.

**Employee stock ownership plan (ESOP):** Plan by which employees receive company stock as a benefit.

**Open-book management:** A management philosophy espousing the ideas that all employees (1) should see and learn to understand the company’s financial and performance measures; (2) should be encouraged to think like owners, and (3) should have a stake in the company’s financial success.

**Participation:** A general term for management programs that give workers more opportunity to influence decisions about their work and working conditions.

**Motivator:** Herzberg’s term for a work feature that produces worker satisfaction; motivators include achievement, recognition, responsibility, advancement, and learning.

**Hygiene factor:** Herzberg’s term for a work feature that produces worker dissatisfaction when below a certain threshold; hygiene factors include policies, supervision practices, and working conditions.

**Job enrichment:** According to Herzberg, changing jobs to give workers more freedom and authority, more feedback, and greater challenges while making them more accountable and letting them use more skills.

**Total quality management:** A management approach aimed at improving customer satisfaction and hence long-term success through improvements in quality and productivity. Total quality management involves a comprehensive strategy emphasizing workforce involvement, participation, and teaming.

**Sensitivity training:** Management training to develop human relations skills through increased awareness of one’s own feelings and the feelings of others.

**T group:** Small group, led by a trainer, in which sensitivity training is carried out.

**Organization development (OD):** A discipline aimed at improving organizations’ functioning through means based on human resource assumptions.
Case Examples in Chapter 7

- Robert Owen, 18th century entrepreneur
- Circuit City, Best Buy, Layoffs in China, Publix, Lincoln Electric, and Mazda
- Costco
- Enron versus Springfield Remanufacturing (SRC Holdings)
- Autonomy in a doll-painting factory
- Ascardio Health Care in Venezuela
- Ken Bamforth and the coal mine in South Yorkshire
- Self-managing teams at Whole Foods Markets
- Organizational Democracy at Semco
- Diversity and gay rights lawsuits at Denny’s, Shoney’s, Coca Cola and Raytheon

Suggestions for Teaching Chapter 7

The central ideas in Chapter 7 revolve around human resource management strategies. Instructors can focus on:

1. Exploring some of the major approaches to organizational improvement discussed in the chapter, such as participative management and job redesign.
2. Examining the interface between the structural and human resource frames.

Teaching methods appropriate for each approach are described in the sections that follow. Student exercises keyed to the approaches appear in “Student Exercises for Chapter 7.”

Chapter 7: A Focus on Exploring Major Approaches to Organizational Improvement

Because many human resource–based approaches have made their way into the popular press, students often come to the course knowing terms such as total quality management, job enrichment, and participative management, but with little understanding of what the terms mean, why one approach might be chosen over another, and the kind of preparation that needs to be done before any of the approaches is initiated. Instructors can use this chapter to explore these kinds of issues.
CHAPTER 7: CASES FOCUSING ON MAJOR APPROACHES TO ORGANIZATIONAL IMPROVEMENT

A number of cases are perfect for exploring various approaches to organizational improvement.

- Google's HR Practices: A Strategic Edge? (Aspen) examines the HR practices that have helped make Google such an attractive workplace. http://www.caseplace.org/d.asp?d=3059 Maintaining the "Single Samsung" Spirit: New Challenges in a Changing Environment [HBS W11236]. The case presents a detailed description of Samsung's "Top priority to the People' philosophy, and its strong cultural values; both of which have been instrumental in ensuring its continued success in the past few decades. Senior HR managers are now concerned about a divergence In values between older employees (who are more receptive to top-down management) and younger ones who are more individualistic and prefer more open and egalitarian approaches.

- Another contemporary example is Southwest Airlines: Using Human Resources for Competitive Advantage ([A] [HBS HR1A] and [B] [HBS HR1B]). Case A describes how Southwest built a competitive advantage through human resource management. Case B describes what happened when a group of executives, who were skeptics after reading case A, decided to investigate for themselves by conducting an informal survey at a Southwest field station.

- Taking Human Resources Seriously in Minneapolis [HBS PEL055] and Teaching Note [PEL059]. A new chief human resource officer for the Minneapolis Public Schools tries to revitalize human resources, making it less bureaucratic and more strategic.

- Career Pathways, Performance Pay, and Peer-review Promotion in Baltimore City Public Schools [HBS PEL071] examines the challenges faced by the superintendent of schools in Baltimore in implementing a new jointly-governed four-tier career pathway that tied teacher pay and promotion to performance and peer review.

- Tata Consultancy Services: A Systems Approach To Human Resource Development [HBS NTU022] and Teaching Note [NTU023]. Case explores how Tata, a large IT consulting firm based in India, approaches training and development as it increases beyond 100,000 employees and moves into China.

- Engstrom Auto Mirror Plant: Motivating in Good Times and Bad (HBS 2175) and Teaching Note (2176). A plant that has successfully used a Scanlon Plan to improve employee motivation confronts a downturn that has cost jobs and eliminated the bonuses that made the plan work. What can management do now?

- TRW's Information Services Division: Strategic Human Resources Management (HBS 496003) and Teaching Note (497021) describes a human resource
manager’s effort to initiate major change and the obstacles that hindered the initiative.

- Human Resource Practices at Hewlett-Packard ([A] [HBS 495051] and [B] [HBS 495052]). HP became famous for the “HP Way,” and this case provides an overview of the firm’s human resource practices as of the mid-1990s.

- The companion cases concerning Motorola Corp. described in the teaching notes to Chapter 6 provide a 1990s example of progressive human resource management practices and the corporate context in which they evolved. Parallel cases from the United States (Motorola-Elma [HBS 494136]) and Malaysia (Motorola-Penang [HBS 494135]) provide an opportunity to explore the intersection of culture and human resource management. Two other companion cases, Motorola: Institutionalizing Quality Initiatives (HBS-494139) and Motorola Corp: the View from the CEO’s Office (HBS 494140) put Elma and Penang into the context of the view from corporate headquarters.

- Warner Cable ([A] [HBS 394198]) describes human resource fallout in a turnaround process at a local cable company.

CHAPTER 7: FILMS OR VIDEOS FOCUSING ON MAJOR APPROACHES TO ORGANIZATIONAL IMPROVEMENT

Many training and development films explore the need for organizational improvement:

- *Betting on the Workers*—*Harman International* (FH #7829, DVD)—tells the story of a company with a maverick CEO who put a priority on long-term relationships with his workforce


- *Power Sharing at Daimler-Benz* (FH # 4555 DVD)—the CEO of Germany’s Delegating and Empowering (Insight #MTS6440 DVD)—discusses benefits of empowerment and relates empowerment to motivation.

Finally, instructors can use popular films or excerpts in various ways:
Part 2. Teaching with *Reframing Organizations*

- *The Hudsucker Proxy, Disclosure, Gung Ho, 9 to 5, Silkwood, Norma Rae*, and *Wall Street* can be used to explore organizational changes suggested by the various approaches to improvement proposed in this chapter.

- *Dangerous Minds, Freedom Writers, Mr. Holland’s Opus, Stand and Deliver, Dead Poets Society*, and *Lean on Me* provide perspectives on the implementation of alternative human resource strategies in school contexts.

- Similarly, *Glory, Gettysburg, M*A*S*H* (the feature film as well as many episodes of the television series), *Catch-22*, and the classic *12 O’Clock High* provide perspectives on implementing alternative human resource strategies in military contexts. (Hartwick makes available a case study (F-663) and a teaching note (F-663-TN) for use with *12 O’Clock High*.)

- Almost any episode of the television series *Undercover Boss*, in which CEO’s go undercover as entry-level workers in their own companies, provides opportunities to explore basic issues in the human resource frame, including the gap that often exists between the top and the bottom of an organization.

**CHAPTER 7: ACTIVITIES FOCUSING ON MAJOR APPROACHES TO ORGANIZATIONAL IMPROVEMENT**

Another option is to offer students opportunities to experience the various approaches in action. For example, instructors might want to use the classroom as an organization, form student consulting teams, and have each team run through a simple OD sequence of organizational diagnosis, action planning, intervention, and assessment. Instructors, especially those who have not already done so, may want to try an experiential activity in the classroom as a way of introducing students to management training and OD’s educational methodologies. (The teaching notes for Chapters 6 and 8 offer suggestions for possible activities. See, for example, “Chapter 6: Activities Focusing on Frame Content.” Also see Exercise 7.1 in “Student Exercises for Chapter 7.”)

**Chapter 7: A Focus on the Structural–Human Resource Interface**

Students often equate the structural frame with red tape and bureaucracy, missing the important understanding that participative structures are also possible outcomes of rational thinking and organizational design efforts. By exploring the ways in which the various approaches for organizational improvement suggested in the chapter connect to organizational structure and design, students can begin to see the two frames as potentially complementary, not necessarily inconsistent or adversarial.

Any of the cases suggested under “Chapter 7: Cases Focusing on Major Approaches to Organizational Improvement” offers opportunities for instructors to focus on the interface between the structural and human resource frames. Another way to work on these links is to offer students a brief introduction to organizational design techniques that focus equally on structural and human resource concerns,
such as the sociotechnical systems design process. See Exercise 7.2 below for a related activity.

**STUDENT EXERCISES FOR CHAPTER 7**

**EXERCISE 7.1**

**Focus:** Major Approaches to Organizational Improvement

Ask students to apply ideas about organizational improvement to the student role. Working in small groups, they can use the concepts in Exhibit 7.1 in the text to ask several questions: (a) To what degree do they experience these practices in their student role? (b) What could the institution or individual professors do to make better use of these practices? Students can present their proposals to the entire class. The class can then examine the proposals and discuss how to apply the suggestions that seem most relevant.

A variation for working students is to ask them to diagnose their workplaces in terms of how much and how well they employ the human resource practices in Exhibit 7.1. At least some students are likely to report they see very little evidence of these practices (consistent with the argument attributed to Pfeiffer in the chapter). The class can discuss why that might be so and what could be done to change it.

**EXERCISE 7.2**

**Focus:** The Structural–Human Resource Interface

Offer students an introduction to the sociotechnical systems design process, which focuses equally on structural and human resource concerns.

**Background:** Briefly, in sociotechnical systems design, teams with representatives from across the organization gather information about how and where structural, technical, environmental, and human issues contribute to organizational problems or errors (*variance*, in sociotechnical systems terms) in the process of turning raw materials into a desired outcome.

**Purpose:** Use the basic ideas about the STS design process to explore variance or problems in the classroom—how and where structural, technical, environmental, and human issues prevent students and instructor from maximizing learning. This activity gives students a chance to work with a two-frame STS approach to organizational diagnosis and design while gathering useful course feedback and possible course design suggestions at the same time.
Procedure: Create four student teams (or multiples of four, depending on class size). If task or case groups already exist in the class, form new teams across groups for this activity. Each team is to explore one of the four sets of critical organizational issues (structure, environment, technology, people) to determine:

1. Where problems or errors occur in the process of transforming raw materials into the desired outcome.
2. What changes would help the organization to correct these errors.
3. What mechanisms could be instituted to better detect errors in the future.

Work with students to help them understand what terms such as raw materials, technology, environment, and desired outcomes mean in the classroom so that students are not hindered by language rooted heavily in industry and manufacturing. Raw materials, for example, include the instructor and the students themselves, with their hopes and skills and expectations, books, lecture notes, cases, assignment designs, syllabus, and so on.

Each team can report its conclusions, and the class can then discuss which recommendations are most promising and how they might be applied.
CHAPTER 8. INTERPERSONAL AND GROUP DYNAMIC

CHAPTER 8 OVERVIEW

Chapter 8 Summary

In Chapter 8, the authors explore interpersonal and group dynamics in organizations. People spend much of their time at work interacting with others. They often find themselves pondering why people behave as they do and what to do about it. Skills in understanding and handling interpersonal relationships are essential for good management, powerful leadership, and effective organizations. The authors argue that interpersonal relationships in organizations most often go awry not because managerial intentions are incorrect or insincere but because managers lack interpersonal competence. Drawing on the work of Argyris and Schön, the authors present a normative model for effective interpersonal behavior in organizations. It requires:

1. Skills in understanding distinctions between espoused theories and managerial theories-in-use.
2. Avoidance of self-protective, Model I patterns of interpersonal interaction that blame others and limit learning.
3. An emphasis on common goals and mutual influence in relationships.
4. Open communication and public testing of assumptions and beliefs.
5. The ability to combine advocacy with inquiry.

The authors next discuss work on emotional intelligence, citing the work of Salovey and Mayer and Goleman around the basic idea that social and emotional skill is as important to managerial and leadership success as cognitive skills. Then they discuss management styles, acknowledging the need for managers to have language and concepts to help them understand and manage interpersonal dynamics. They conclude the chapter with an exploration of group dynamics. They note, “Small groups are often condemned for wasting time while producing little, but groups can be both satisfying and efficient. In any event, organizations cannot function without them.” The authors discuss the distinction between task and process in group functioning and examine five central human resource issues concerning groups: (1) informal roles; (2) informal group norms; (3) informal networks; (4) interpersonal conflict; and (5) leadership and decision making.

Learning Outcomes for Chapter 8

After studying this chapter, students will be able to:

Copyright © 2013 by Joan V. Gallos and Jossey-Bass/A Wiley Company. All rights reserved.
1. Discuss the importance of interpersonal dynamics in the workplace.

2. Describe Argyris and Schön’s theories for action and Salovey and Mayer’s and Goleman’s ideas about emotional intelligence.

3. Explain why managers need to be aware of their own personal styles, and review several methods for determining management styles.

4. Discuss group dynamics, including the issues of informal roles, norms, and networks; interpersonal conflict; and leadership and decision making in groups.

**Key Terms in Chapter 8**

**Interpersonal competence:** The ability to understand and interact effectively with others; proposed as a basic managerial skill by Argyris; similar to emotional intelligence.

**Espoused theory:** An account that individuals provide when describing, explaining, or predicting their behavior.

**Theory-in-use:** An implicit program or set of rules that specifies how to behave; theories-in-use guide what people actually do.

**Model I:** A model of interpersonal behavior embodying the core assumption that organizations are dangerous and competitive and leading to self-protection, secretiveness, and the belief that any problems are caused by others.

**Model II:** Argyris and Schön’s alternative to Model I, in which people (1) emphasize common goals and mutual influence; (2) communicate openly and publicly test assumptions and beliefs; and (3) combine advocacy with inquiry.

**Emotional intelligence:** According to Salovey and Mayer, a set of skills that include awareness of self and others and the ability to handle both emotions and relationships. The term updates the older term *social intelligence*, “the ability to understand and manage men and women, boys and girls—to act wisely in human relations” (Thorndike, 1920, p. 228).

**Consideration:** The degree to which a manager shows concern for and sensitivity to people.

**Initiating structure:** The degree to which a manager actively structures subordinates’ activities.

**Group norms:** Informal rules that govern how the group will function and how members will conduct themselves.
Case Examples in Chapter 8

- The case of Anne Barreta
- Susan’s interview of her subordinate, Dale
- The task group: Karen, Bob, Teresa, Tony, and Susan
- The “friendly fire” incident in Iraq
- Suggestions for Teaching Chapter 8

The central ideas in Chapter 8 revolve around the dynamics, difficulties, and dilemmas of human interaction. Instructors can focus on:

1. Understanding the complexities of interpersonal exchanges.
2. Developing managerial skills for handling interpersonal relationships in the workplace.
3. Exploring group dynamics.

Teaching methods appropriate for each approach are described in the sections that follow. Student exercises keyed to the approaches appear in “Student Exercises for Chapter 8.”

Chapter 8: A Focus on Interpersonal Exchanges

Interpersonal interactions are filled with potential for confusion, ambiguity, and misunderstandings. Exploring why this is so and what can be done is one possible focus for working with Chapter 8.

CHAPTER 8: CASES FOCUSING ON INTERPERSONAL EXCHANGES

The Anne Barreta and Susan-and-Dale cases presented in the chapter are perfect starting places for a focus on understanding interpersonal exchanges, and many other cases that lend themselves to this focus are available as well.

- The Anne Barreta case is rich in possibilities, and the gender and affirmative action issues keep things lively despite the amount of case analysis that the authors provide in the chapter. In fact, some of the power of discussing this case comes from the very fact that students who have read the chapter often feel as if they already know everything that really happened here.

  Instructors can use the Barreta case to reinforce the reality that things are never as simple and straightforward as they seem at a first glance. They can push to explore the wide number of possible explanations for what might really be going on here—for example, what if it was not Harry that started the rumor? Who might have, and why? What if it was Steve? What might his motivation be? What might he gain from all this? By casting doubts on the seemingly obvious role that Harry played, students in large or small groups can devise strategies
for testing their various assumptions and hunches. Since there is a good chance that many of the strategies will be Model I theories-in-use, instructors can work these issues into their processing of student strategies.

There are other ways to work with the Anne Barreta case as well. For example, focus not solely on Anne and Harry but on Steve and how a manager deals with strong conflicts and tensions between two subordinates. Students in large or small groups can examine Steve’s management style, his strategies for managing Anne and Harry, his responses to the rumor situation, his choice of setting for the meeting with Anne, the ways in which he has contributed to the situation that Anne finds herself in, and so on. Another idea is presented in Exercise 8.1 (see “Student Exercises for Chapter 8”).

- The Susan-and-Dale case will be even easier for many students to use as an entry point into exploring interpersonal issues. The case is short and shows the actual exchanges between the boss, Susan, and a challenging subordinate, Dale. It provides excellent opportunities for role playing. One approach is:

  1. Ask students what grade they would give Susan for her handling of the meeting with Dale, and collect the grades on the board. (There is likely to be a range of views, but the average grade is likely to be in the B to C range.)
  2. Ask them what they saw Susan do in the meeting that influenced their grades, and collect answers on the board.
  3. Say, “The discussion suggests that Susan could have done a better job. I’d like to ask you to meet in your groups, develop a strategy for how Susan could handle the encounter better, and prepare someone to play Susan in a replay of the meeting with Dale. Give teams twenty to thirty minutes for this task.
  4. Have someone ready to play Dale. The instructor can take on this role, or one of the teams can be asked to have a Dale ready.
  5. Choose one team, or ask for a team to volunteer, and ask the team’s Susan to meet with Dale in front of the class. Tell the class the meeting will run for approximately ten minutes. Ask them to observe what Susan does and identify what seems to be working and what doesn’t work for her.
  6. Run the role play and then discuss. In many cases, the results will not be much different from the original case, and Susan will repeat some of the same errors that the class criticized (for example, being very reluctant to speak openly about her concerns about Dale’s attitude and performance). In that case, ask if someone else has a different approach, and run the scenario another time. Or, after giving feedback to the person who played Susan, ask her to try again. In many cases, the feedback makes a difference, and Susan does a better job on the second try.

Many other cases in a wide variety of settings are perfect for exploring interpersonal behavior in organizations.
“Managing Difficult Conversations v2,” is a simulation activity in a multi-media CD-ROM (#4340C-MMC) format. It can be used in conjunction with or as an alternative to the Barreta and Susan-and-Dale cases. Based on the work of Chris Argyris and Peter Senge, it combines a case of conflict at work with exploration of the impact of mental models and the differences between Model I and Model II approaches.

TerraCog Global Positioning Systems: Conflict and Communication on Project Aerial (HBS 2184) tells the story of a firm that is floundering in its effort to catch up with a competitor because of interpersonal and group conflict. From HBS: “The key unit managers gather in a pair of contentious meetings that feature anger, blame, and bewilderment, but produce no effective conclusion. At the end of the case it falls to Emma Richardson, a newly promoted executive vice-president, to push the group toward a go/no-go decision.”

In Lisa Benton ([A] [HBS 4-494-114]), a young manager finds that the people challenges in her first job are much tougher than she anticipated.

Jensen Shoes: Lyndon Brook’s Story (HBS 395-121) and Jensen Shoes: Jane Kravitz’s Story (HBS 395-120) and Teaching Note (#396017) tell the story of a relationship from the perspective of two people who see things very differently: the boss (Jane Kravitz, a Caucasian woman) and a subordinate (Lyndon Brooks, African American man). It illustrates many of the interpersonal dynamics discussed in the chapter. Options in teaching include giving one of the cases to half the class and the other case to the other half. The case lends itself to role playing.

Another powerful case is Karen Leary ([A] [HBS 487020], [B] [HBS 487 021], and [C] [HBS 487022]). Leary, the manager of a brokerage office, has difficulty working with a Taiwanese native she hired to sell to other Taiwanese. An insightful teaching note (HBS 487071) helps to develop the intersecting interpersonal and cultural issues in the case.

Erik Peterson at Biometra ([A] [HBS 411031], [B] [HBS 411032], [C] [HBS 411033], [D] [HBS 411034], and [E] [HBS 411035]) and Teaching Note [496046] describes the struggles of a recent MBA graduate in his relationship with his boss.

Still other possibilities include cases that focus on specific areas:

**Managing interpersonal conflicts:**

new coach arrives to take on a girls' high school basketball team. Chris Cunningham (HBS 9-486-060).

Finally, students can prepare their own personal cases, as described in Exercise 8.2 (see “Student Exercises for Chapter 8”).

CHAPTER 8: FILMS OR VIDEOS FOCUSING ON INTERPERSONAL EXCHANGES

Many training films and videos explore various aspects of interpersonal exchanges. Suggested films include:

- The Abilene Paradox (CRM)—the classic story about how assumptions can lead to disastrous choices that no one really wants. http://www.crmlearning.com/Abilene-Paradox-P54388.aspx
- Sexual Harassment Awareness Package, Managing Diversity in Business, and Men and Women Are Different (all from FH), Pigeonholed in the Land of Penguins (CRM), and Valuing Diversity: Multicultural Communication (Insight)—deal with issues of diversity and gender in the workplace.

Instructors can also use a movie to explore the role and power of individual differences in interpersonal interactions. (Many of the films listed in the teaching notes for Chapter 6 can also be used for discussion of the topics in Chapter 8.)

- In Margin Call, the players all face the same problem -- their firm is in danger of going down with a flood of suddenly worthless mortgage-backed securities -- but individual differences as well as differences in role are a major source of conflict.
- In the film Lincoln, there is a powerful scene in which President Lincoln meets with an ally who might sink the ship -- Thaddeus Stevens -- to persuade him to temper his volatile and combative approach. Ask students to analyze it in at terms of emotional intelligence.
- The film The Breakfast Club is particularly good for working with undergraduates to explore these concerns. The scene near the film’s end in
which five very different high school students begin to talk about their backgrounds and self-concepts and how those affect their choices and projected self-images is perfect for this purpose.

- *Kiss of the Spider Woman* explores similar issues between two men with different political and sexual orientations.

- *On Golden Pond* provides a poignant examination of interpersonal dynamics in a family context in the father-daughter relationship played by Jane and Henry Fonda.

**Chapter 8: A Focus on Interpersonal Skills for Management**

An alternative focus for Chapter 8 is to work on developing the skills essential for managing interpersonal relationships at work. Through case discussion or movie analysis, instructors can help students identify and isolate critical interpersonal skills for good management and effective leadership. Through role playing, skills practice sessions, experiential exercises, and simulations, they can offer students opportunities to diagnose and fine-tune their own interpersonal competencies.

**CHAPTER 8: FILMS OR VIDEOS FOCUSING ON INTERPERSONAL SKILLS FOR MANAGEMENT**

Films that guarantee lively discussion of critical interpersonal skills include:

- The 2012 film, *Lincoln*, provides many opportunities to examine the interpersonal skills and emotional intelligence that Lincoln brought to the challenging task of lining up enough support to pass the Fifteen Amendment to the Constitution.

- In *Schindler's List*, Oskar Schindler has to rely on his powers of persuasion to persuade Nazi authorities to give him the room he needs to save his Jewish workers.

- *Lean on Me*—Joe Clark’s initial meeting with his school staff, his first meeting with irate parents, or his various meetings with the vice-principal can be used individually or as a sequence to illustrate different needs in different circumstances.

- *Dead Poets Society*—focus on the contrasts between Professor Keating’s and the headmaster’s interactions with students.

- *Dangerous Minds, Stand and Deliver, and Freedom Writers*—in each case, focus on the interpersonal exchanges between a new, young teacher and initially rebellious students.

- *There Will Be Blood*—focus on the extraordinarily destructive intensity of the relationship between oilman Daniel and preacher Eli. (This relationship also involves powerful political issues and could be used for Chapter 10.)
Office Space, Nine to Five, and Working Girl are among the films suggested for Chapter 6 that can also be used to explore interpersonal relations in the workplace. Office Space provides numerous examples of managers or consultants who are simultaneously smooth and slimy or manipulative.

The television series The Office is also a rich source of examples of not-so-effective interpersonal behavior. Show clips and ask students to diagnose what's going wrong and how else the situation could have been handled.

Disclosure and Glengarry Glen Ross explore the dark side of interpersonal relations at work. In Disclosure, each scene seems to show yet another way in which interpersonal relations at work can go awry. In Glengarry Glen Ross—if your students can tolerate the pungent language—the sales conference early in the film in which Alex Baldwin's character attempts motivation by humiliation is very powerful.

CHAPTER 8: ACTIVITIES FOCUSING ON INTERPERSONAL SKILLS FOR MANAGEMENT

Almost any of the cases suggested under “Chapter 8: Cases Focusing on Interpersonal Exchanges” and “Chapter 8: Cases Focusing on Group Dynamics” can form the basis for activities to explore not only what should be done but how to go about doing it: What kinds of skills and abilities would maximize success here? What would lead to effective implementation of the leader’s key decisions or strategies? Instructors might want to discuss these questions in the large group, send students into small groups to prepare role plays, and then return to the large group to explore a number of the student role plays.

One option is “leadership challenges”—structured mini-simulations built around a case situation (see Exercise 8.3 in “Student Exercises for Chapter 8” for an example). Students find such simulations challenging and involving. When several groups present the same situation, the multiple rounds typically provide compelling evidence that the same situation can produce widely varying outcomes, depending on individuals’ approaches. If the leadership-challenge model is used more than once in a course, simulations can be increasingly complex, with multiple roles: a boss trying to resolve a dispute among a pair of subordinates or a team leader trying to solve a sticky group problem. Another option is for instructors to select one or more key interpersonal skills and to devote class time to skills acquisition and practice. Possibilities include the following:

1. **Effective listening**: Create student pairs for mini-debates. Assign the “pro” position to one member of the dyad and the “con” to the other. Once the conversations get under way, periodically stop the action and ask the students to reflect back to their partners the statement that they have just heard. As advance preparation, you might do one of the following:

   - Use the classic film Gloria, film no. 1 in the Three Approaches to Psychotherapy series (PF, on DVD), which shows Carl Rogers conducting a therapy session with Gloria using only reflective techniques. You can stop the video any number of
times after a statement by Gloria, ask students to prepare the appropriate reflection, collect and examine some of their responses, and then look at what Rogers actually did and its impact.

- Use a training and development film such as *Listen to Communicate* (CRM) or *The Power of Listening* (CRM) as a preface to these activities or by itself to explore the skills and dynamics of effective listening.

2. **Gathering information and interviewing:** Provide students with a job description and a set of organizational needs and conditions. In small groups, students can prepare to conduct an interview with a possible candidate. You might role-play the job candidate yourself, prepare a student to assume the role, or invite an experienced guest to play the role and then discuss the implications on the basis of his or her own organizational experiences.


3. **Giving and receiving feedback:** Students can practice giving and receiving feedback on the basis of first impressions, work in case or task groups, or involvement in an in-class activity or simulation such as The Construction Company. You can also ask for feedback on the course, which offers the added benefit of learning about student reactions to classroom events. The training video *Communicating Non-Defensively* (CRM) can stimulate good dialogue about the difficulties of giving and receiving effective feedback.

4. **Developing group diagnostic and intervention skills:** Use one of the ideas for in-class fishbowls suggested in Exercise 8.5 (see “Student Exercises for Chapter 8”), stopping the action periodically so that observers can report what they see and what, if anything, they might do to intervene at that point. You might assign “Note on Process Observation” (HBS 477029) or one of Schein’s works on process consultation as advance preparation.

5. **Inquiry-advocacy practice:** Use any of the cases suggested for Chapter 8 to create a role play in which students work on improving their ability to advocate a position and to inquire into others’ thoughts and feelings.

6. **Conflict management:** Role plays from cases such as Anne Barreta; Nuclear Tube Assembly Room (HBS 477070) and the accompanying Process Engineering Proposal (HBS 478008); The training video *What To Do When Conflict Happens* (CRM) explores strategies for dealing with conflict. Instructors may want students to read Fisher and Ury’s *Getting to Yes* (Boston: Houghton Mifflin, 1992) or Fisher and Brown’s *Getting Together: Building Relationships as We Negotiate* (New York: Penguin Book, 1989) in preparation for this session.
(Conflict and its management will also be a central issue in the political frame chapters to come.) Additional information and activities about skills development for instructors who want to focus more heavily in this area can be found in D. Whetten and K. Cameron’s Developing Management Skills, 8th ed. (Prentice-Hall, 2010).

**Chapter 8: A Focus on Group Dynamics**

An alternative focus for this chapter is understanding group dynamics and working with group process issues. Many of the suggestions provided in the teaching notes for Chapter 5 can be used to examine interpersonal behavior and human resource issues in groups. Instructors may want to return to the same movie, case, or simulation that they used in Chapter 5 to examine structural aspects of groups, particularly if students have not already had an opportunity in class to experience reframing the same event or information from an alternative perspective. For example, Exercise 8.4 (see “Student Exercises for Chapter 8”) is an adaptation of the Construction Company simulation from Chapter 5.

**CHAPTER 8: CASES FOCUSING ON GROUP DYNAMICS**

Cases that explore specific aspects of group dynamics include:

- **Teamwork:**
  - Teamwork Turmoil (HBS UV0861) and Teaching Note (UV0862) examines what's going wrong in a student learning team in an MBA program. The case is likely to feel relevant to students who are participating in their own learning teams.
  - The Story of K2 and the Brotherhood of the Rope [HBS UV3278] examines leadership and teamwork in the challenging environment of an attempt to scale K2, the world's second-tallest mountain.
  - Chapter Enrichment Program Teams at the American Red Cross (HBS 402042) focuses on the dilemma of too much versus too little structure for teams in a nonprofit context.

- **The informal organization and norms:**
  - Slade Plating Department (HBS 496018).
  - Moet Hennessy Espana relates the story of a successful CEO of the Spanish subsidiary of a luxury spirits company -- he's achieving business success, but is getting pushback from employees who feel the company is losing its human touch.

- **Managerial responses to challenging group dynamics:**
  - Elizabeth Best [C] [HBS 675125] and [D] [HBS 675126]Seneca University (ACE).
CHAPTER 8: FILMS OR VIDEOS FOCUSING ON GROUP DYNAMICS

- The HBS video *The Meeting of the Overhead Reduction Task Force*, also mentioned in the teaching notes to Chapter 5, is especially well suited to examining group dynamics and interpersonal behavior among group members.

- The classic feature film *12 Angry Men* (Hartwick distributes a kit that includes the film, a case study, and teaching note) explores the intense dynamics in a jury for a murder trial, and provides rich opportunities for exploring a range of interpersonal and group dynamics.

- Two powerful film examples of group dynamics in crisis situations are *Lord of the Flies* (based on William Golding’s novel about a group of English schoolboys stranded on a desert island) and *Flight of the Phoenix* (depicting the struggles of a group of plane crash survivors). Hartwick distributes case materials and teaching notes for both.

Many training and development films explore group dynamics, group process, and team building. Instructors may want to use one or more of the following films as the basis for class discussion:

- *Team Building: What Makes a Good Team Player* (CRM)—explores the various styles that individuals bring to groups and discusses how to mesh individual differences to create an effective team.

- *Chilean Mine Rescue* (CRM) tells the harrowing story of a group of miners survived 69 days trapped underground (longer than anyone had ever done before) before they were finally rescued. [http://www.crmlearning.com/Chilean-Mine-Rescue-P56314.aspx](http://www.crmlearning.com/Chilean-Mine-Rescue-P56314.aspx)

- *The Abilene Paradox* (CRM)—examines the classic group tendency to make assumptions and suppress objections.

- *Groupthink* (CRM) uses a famous disaster, the loss of the Space Shuttle Challenger, to explore how groupthink can impair team effectiveness. [http://www.crmlearning.com/Groupthink-P54289.aspx](http://www.crmlearning.com/Groupthink-P54289.aspx)

CHAPTER 8: ACTIVITIES FOCUSING ON GROUP DYNAMICS

In courses that use student teams, it makes sense to provide opportunities for students to apply concepts from the chapter to their own group experiences. Each group can be asked to discuss the roles, norms, leadership patterns, and ways of dealing with conflict that have evolved in the group. Such activities can be combined with in-class fishbowl activities in which teams observe one another. (See Exercise 8.5 below for an example.)

Students new to group process or weak in understanding of group dynamics might want to read one of the works on process consultation by E. H. Schein and/or
the “Note on Process Observation” (HBS 9-477-029) as a way of augmenting the materials on group dynamics offered in Chapter 8.

### STUDENT EXERCISES FOR CHAPTER 8

#### EXERCISE 8.1

**Focus:** Understanding Interpersonal Exchanges

This exercise uses the Anne Barreta case presented in the chapter. Students are to role-play a meeting between Anne and Harry. This exercise can be powerful because, despite the suggestions for Model II responses in the chapter, there is a good chance that students will reproduce self-protective Model I behavior. Instructors can work to explore the implications of the Model I behavior, the distinctions between intentions and actual behavior, and the difficulties in producing alternatives to Model I in the workplace.

Students should work in small groups to prepare their role play; then one or two can be done in the large group. Half the groups can prepare someone to be Anne, while the other half prepare someone to be Harry. Ask students to state their goals and intentions before they begin. Ask the person playing Anne, for example: What are you planning to do in this meeting with Harry? What are you hoping to accomplish? Record the responses on paper or on the blackboard. Afterward, the class will have data for comparing the espoused theory of the key players with the actual theories-in-use that emerged in the role play.

During the role play, if Anne falters, call a time out and allow Anne to get consulting help from her group. Or call a time out and get a new volunteer to come in and pick up the meeting where it left off.

#### EXERCISE 8.2

**Focus:** Understanding Interpersonal Exchanges

Work directly with students’ experiences by asking them to write a short personal case that illustrates a difficult interpersonal exchange between themselves and another individual. Students should reconstruct part of the actual dialogue in the interaction. Then, working in small groups, they are to:

1. Analyze what happened, using ideas from Chapter 8 about Model I behavior, strategies for managing conflict, and suggestions for improving interpersonal competence.

2. Explore what they might have done differently.
If four-frame personal cases are a course requirement, instructors can ask students to explore similar issues in those papers.

**Exercise 8.3**

*Focus: Interpersonal Skills for Management*

This exercise involves a leadership challenge mini-simulation build around the Karen Leary case ([A] [HBS 487020], [B] [HBS 487021], and [C] (HBS 487 022)). in which a brokerage manager has trouble working with a Taiwanese native she has hired, Ted Chung. (Alternatively, you might use the Anne Barreta case from the text.)

Ask teams to prepare one member to be Leary, and another to be Chung. The role plays are held in multiple rounds (depending on class size and format). In round 1, a Leary from Team 1 meets with a Chung from Team 2. The role play is allowed to run for about ten minutes, followed by a debrief. Then, in round 2, a Leary from Team 2 meets with a Chung from Team 3, and so on.

Role-players can be graded on both their effectiveness in the situation and their fidelity to role, with input from rating sheets filled out by the class, along with instructor input. The same design could also be used with the Anne Barreta case or many of the other suggested cases that focus on interpersonal dynamics.

**Exercise 8.4**

*Focus: Group Dynamics*

The Construction Company simulation developed by Lee Bolman and Barbara Bunker, presented as Exercise 5.3, can be adapted to explore issues such as how the group made decisions, what norms evolved to govern group behavior, who had power and how they got it, who the leader was, how the group managed its conflicts and disagreements, what roles individual members assumed, how well the group attended to task issues, and how well they attended to process and group maintenance issues. You can also add a student group process observer to each task group or assume the role of wandering consultant to offer groups an outside perspective on their dynamics. (If student observers are being used, instructors should provide guidelines and work with the observers to prepare them for their roles.)

Instructions for the simulation are below. A slightly different version is available at: [www.bolman.com/Teaching%20materials/Quality%20Housing.pdf](http://www.bolman.com/Teaching%20materials/Quality%20Housing.pdf).

*Task:* To construct the greatest number of houses according to specifications in one five-minute building period.
**Part 2. Teaching with Reframing Organizations**

**Materials:** 200 3-by-5 index cards, two red and two black felt-tipped markers, and one roll of clear tape for each work group.

**Room arrangement:** Space for each team to plan and one designated space for public construction (a large table or desk is perfect).

**Process:**
- Teams may plan for as long as they wish.
- Each team will have one five-minute public construction period.
- No materials that have been bent, folded, torn, taped, or marked may be used in the public construction phase.
- When teams are ready to start their construction, they should notify the instructor, who also acts as the judge.
- Building permits cost $2 per group and are to be purchased when a group is ready to build. (Instructors can vary the amount depending on the group.)
- The judge will announce when any team is entering public construction.
- All teams must begin construction by a time posted by the instructor. Only one team can construct at a time. If two teams request a permit to build at the same time, the judge shall determine to whom the first permit is issued. All decisions of the judge are final.
- The winning team will be awarded the money in the building fund.

**House specifications:** All houses must:
- Be two stories high.
- Have a peaked roof.
- Have a brick chimney with holes for smoke (that is, more than one dimension).
- Have at least four framed windows on the second floor and two doors and two windows on the first floor.
- Have a floor between stories.
- Withstand the judge’s quality test: a drop from five inches without being damaged or falling apart.

**Time requirements:** At least one and one-fourth to one and one-half hours for teams to work before the construction deadline. Time should be set aside for groups to debrief and then for a general class discussion.

---

**Exercise 8.5**

**Focus:** Group Dynamics

Copyright © 2013 by Joan V. Gallos and Jossey-Bass/A Wiley Company. All rights reserved.
To examine group dynamics, have a fishbowl group discuss its norms (or leadership, or roles, or another issue that you would like the groups to explore) while members of an observing group look for the norms (or whatever topic the group is discussing) that they see in the group’s functioning and then give feedback. Possible activities for the small groups in the fishbowl include the following:

1. **Ongoing tasks.** If case or task groups already exist in class, pair two existing groups and ask the groups to alternate being observers and working on the regular task while being observed.

2. **Discussions of group dynamics.** Ongoing task or case groups can also meet in fishbowls for the purpose of discussing their own dynamics. Observers can provide feedback that can supplement the group’s own analysis of its processes.

3. **Experiential activities.** Have either ongoing groups or new groups engage in an experiential activity. For example, assign a task such as the ranking of lists—the qualities of a good leader, the characteristics of a well-run group, the essentials for good management, or Lost on the Moon or its many variations. A. Schuh and P. Schuh’s “Titanic Organization” activity, as described in *Organizational Behavior Teaching Review*, 1989–90, 14(4), is a possible choice, as are any of the group problem-solving activities listed in the teaching notes to Chapter 5 or many of activities in Part 3, "Managing Your Team," in Richard Daft and Dorothy Marcic,


5. **Explorations of a minicase.** Offer a short minicase, asking the group to decide on a course of action for the principal players. Write up a paragraph or two about a simple situation that is relevant for the student audience or find a newspaper article about an engaging or controversial current event.

6. **Solution of an actual group problem.** Ask ongoing groups to make a decision about something that affects group members. Choosing among possible assignments, or determining the weight of various assignments will have in members’ final grades are possibilities. If ongoing groups are not part of the course, create new groups that need to reach consensus on some choice—such as choosing among possible course assignments or selecting a case for the final take-home exam—knowing that the suggestion made by the majority of groups will apply to the entire class.
CHAPTER 9 OVERVIEW

Chapter 9 Summary

In Chapter 9, the authors explore assumptions and ideas of the political perspective. They outline:

1. Key assumptions that underlie the perspective.
2. Central elements of the frame (power, politics, conflict, coalitions, and conflicting goals).
3. Sources of politics and political behavior in organizations (interdependence, enduring differences, scarce resources, and the distribution and exercise of power).

The authors assert that managers and leaders are naive and romantic if they hope to eliminate politics in organizations. Instead, they need to understand and learn how to manage political processes. The authors also examine:

1. Organizations as coalitions, contrasting traditional and political perspectives on organizational goals.
2. Power and decision making, comparing structural, human resource, and political definitions of power, updating common understandings about sources of power, and illustrating decision-making processes between authority and partisans in social arenas.
3. Conflict in organizations, viewing it politically as a natural and inevitable part of organizational life and focusing on individual and group strategies for making the best use of political contests.

The chapter concludes with an exploration of moral mazes and political dynamics fostered by managerial needs for personal credibility and “looking good.”

Learning Outcomes for Chapter 9

After studying this chapter, students will be able to:

1. Identify the core assumptions of the political perspective, and discuss their implication that organizations are inevitably political.
2. Describe how organizations function as coalitions and how this affects organizational goals.

Copyright © 2013 by Joan V. Gallos and Jossey-Bass/A Wiley Company. All rights reserved.
3. Explain the difference between authority and power, contrast the roles of authorities and partisans, identify sources of power beyond authority, recognize tactics for influence, and discuss issues associated with distribution of power.

4. Explain why, from the political perspective, conflict in organizations is to be managed rather than avoided.

Key Terms in Chapter 9

**Power:** Bolman & Deal define it simply as “the capacity to make things happen.” Pfeffer discusses it as the potential to influence behavior, change the course of events, overcome resistance, and to get people to do what they would not otherwise do.

**Authorities:** In Gamson’s analysis of political process, those who are entitled to make decisions binding on others and who thus control the social system; they are the recipients or targets of influence and the agents or initiators of social control.

**Partisans:** In Gamson’s analysis of political process, those who cannot exert control in a social system and so try to change the system by exerting bottom-up influence; they are the agents or initiators of influence and the targets or recipients of social control.

**Overbounded system:** System in which power is highly concentrated and everything is tightly regulated.

**Underbounded system:** System in which power is diffuse and control is very loose.

**Horizontal conflict:** Organizational conflict that occurs at interfaces between departments or divisions.

**Vertical conflict:** Organizational conflict that occurs at interfaces between levels of the organization.

**Cultural conflict:** Organizational conflict that occurs at interfaces between groups with different values, traditions, beliefs, and lifestyles.

Case Examples in Chapter 9

- The space shuttles *Columbia* and *Challenger*
- Attempts to stop brand piracy in China
- Gazprom (Russian natural gas supplier)
Suggestions for Teaching Chapter 9

The central ideas in Chapter 9 revolve around power and politics. Instructors can focus on:

1. Exploring the content of the political frame.
2. Experiencing power, conflict, and political dynamics in organizations.

Teaching methods appropriate for each approach are described in the sections that follow. Student exercises keyed to the approaches appear in “Student Exercises for Chapter 9.”

Chapter 9: A Focus on the Content of the Political Frame

Instructors can use this chapter to examine the central elements of the political frame—how politics, conflict, coalitions, conflicting goals, interdependence, enduring differences, scarce resources, and the distribution and exercise of power create alive and screaming political jungles that often overwhelm rationality.

Chapter 9: Cases Focusing on Frame Content

Instructors can explore the intricacies of the political frame through large- or small-group case analysis.

- One place to begin is with the Columbia and Challenger cases. An excellent multimedia case, Columbia's Final Mission, is available from HBS (#305032) at http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item_detail.html?id=305032&referral=2340. The CD-ROM includes video interviews with many analysts and key players and is designed with a password system that enables assignment of individual students to specific roles in the simulation. By the time they finish the case, individual students know what their role counterpart knew at the time. The accompanying teaching note is essential and includes the information necessary to set up a powerful role-play of a key meeting of managers and engineers to decide what, if anything, to do about the issues that the mission faced.


  Additional teaching materials for Challenger include detailed teaching notes by Marx, Stubbart, Traub, and Cavanaugh in the Journal of Management Case Studies. The notes provide a four-frame analysis of the Challenger accident, ways to use the case in the classroom, student assignments and worksheets,
references and tables, suggestions for additional cases to explore similar issues, and a NASA consulting simulation. The NASA simulation creates four student consulting companies—one each with a structural, a human resource, a political, and a symbolic focus—hired to assist NASA in examining the complex causes of the Challenger disaster.

Diane Vaughn’s book on the Challenger incident, The Challenger Launch Decision: Risky Technology, Culture, and Deviance at NASA (Chicago: University of Chicago Press, 1995), is a classic in the organizations literature and could be used as a four-frame case threaded through a course.

- A complementary case activity to use with the Columbia and Challenger cases is the Carter Racing case. (See J. Brittain and S. Sitkin, “Facts, Figures, and Organizational Decisions: Carter Racing and Quantitative Analysis in the Organizational Behavior Classroom,” Organizational Behavior Teaching Review, 1989–90, 14[1], for complete information about the activity and its use in the classroom.)

  In this case activity, students take the role of John Carter, head of Carter Racing. They must decide whether Carter should withdraw from the last boat race of the season—with significant implications for sponsors and crew morale—because of information that inclement weather on race day could produce an engine blowout. Students are given factual information to assess their choices—but the facts are clouded by personal preferences, feelings, group politics, and judgment calls on what the data mean.

  The activity is powerful: Students see the impact of politics on seemingly “unshakable facts.” They have the opportunity to make a go–no go decision in a situation very similar to Challenger. Students are sometimes startled to realize that their discussions are quite similar to those surrounding NASA’s decision to launch Challenger.

A number of other cases can be used to focus on more specific aspects of the political frame:

- **Power and influence:**

  - Paul Bremer at the Coalition Provisional Authority in Iraq [HBS 411010] and Teaching Note [411108]: "Paul Bremer endured many sleepless nights, struggling with the decision of how to hand over sovereignty to the Iraqi people. Despite daily assassination attempts, tribal warfare, growing violence, and political pressure--at home in Washington, D.C. and abroad--the CPA undertook the difficult task of handing over power to an Iraqi civil society which was simultaneously being rebuilt from the ground up."

  - Hurricane Katrina (A): Preparing for the 'Big One' In New Orleans (Abridged) [HBS HK/192]. Hurricane Katrina (B): The Looming Storm (Abridged) [HBA
HKS193] and Hurricane Katrina (C): Responding to an 'Ultra-Catastrophe' In New Orleans (Abridged) [HBS HKS194]. The A, B and C cases provide a chronological account that begins with the run-up to the storm: everyone could see it coming, and the challenge was to be ready when it hit. This is a complex story with many different individual and institutional players. Elements of every frame play a significant role, but the political dynamics are particularly salient.

- With West Point: The Cheating Incident ([A] [HBS 481117]), instructors can work with students to assess the major stakeholders, their interests, and the amount and sources of their power (this approach to political mapping is discussed in chapter 10). This can serve as a general model for diagnosing power dynamics in organizations. Using this information, students can then speculate about the politically viable options available to General Berry. Case C (HBS 482006) explores the actual outcomes of the situation.

- British Steel Corporation: The Korf Contract (HBS 481110) and Teaching Note [486124] examines a complex resource allocation process. Instructors can ask students to explore the various influence strategies chosen by decision makers.

**Conflict:**

- The Chattanooga Ice Cream Division (HBS 498001) deals with functional conflict among a company’s senior managers and the CEO’s struggle to deal with the resulting difficulties.

- Block 16: Conoco’s Green Oil Strategy ([A] [HBS 394001], teaching note 5-393-021) describes the company’s efforts to develop an environmentally sound and politically viable strategy for an oil development in Ecuador. A series of supplements (Block 16: Ecuadorian Government’s Perspective, 394002; Block 16: Environmental Groups’ Perspective, 9-394-004; Block 16: Indigenous People’s Perspective, 394003; and Block 16: Management’s Perspective, 394075) provide guidelines for role-playing a simulation built around the case.

- West Point: The Cheating Incident, mentioned above, as well as Seneca University (ACE) and the University of Missouri ([http://www.bolman.com/Teaching%20materials/Missouri%20A%2010%2006.pdf](http://www.bolman.com/Teaching%20materials/Missouri%20A%2010%2006.pdf)), focus on conflict in higher-education settings. Each can be used to explore the impact of conflict on the institution and the challenges facing individual leaders.

- Mead Corp. ([A] [HBS 394001]), [B] [HBS 394005], [C] [HBS 394006], and [D] [HBS 394007] present a complicated set of employee demands, management concerns, and board-of-director responses confronting the president of a paper-manufacturing company. As with West Point, instructors can use this case to develop a model for sorting through large-scale conflict by looking at the key players: what they want, where they agree or disagree, what interests or concerns they have in common, and their bases of power. Instructors can ask students to diagnose the situation and then explore what the president might do given the constituents’ potentially conflicting interests.
Collective-bargaining cases such as Central Falls High School [HBS PEL068] and Teaching Note [PEL069], or Negotiating on Thin Ice: The 2004-2005 NHL Dispute (A) [HBS 906038], (B) [HBS 906039] and Teaching Note [909061] provide detailed information about opposing positions in a critical conflict. Instructors can explore the facts of the case and then create simulated negotiation sessions between the involved parties.

The Georgia Early Learning Initiative: United Way of Metro Atlanta Turns to "Community Building" (A) & (B) (KSG 1683, 1684; http://www.ksgcase.harvard.edu/casetitle.asp?caseNo=1683.0) describes the range of tactical and political questions faced by Atlanta’s United Way organization as it sought to influence state policy regarding child-care center standards and reimbursement rates for public funds in an effort to advance its early learning agenda. The case provides a vehicle for discussion of coalition-building and interest group politics at the intersection of the nonprofit and government sectors.

Many of the conflict cases suggested in the teaching notes for Chapter 8 can be used to explore the political dynamics and the organizational implications of interpersonal conflicts.

### Coalitions:

- International Federation of Red Cross and Red Crescent Societies [HBS 503059] and Teaching Note [HBS 505045]. The new CEO of the International Federation, which is the world's largest humanitarian organization, seeks to develop a new relationship between the international secretariat, based in Geneva, Switzerland, and the many national organizations around the world.

- Planned Parenthood Federation of America in 2008 [HBS 309104]: Planned Parenthood of America consists of some 100 separate 501(C3) organizations. How can the national president lead in a context where she can't order anyone to do anything?

- The Paul Bremer at the Iraq Provisional Authority, Hurricane Katrina, and West Point cases discussed above all lend themselves to discussion of the role of coalitions in political leadership.

- Job Corps (HBS 375152) depicts William Kelly's virtuoso effort to preserve Job Corps, an embattled social service program, during the Johnson and Nixon administrations. Though the case is set in an era before most of today's students were born, Kelly provides an instructive example of the power of skilled, inventive leadership: a program that was nearly dead when he took it over, and which Presidents Nixon and Reagan both wanted to kill, is alive and well half a century after Kelly's tenure. Instructors can use the case to illustrate the power of coalitions, processes for building political power bases, and strategies for mobilizing needed support.

- Seneca University (ACE) focuses on the inability of a university department chair to form necessary coalitions with his faculty and administration.
Instructors can use the Seneca case alone or after discussion of Job Corps, asking students to apply what they learned from William Kelly about effective politics.

- Values in Conflict: The Furor over Admissions Policy at a Popular Virginia Magnet School (KSG 1848) and Sequel (KSG 1848). [http://www.case.hks.harvard.edu/casetitle.asp?caseNo=1848.0](http://www.case.hks.harvard.edu/casetitle.asp?caseNo=1848.0) The superintendent of the affluent Fairfax County (Virginia) school district finds himself in a political crunch. A highly popular magnet school in the district can admit only one in six applicants. Ordered by the board to find a way to increase diversity without sacrificing quality or running legal risks, he develops a plan based on geography that triggers intense outcries from upscale neighborhoods that stand to lose under the arrangement. The board has backed away, and the superintendent needs to find another answer.

- Politics:

  Instructors with executive or advanced management students can assign all or parts of B. Burrough and J. Helyar’s *Barbarians at the Gate: The Fall of RJR Nabisco* (New York: Harper & Row, 1990), which chronicles political maneuvering in the struggles to gain control of RJR Nabisco. The first three chapters work well for instructors wanting to assign only part of the book. (Parts of that story appear in Chapter 11 of *Reframing*, and instructors may want to save Burrough and Helyar for that chapter.) The details in *Barbarians at the Gate* provide a stunning behind-the-scenes look at politics in high-level corporate America. Instructors can ask students to compare the public and back-room political actions of the key players, which can be an eye-opening experience for the politically naive student.

CHAPTER 9: READING FOCUSING ON FRAME CONTENT

Instructors can also work with fiction, relying on rich, artistic descriptions of power and politics to offer students insights into political processes.


- Joseph Heller’s *Something Happened* (New York: Knopf, 1974) explores the powerlessness of the middle manager in the competitive organizational world.

A. Cowden’s “Mystery Novels as Organizational Contexts,” *Organizational Behavior Teaching Review*, 1989–90, 14(2), provides a host of possible selections from that literary genre. For example:
Emma Lathen’s *Something in the Air* (New York: Simon & Schuster, 1988) illustrates out-front and behind-the-scenes political maneuvering to keep an airline, similar to People Express, alive and flying.

Simon Brett’s *Shock to the System* (New York: Dell Books, 1984) examines managers caught in the world of shifting corporate values and politics.


Haughton Murphy’s *Murders and Acquisitions* (New York: Fawcett Crest, 1988) takes a fictional look at the world of corporate takeovers.

**CHAPTER 9: FILMS OR VIDEOS FOCUSING ON FRAME CONTENT**

Many films offer opportunities for students to observe power and politics in action.

*Mean Girls* is a provocative and powerful story about power, influence, coalitions, and conflict in the context of an American high school. Raised in Africa by zoologist parents, fifteen-year-old Cady Heron returns to America and enters a public high school, where her biggest challenge is decoding the complex political terrain of cliques, in-groups, and out-groups.

Excerpts from *Margin Call* or *Wall Street* complement discussions of Murphy’s *Murders and Acquisitions* or the RJR Nabisco takeover, both mentioned earlier in the teaching notes for Chapter 9. These films can also stand alone as a way to explore political strategies, ethics, political behavior, and the factors that lead to positive politics or destructive political maneuvering.

*The Hudsucker Proxy*, *The Insider*, *Office Space*, *Boiler Room*, *The Devil Wears Prada*, *Glengarry Glen Ross*, *9 to 5*, *Working Girl*, and *Silkwood*, all show darker sides of organizational politics and offer fertile ground for discussion, particularly of the challenges of managing difficult bosses. *Notes on a Scandal* explores many of the same issues in a school context.

Near the end of *Stand and Deliver*, the scene in which Jaime Escalante confronts Educational Testing Service officials illustrates the interplay of multiple sources of power. The conflict between two different perspectives escalates into mutual use of coercion.

*How to Succeed in Business without Really Trying* and *M*A*S*H* offer lighter looks at the political savvy needed for survival.

Films such as *Kiss of the Spider Woman*, *Cry Freedom*, *Milagro Beanfield War*, *The River*, *Necessary Parties*, and *Gandhi* take a grass-roots look at power and politics and explore the dynamics and consequences of bottom-up change strategies.

The classic film *Advise and Consent* depicts power, political jockeying for position, and scandals in the U.S. government. The scene in which Vice
President Harley, an outsider to the major power circles, undermines the dying president’s massive political efforts to name a secretary of state is powerful and leads to good discussion about strategies of the seemingly powerless.

- *Mr. Smith Goes to Washington* provides a more idealized slice of Washington politics.

- *The Best Man* takes a fictional look at the behind-the-scenes world of political conventions.

- Bill Moyers’s documentary *Crisis of Democracy*, volume 2 in his *World of Ideas* collection, examines many of the political and economic assumptions that underpin American culture.

- *Survivor* was the first of the TV reality series, and its basic premise creates the basic wellsprings of politics -- competition over scarce resources. *Survivor*, and other similar series provide excellent opportunities to watch the assumptions of the political frame in action. Almost any episode can be used to examine power, influence, coalition formation, and so forth. The *Survivor* model can also be turned into a class exercise. The same can be done with many other reality series (e.g., *The Apprentice, Top Chef, Project Runway*) that pit contestants against one another in winner-take-all combat.

Many training and development films illustrate specific aspects of the political frame.

- **Power:**

  - *Effective Uses of Power* (CRM)—explores the development of effective power skills for management.

  - *Delegating* (CRM)—discusses the sharing of power and responsibility through delegation of work tasks and managerial authority.

- **Conflict:**

  - *A Highjacking* opens with the capture of a Danish ship in the Indian Ocean by Somali pirates, and then follows the long and difficult negotiation process between the pirates and the shipping company, led by Peter, the CEO. The pirates offer to exchange the lives of the captives for $15 million. Peter wants to save his crew without bankrupting his company. In a context of high tension and uncertainty but low trust, he wrestles with the trade-off between money and human life.

  - *Working with You is Killing Me* (CRM)—offers simple steps for managing potentially conflict-filled situations.
Chapter 9: A Focus on Experiencing Power and Politics

Chapter 9 is a perfect spot for simulations or activities that give students experience with power and politics.

**CHAPTER 9: ACTIVITIES FOCUSING ON EXPERIENCING POWER AND POLITICS**

Simulation activities can be built around cases.

- Conoco’s Green Oil Strategy ([A] [HBS 9-392-133]), as mentioned earlier, describes the company’s efforts to develop an environmentally sound and politically viable strategy for an oil development in Ecuador. A series of supplements (Block 16: Ecuadorean Government’s Perspective, 394002; Block 16: Environmental Groups’ Perspective, 394004; Block 16: Indigenous People’s Perspective, 394003; and Block 16: Management’s Perspective, 394 075 ) provide guidelines for role-playing a simulation built around the case.

- The Bolman and Deal power simulation is a simple option that requires little more than a large, suitable space. Students are divided into three groups with markedly different amounts of power and resources. The activity provides rich data on individual and systemic aspects of power, the distinctive experiences and perspectives of partisans and authorities, and connections to the other frames. Information on the simulation is available from several sources. *Exchange: The Organizational Behavior Teaching Journal, 1979, 4, 38–42,* gives instructions, processing suggestions, and typical student reactions. Information can also be found on-line at [http://www.leebolman.com/power_simulation.htm](http://www.leebolman.com/power_simulation.htm). Ideas on using the simulation appear in the instructor’s manual for *Organizational Behavior with Infotrac: Experiences and Cases*, 6th ed. (South Western, 2001) by Dorothy Marcic, Joe Seltzer, and Peter Vaill, as well as in *Negotiation: Readings, Exercises, and Cases*, 4th ed. (McGraw-Hill, 1999) by Roy Lewicki, David Saunders, Bruce Barry, and John Minton, The instructor’s guide in Lewicki et al. includes instructions for the simulation and overheads for use in debriefing.

- A variation on the power simulation is Lee Bolman’s organization simulation. As mentioned in the Chapter 3 teaching notes, the simulation creates a three-tiered production company trying to generate advertising slogans for a client system. Instructors who have not already used this simulation can run it in connection with the political frame and focus on the power implicit in structural differences, sources of conflict, individual influence strategies, political dynamics, and so on. (See Exercise 10.1 in “Student Exercises for Chapter 9.”) Versions of the simulation for educational, private-sector, and public-sector contexts are available on-line at [http://www.leebolman.com/organization_simulation.htm](http://www.leebolman.com/organization_simulation.htm).

- Competing for Development (A): Fuel Efficient Stove for Darfur [HBS 908M61], role play supplements [M0862A to M0862F] and Teaching Note [808M61]. The central issue is relatively simple -- how to develop a low-cost, fuel-efficient stove for poor people in Darfur -- but it turns out to be a complex, multi-criterion,
multi-player game. The role plays can be used to immerse students in political dynamics and at test their ability to diagnose and respond.

- The Construction Company simulation is a third choice, if it has not been already used in connection with Chapter 5 or Chapter 8. A version to be used with the political frame appears as Exercise 9.1. (See “Student Exercises for Chapter 9.”)

- The large-scale Northwood Arts Center simulation offers firsthand experience in building strong ties to multiple constituencies. (See S. Stumpf and R. Dunbar’s “Using Behavioral Simulations in Teaching Strategic Management Processes,” Organizational Behavior Teaching Review, 1989–90, 14(2), for information about obtaining and running this simulation.) Another option is to disrupt the prevailing power balance between teacher and student in the classroom. Two ways to do this are presented in Exercise 9.2. (See “Student Exercises for Chapter 9.”)

- The multimedia case Columbia's Final Mission, available from HBS (#305032) at http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item_detail.jhtml?id=305032&referral=2340, sets the stage for simulating a fateful meeting of managers and engineers to decide what to do about the shuttle's foam issues. The accompanying teaching note is essential and includes the information necessary to set up the simulation.

- Finally, many experiential activities focus on political dynamics. The Pfeiffer and Jones series (Handbook of Structured Experiences for Human Relations Training) includes the following useful activities: #36—Win As Much As You Can (vol. 1); #41—Status Interaction Study (vol. 1); #105—Wooden Blocks: A Competition Exercise (vol. 4); #150—Riddles: Intergroup Competition (vol. 5); #160—Tinkertoy Bridge (vol. 5); #161—Lego Bridge (vol. 5); #164—Testing: An Intergroup Competition (vol. 5); #167—Cups: A Power Experience (vol. 5); #218—Spy: An Intergroup Activity (vol. 6); #263—Trading Cards: A Power Simulation (vol. 7); #264—War Gaming: An Intergroup Competition (vol. 7); and #266—Power Personalities: An OD Role Play (vol. 7).

### Student Exercises for Chapter 9

#### Exercise 9.1

Focus: Experiencing Power and Politics

The Construction Company simulation developed by Lee Bolman and Barbara Bunker (Exercise 5.3, Exercise 8.4) can be adapted for use in the context of political frame concerns. (A version of this exercise, Quality Housing, is online at http://www.bolman.com/Teaching%20materials/Quality%20Housing.pdf.) In this
context, groups can become competitive in their interactions and rely on questionable efforts to undermine their competitors. (Instructors can up the ante by raising building permit prices and maximizing financial rewards to winners.) Processing should include an exploration of the effects of competition on group performance and satisfaction, a diagnosis of intragroup and intergroup political dynamics, and the ethical implications of political strategies.

Instructions for the simulation are as follows:

**Task:** To construct the greatest number of houses according to specifications in one five-minute building period.

**Materials:** 200 3-by-5 index cards, two red and two black felt-tipped markers, and one roll of clear tape for each work group.

**Room arrangement:** Space for each team to plan and one designated space for public construction (a large table or desk is perfect).

**Process:**

- Teams may plan for as long as they wish.
- Each team will have one five-minute public construction period.
- No materials that have been bent, folded, torn, taped, or marked may be used in the public construction phase.
- When teams are ready to start their construction, they should notify the instructor, who also acts as the judge.
- Building permits cost $2 per group and are to be purchased when a group is ready to build. (Instructors can vary the amount, as mentioned above.)
- The judge will announce when any team is entering public construction.
- All teams must begin construction by a time posted by the instructor. Only one team can construct at a time. If two teams request a permit to build at the same time, the judge shall determine to whom the first permit is issued. All decisions of the judge are final.
- The winning team will be awarded the money in the building fund.

**House specifications:** All houses must:

- Be two stories high.
- Have a peaked roof.
- Have a brick chimney with holes for smoke (that is, more than one dimension).
Part 2. Teaching with *Reframing Organizations*

- Have at least four framed windows on the second floor and two doors and two windows on the first floor.
- Have a floor between stories.
- Withstand the judge’s quality test: a drop from five inches without being damaged or falling apart.

*Time requirements:* At least one and one-fourth to one and one-half hours for teams to work before the construction deadline. Time should be set aside for groups to debrief and then for a general class discussion.

**Exercise 9.2**

Focus: Experiencing Power and Politics

Disrupting the prevailing power balance in the classroom offers students a way to experience power and politics. Two options for doing this follow.

**Option 1 (the "Socratic Class").** Assume a very different teaching stance for a class and explore student reactions to it. Tell students in advance that in the next class you will experiment with a different instructional format: You will bring a set of index cards to class with each student’s name, call on people at random, and ask them questions about the reading. Ask students to predict what impact this format will have on the class, especially since they know in advance.

Open the next class by choosing cards at random and asking the first couple of students what they predicted; then continue with the same process, asking questions about the reading. This process typically evokes powerful ambivalence and conflict involving two different impulses for responding to authority: resistance and rebellion versus cooperation and loyalty. Some groups will revolt. If the rebellion becomes strong enough, one option is to tell the class you can no longer teach in these circumstances and then go and sit quietly in a chair at the back of the room. There will likely be various student efforts to replace your authority, but with little chance of success.

At an appropriate moment, open a discussion of what happened and what can be learned from it. (Excerpts from the film *The Paper Chase* showing a law professor conducting his class in a similar manner can be used as part of the debrief.)

This exercise works best in classes where students tend to be active and confident in class discussions. In a class where students are mostly quiet and deferential, they are more likely to suffer in silence. One way to increase the likelihood of an active response is to break students into small groups about half an hour into the class and ask them to discuss how the class is progressing. When they return, you can continue to call on people using the cards but can ask them about their small group discussions.

Note that this exercise can be extremely powerful. You will want to inform students about your plans beforehand and then provide sufficient time for
debriefing afterwards. Even when they know what to expect and why, this is often a highly charged event for students—and for the instructor.

**Option 2 ("Abdication").** A very simple but powerful exercise involves opening a class by announcing that you are turning the class over to students today to explore issues of power and authority. After making this announcement, move to a spot in the back of the room and sit down. Initially, this usually produces a very awkward period in which little seems to be happening. Students may turn to you in search of more guidance. Deflect these efforts either by remaining silent or by making statements like, “You’re in charge,” or “That’s for you to decide.” Eventually, individuals will begin to initiate efforts to get something to happen. Be prepared for criticism of your irresponsibility and failure to do your job. Occasionally, an individual will simply walk out in frustration. Typically, students will struggle to fill the power vacuum, try to pressure you to reassume control, and then begin to argue about strategies for taking control of their learning.

You can plan to let this process continue for a relatively short time (15 to 20 minutes) or for considerably longer. In any event, be prepared to lead a discussion of what happened and what can be learned. Discussion questions might include the following:

1. What did you feel when I sat down?
2. What happened next?
3. How did it shift power relations in the class?
4. What political processes did you see in operation?
5. What kinds of power did you see in operation?
6. What can we learn about authority and its absence? What happens when authority ceases to function? (Students may think about examples like Iraq after the fall of the government, or countries like Libya or Egypt after the "Arab Spring." You can ask whether it is predictable that a nation would become chaotic once the existing structure of authority collapses.)
CHAPTER 10. THE MANAGER AS POLITICIAN

CHAPTER 10 OVERVIEW

In Chapter 10, the authors offer a positive slant on politics and discuss skills of constructive politicians:

1. Setting agendas (providing direction—a vision and a workable strategy—that addresses the concerns of all major stakeholders).

2. Mapping the political terrain (developing a map that identifies major players, their interests, and their power resources).

3. Networking and building coalitions (identifying whose support you need, assessing resistance, and creating relationships to facilitate communication, influence and negotiations to deal with resistance).

4. Bargaining and negotiating (“horse trading”—offering promises of payoffs in exchange for resources and support to get needed approvals and mandates from people in power, and assessing the consequences of a “win-win” versus a threatening and competitive approach).

The chapter ends with a discussion of morality and politics. The basic message is that managers have to recognize and respond to political issues in order to do their jobs and that effective leaders are smart but constructive politicians.

Learning Outcomes for Chapter 10

After studying this chapter, students will be able to:

1. Explain the positive role that politics can play in organizations.

2. Identify four key political skills for managers and discuss the importance of each.

3. Outline an ethical framework for political decision making.

Key Terms in Chapter 10

Creating value: A style of negotiation that focuses on problem solving and is aimed at devising agreements that yield considerable gain to both parties.

Claiming value: A style of negotiation that focuses on hard bargaining and is aimed at winning.
Positional bargaining: Bargaining in which each party stakes out a position and then reluctantly makes concessions in order to reach agreement.

Principled bargaining: Fisher and Ury’s alternative to positional bargaining; built around four principles: (1) separating the people from the problem; (2) focusing on interests, not positions; (3) inventing options for mutual gain; and (4) insisting on objective criteria.

Case Examples in Chapter 10

- Aruna Roy and the Worker and Peasant Empowerment Union in India
- Microsoft—Paul Maritz and Dave Cutler
- The Reagan presidency
- The government agency in Belgium
- The space shuttles Columbia and Challenger revisited
- John LeBoutillier and Tip O’Neill
- 1978 Camp David treaty
- Scandals at Enron and WorldCom

SUGGESTIONS FOR TEACHING CHAPTER 10

The ideas in Chapter 10 revolve around positive political skills. Instructors can focus on:

1. Identifying political skills for management.
2. Opportunities for skills acquisition and practice.

Teaching methods appropriate for each approach are described in the sections that follow. Student exercises keyed to the approaches appear in “Student Exercises for Chapter 10.”

Chapter 10: A Focus on Identifying Political Skills

Cases and films or videos provide many sources of material for exploring political skills and strategies. In addition, instructors can process any of the simulations described in the teaching notes for Chapter 9 (“Chapter 9: Activities Focusing on Experiencing Power and Politics”) to focus on individual skills and strategies.
CHAPTER 10: CASES FOCUSING ON IDENTIFYING POLITICAL SKILLS

A number of cases examine political skills and strategies.

- Thomas Green: Power, Office Politics and a Career in Crisis (HBS 2095) concerns a fast track manager who finds that conflict with his new boss threatens to derail his career. A good case for examining issues in dealing with interpersonal conflict and managing your boss.

- Donna Dubinsky at Apple Computer ([A] [HBS 486083], [B] [HBS 486084], and [C] [HBS 486085]) can be used with a video interview of Dubinsky (HBS 887550 on DVD). The case points to the need for successful managers to adjust their strategies when political forces change. Students can be asked why Dubinsky was initially successful, what went wrong, and what she should have done about it. They can also diagnose Dubinsky’s bases of power and influence strategies and then explore the implications for her continued effectiveness at Apple. After working through the case, poll students on the question, “Given where Dubinsky found herself at the end of the case, was the ultimatum a good idea?” A majority usually vote no, but in most groups there will be at least a few individuals who will argue the other side. A follow-up question can be, “If you really believe your boss might be taking the organization over a cliff, what should you do?” In studying the case, students often conclude that Dubinsky brought skills in the structural and human resource frames and got into trouble only when changes within Apple made the environment much more political. Although the case dates to the 1980s—ancient history in the personal computer industry—the issues are still very current. To update the story, you can ask, “Where is Donna Dubinsky now?” At least some students may be aware that she was a cofounder of Palm (the PDA company) and later of Handspring.

- Jonah Creighton ([A] [HBS 490090] and [B] [HBS 490091]) presents a powerful story of a young manager whose attempts to fight racism in a large consumer products company run aground. What went wrong? Was Creighton fighting an unwinnable war? Was he a hero? Or simply naive? Did his lack of political skill and sophistication do him in? Could he have done better? Some students will conclude that Jonah Creighton’s experience proves that you have to go along to get along. Others will argue that it’s better to stand up for what you believe, even if it means personal sacrifice. Some will see beyond this polarity to a third possibility: neither the right values nor political sophistication is enough, but together the two make a potent combination.

- Acton-Burnett ([A] [HBS 484005], [B] [HBS 484006], and [C] [HBS 484 007]) documents the challenges facing the leader of a multidepartmental task force in which intergroup rivalries played a significant role.

- The following cases all deal with newcomers trying to negotiate a successful entry into an organization:
  - Mike Miller ([A] [HBS 482061]).
Elizabeth Best ([A] [HBS 675123] and [B] [HBS 675124]).

- Excellent cases for examining political dynamics in schools include the following:
  - Bobbie D’Alessandro and the Redesign of the Cambridge Rindge and Latin School ([A] [HBS 402002]) and Paula Evans and the Redesign of the Cambridge Rindge and Latin School (A) (HBS 402003), (B) (402004) and (C) (402005), deal with a complicated effort to reform an urban high school in a politically complex, multiconstituent environment. The first case deals with the perspective of the superintendent of schools; the others with the perspective of the high school principal.
  - The Prince and the Principal (A, B, C) (on-line at http://www.leebolman.com/cases.htm) is a very interesting case involving a leader’s frame shift. A new principal’s friendly, collaborative approach is getting her nowhere with a resistant faculty. Told by her boss to read Machiavelli, she does and develops a much more explicitly political approach to her situation—with considerable success.
  - The Allen School, Anchorage School District (A, B, and C); Boston School Bus Drivers' Strike, The Boston Superintendency (A, B); Caronia, Illinois, School System (A, B); and Sowell—A Neighborhood School (A, B), all from HGSE.
  - The University of Missouri (on the Web at http://www.leebolman.com/cases.htm) is perfect for examining how well the provost followed the guidelines for effective politics as outlined in the chapter.
  - Elizabeth Best (mentioned above). Gender issues in the Best cases raise questions about whether political skills are gender-linked. The politically sensitive nature of Best’s task and the reality that her job is a political appointment offer opportunities for instructors to introduce the additional complexities that public managers face.
  - West Point: The Cheating Incident ([A] [HBS 481117]) can be used to examine the political skills needed by the various key actors in the case (General Berry, the secretary of the army, the implicated cadets, the cadets’ lawyers, West Point alumni, the senior and junior faculty, various members of Congress, the president, and so on) to manage multiple, diverse, and conflicting constituencies.

CHAPTER 10: FILMS OR VIDEOS FOCUSING ON IDENTIFYING POLITICAL SKILLS

- The Hedrick Smith PBS series *The Power Game* (FH, http://ffh.films.com/search.aspx?q=smith+power+game), based on Smith’s book by the same name, is rich in vivid examples about the political skills and savvy required of any influential player in big-league government and organizational power games. (The series includes a unit on Congress, one on nonelected officials, and a very interesting one on the presidency.) Instructors can assign chapters from Smith’s book for additional discussion of many of the political skills discussed in Chapter 10. They can use powerful film clips from the series to stimulate class discussion. Segments on agenda setting in the Reagan
administration, for example, are perfect for discussion of the skills needed to build and marshal an agenda and illustrate the distinction between offering a vision and having a workable strategy to achieve it. A review of Jimmy Carter’s handling of the energy crisis and other key events in his presidency highlights the importance of diagnosing political realities and knowing how to build networks of support. The sophisticated behind-the-scenes image building and “myth making” by the Reagan White House staff guarantees spirited discussion of the connections among political skills, managerial effectiveness, and ethical standards. (The same segment also provides good opportunities for discussing overlaps between the political and symbolic perspectives.) Peggy Noonan’s *What I Saw at the Revolution: A Political Life in the Reagan Era* (New York: Ivy Books, 1990) provides another perspective on the sound-bite focus at the Reagan White House.

- *Lincoln* depicts the historic political battle to pass the 15th Amendment to the U.S. Constitution, which banned slavery. The cause was noble, but the struggle was difficult. Students can be asked to explore both the efficacy and the ethics of using at techniques like bribery and coercion in pursuit of the Amendment.

- *There Will Be Blood* (mentioned also for Chapter 8) is a dark but powerful tale of power and conflict. Focus on the forms of power and the shifts in the power relationship between oilman Daniel (played by Daniel Day-Lewis, who won an Oscar for the role) and preacher Eli.

- *Schindler’s List* is so overpowering that students may at first have trouble seeing beyond the horrors of the Holocaust. It is, however, also an extraordinary film about power and politics—both at their worst and at their best. Power appears in every form from brute violence to sophisticated negotiation. Much of Schindler’s success in protecting “his Jews” was based on adroit use of political skills. At the film’s opening, Schindler is a good Nazi and pragmatic businessman who hopes to exploit captive Jews as a source of funds and cheap labor. As the film progresses, he evolves into a principled and sophisticated politician willing to risk his career, his resources—even his life—on behalf of his workers.

- *Glory*, another powerful film, provides a variation on a similar theme. Colonel Shaw, the commander of the Union’s first black infantry unit in the civil war, begins as an idealist and a political naïf. His political sophistication develops across several scenes in which he tries to secure supplies and respect for his troops. In an early attempt at an officers’ dinner, his approach was polite but futile. In a later attempt, he brings troops and uses physical force to support his request. Still later, he calmly presents information that could damage the career and reputation of the officer who controlled the resources. Shaw’s political evolution can also be examined in the context of his struggle to build his authority and credibility internally with the men in own regiment.
Part 2. Teaching with Reframing Organizations

- *The Pirates of Silicon Valley* (a 1999 made-for-television film) sacrifices some historical accuracy for a good story in turning the rivalry between Apple and Microsoft into a personal battle between Steve Jobs and Bill Gates. Even if some of the details are greatly exaggerated, it still makes for a very good story about organizational politics.

- The classic *Citizen Kane* (#1 on many lists of the best movies of all time) and Wajda’s *Man of Marble*, described as its Polish equivalent, both explore one man’s expression of power and ambition. The films can be used alone or together to examine power across time and cultural boundaries.

- *Working Girl* depicts darker sides of organizational politics that leave Tess frustrated and seemingly with no option but to “bend the political rules.” Students who feel powerless identify easily with the film. The first meeting (as well as most of the subsequent exchanges) between Tess and her new boss, Katharine Parker, is rich with implicit power messages. Near the end of the film, Parker bursts onto the scene to wrestle power from Tess in the final stages of a merger in a segment ripe with discussion possibilities. (Don’t miss Jack Trainer’s almost direct quotation from Bolman and Deal in this scene: “Gentleman, the players may have changed but the game remains the same. Let’s get on with it.”)

- Other films that provide opportunities for exploring corporate political dynamics include *Disclosure, Philadelphia, The Player*, and *Wall Street*.

- *The Art of Networking* (CRM) offers tips on how to develop connections to the right people.

- Finally, many of the training and development films listed in the teaching notes for Chapter 9 (“Chapter 9: Films or Videos Focusing on Frame Content”) can be also used to explore political skills.

**Chapter 10: A Focus on Skills Practice and Acquisition**

Instructors can also use Chapter 10 to help students develop their own political skills through exercises and readings.

**CHAPTER 10: ACTIVITIES FOCUSING ON SKILLS PRACTICE AND ACQUISITION**

- Role plays in large or small groups can be based on many of the cases suggested for Chapters 9 and 10 (see “Chapter 9: Cases Focusing on Frame Content” and “Chapter 10: Cases Focusing on Identifying Political Skills”). Role playing encourages students to see multiple approaches in action, compare alternative political strategies, diagnose their own skill strengths and weaknesses, and work again with consistency between intention (espoused theory) and behavior (theory-in-use).
Simulations suggested for Chapter 9 (see “Chapter 9: Activities Focusing on Experiencing Power and Politics”) can be used and interrupted periodically so that students can explore (in small groups or with the total class) the effectiveness of their choices and strategies, and alternatives that might work better. Instructors might want to designate observers who can provide feedback to participants to augment mid-course diagnosis and action planning. Instructors can be roving analysts and offer their own political commentary.

Focusing on a particular skill—such as agenda setting, conflict management, advocacy, bargaining and negotiation, coalition building, managing competition, or political diagnosis and mapping—can help students develop and fine-tune their political capacities.

In classes with ongoing task or project groups, for example, instructors can ask students to use agenda setting in preparing for a group meeting—develop an agenda, propose a plan for implementation, explore strategies to test its usefulness, present it clearly, and marshal its acceptance.

The negotiation cases suggested in the teaching notes for Chapter 9 can be used with student pairs who represent the opposing parties for practice in bargaining, managing competition, or developing skills for effective collaboration. Alternatively, instructors can use the case Leckenby and Company (HBS 186141), a highly-structured union-management bargaining exercise, and the One Stage Distributive Bargaining Game (HBS 9-178-032) to practice these skills.

A number of other experiential activities provide opportunities for skills practice:

- Whetten and Cameron’s Developing Managerial Skills, “Gaining Power and Influence” and “Managing Conflict.”
- Pfeiffer and Jones’s Structured Experiences series, #217—Negotiating Differences: Avoiding Polarization (vol. 6); #218—Escalation: An Assertion Activity (vol. 6); #260—Submission/Aggression/Assertion: Nonverbal Components (vol. 6); and #265—Monetary Investment: Negotiation (vol. P7).

CHAPTER 10: READING FOCUSING ON SKILLS PRACTICE AND ACQUISITION

Instructors may assign additional reading in anticipation of skill-building sessions. Options include the following:

- Negotiation Analysis: A Synthesis (HBS 800316) summarizes four key elements in negotiations: diagnosing the situation, shaping the structure, managing the process, and judging success. Key concepts are illustrated through the use of an entrepreneurial negotiation example.
- Bargaining Strategies: Collaborative vs. Competitive Approaches (HBS 480055).
- Some Aspects of Problem Solving and Conflict Resolution in Management Groups (HBS 479003).
- Managing Interpersonal Conflict (HBS 479004).

**STUDENT EXERCISES FOR CHAPTER 10**

**EXERCISE 10.1**

Focus: Experiencing Power and Politics

Lee Bolman’s organization simulation (mentioned earlier and available on-line at [http://www.leebolman.com/organization_simulation.htm](http://www.leebolman.com/organization_simulation.htm)) can be used in the context of Chapter 10 to focus on the skills of the manager as politician. Tell students in advance that the simulation will give them an opportunity to test their skill in diagnosing and shaping political dynamics in organizations. Call a time-out midway through the simulation, and ask people to talk about the political map and about political skills or initiatives that seem to be working or not working.
CHAPTER 11. ORGANIZATIONS AS POLITICAL ARENAS AND POLITICAL AGENTS

CHAPTER 11 OVERVIEW

Chapter 11 examines organizations as both political arenas for ongoing contests among different interests and political agents for achieving larger external goals and purposes. From a political perspective, the pursuit of self-interest and power is the basic process both within and between organizations. Managers and leaders, therefore, need to be aware of their role as shapers of the playing field, influencing how the game is played, who the contestants are, what rules are in place, and what interests will be pursued. To pull this off, managers need a firm power base, an acceptance of conflict, and attention to issues of values and ethics.

The authors draw a crisp distinction between two major sources of political initiative (bottom-up and top-down political action), highlighting the unique constraints of both methods. They present the concept of political ecosystems and explore political dynamics in several different arenas: business, public policy, business/government, and society. They examine the relative power of organizations and their environments. Understanding and control of political dynamics on the interorganizational level are as critical as managing internal politics.

Learning Outcomes for Chapter 11

After studying this chapter, students will be able to:

1. Describe the political dimensions of organizational processes, including how and why organizations are both political arenas and political agents.
2. Contrast bottom-up and top-down political action.
3. Describe the concept of an organizational ecosystem, and discuss how organizations interact politically within specific ecosystems: business, public policy, business/government, and society.

Key Terms in Chapter 11

Political arena: Theater for ongoing contests among different interests and agendas.

Political agent: Vehicle for achieving the goals and purposes of those in control.
**Political ecosystem:** The system of external environmental agents within which an organization functions and with which it interacts.

**Case Examples in Chapter 11**

- Wal-Mart
- *Barbarians at the Gate*—Ross Johnson and RJR Nabisco
- Grassroots political action efforts
- Nabisco LBO
- Wal-Mart’s power and role in its ecosystem
- The Federal Aviation Administration
- Pharmaceutical companies, physicians, managed health care providers, and government
- Federal Express

**SUGGESTIONS FOR TEACHING CHAPTER 11**

Chapter 11 emphasizes that organizations are political arenas, as well as political players in their external environments. Instructors can use this chapter to:

1. **Focus on understanding political processes within organizations, reinforcing students’ ability to feel politically competent.**
2. **Explore organizations as political agents that shape the broader social, economic, or political context.**

Teaching methods appropriate for each approach are described in the sections that follow. Student exercises key to the approaches appear in “Student Exercises for Chapter 11.”

**Chapter 11: A Focus on Political Competence**

Although students may think they understand political dynamics, many are ill equipped to influence what happens on the political playing field. This chapter can strengthen connections between knowledge of politics and effective political action. Many of the ideas in the teaching notes for Chapters 9 and 10 can help in connecting ideas to action.

One thing instructors might want to do is help students come to terms with their overall comfort with the political frame. Students with little experience in positive politics are often skeptical that political diagnosis and action are good things. Students generally will participate with gusto in a general discussion of these issues and of the ethical implications of political choices. Instructors can also
structure a debate between advocates and critics of the political frame or weave issues of variations in student comfort with political thinking into examinations, assignments, or study questions.

CHAPTER 11: CASES FOCUSING ON POLITICAL COMPETENCE

Students who feel overwhelmed or confused by political forces can become more competent by learning simple ways to sort through the jungle. They can learn how to identify key stakeholders and their interests, to assess how much and what kinds of power each have, and to anticipate their preferred outcomes. Cases can be helpful.

- China and the WTO: Doing the Right Thing? (abridged) [HBS705002] examines the complex interorganizational politics involved in China's accession to the World Trade Organization, including the many players (such as business, organized labor, and other governments) that favored or opposed China's membership.

- AES in Nigeria (HBS IB29). From the HBS website: "The U.S. energy company AES is in the process of entering the Nigerian market through acquisition of a controlling equity interest in a 270-megawatt power generator project. AES has a unique mode of organization and operation that emphasizes integrity, empowerment, and social responsibility. The Nigerian environment is very different in many dimensions (high levels of corruption, low infrastructure availability, different work ethic, and highly charged politics) from the origins of AES in North America. How does AES juggle its core values and company culture in entering this new environment? How can AES be successful in this environment and remain committed to its core values?"

- West Point: The Cheating Incident ([A] [HBS 481117] and [C] [HBS 482 006]) offers one possibility. Instructors who have already drilled diagnostic skills using West Point (or another case) may want to return to the case to identify the steps in political strategizing: What do you do after you size up the lay of the land? How can effective leaders use their diagnosis to develop an effective plan? In small or large groups, instructors can ask students to suggest what General Berry can do to influence and redirect the political forces he faces. How can he shift the key players in the situation? Alter the balance of power? Empower himself further? Define or amend the rules of the game? Strengthen his interests? Build his coalitions? And so on. Both naive and cynical students can experience a revelation in seeing that one does not have to passively accept the political status quo. Good managers and leaders use a variety of strategies to influence the political game.

- Some of the cases listed for chapter 9 would also work well here. The Hurricane Katrina A, B, and C series can be used with a focus on the leadership options and choices of FEMA director Michael Brown. Faced with enormous challenges, how well did he do? How could he have done better? Similar issues could be
explored in the case of Paul Bremer at the Coalition Provisional Authority in Iraq.

Other cases that could be used with a similar teaching goal include the following:

- **Values in Conflict: The Furor over Admissions Policy at a Popular Virginia Magnet School (KSG 1848, [http://www.ksgcase.harvard.edu/casetitle.asp?caseNo=1848.0](http://www.ksgcase.harvard.edu/casetitle.asp?caseNo=1848.0)).** The superintendent of the affluent Fairfax County (Virginia) school district finds himself in a political crunch. A highly popular magnet school in the district can admit only one in six applicants. Ordered by the board to find a way to increase diversity without sacrificing quality or running legal risks, he develops a plan based on geography that triggers intense outcries from upscale neighborhoods that stand to lose under the arrangement. The board has backed away, and the superintendent needs to find another answer.

- **The Cleveland School Voucher Program: A Question of Choice ([A] [KSG 1509] and [B] [1510])** focuses on the challenges facing the director of Cleveland’s politically controversial voucher program.

- **A Day’s Work for a Day’s Wages: Boosting Worker Productivity in New York’s Department of Sanitation (KSG 1495.0 and 1495.1)** chronicles an initiative to persuade or force New York City’s sanitation workers to increase their productivity.

- **Building Products International: A Crisis Management Strategy ([A] [Ivey 99C001], [B] [99C002], [C] [99C003], and teaching note 899C01; also available through HBS)** is set in Indonesia in 1998. Under chaotic conditions and the threat of serious physical danger, BPI’s human resource manager faces critical problems concerning how, when, and whom to evacuate. The three cases move through a complex, ambiguous, rapidly deteriorating scenario and, in case C, to post-crisis politics as the key decision maker’s actions are subject to review and criticism.

- **Aston-Blair, Inc. (HBS 494015)** describes the many challenges encountered by the manager of an interdepartmental task force. A good example of the political situations facing middle managers.

**CHAPTER 11: ACTIVITIES FOCUSING ON POLITICAL COMPETENCE**

An alternative teaching focus is to provide opportunities for students to diagnose their own political skills. One idea is presented as Exercise 11.1. In addition, discussion of strategies available to key figures in one of the cases suggested in the teaching notes for Chapter 9 or 10, data from in-class role plays based on one of these cases, and self-assessment of behavior in a power simulation, augmented with
examples from classroom or group experiences, can add up to a solid basis for self-diagnostic work.

Negotiation simulations provide one vehicle for this sort of work. A good source of readings and exercises for negotiation simulations is *Negotiations: Readings, Exercises, and Cases*, 6th ed., by Roy Lewicki, Bruce Barry, and David Saunders (McGraw-Hill, 2009). The two examples that follow offer additional possibilities.

- Conoco’s Green Oil Strategy ([A] [HBS 392133], teaching note 393021) describes the company’s efforts to develop an environmentally sound and politically viable strategy for an oil development in Ecuador. A series of supplements (Block 16: Ecuadorian Government’s Perspective, 394002; Block 16: Environmental Groups’ Perspective, 394004; Block 16: Indigenous People’s Perspective, 394003; and Block 16: Management’s Perspective, 394-075) provide guidelines for role-playing a simulation built around the case.

- Negotiating Peace Accords in Bellicoso (HBS 9-899-08, etc.) provides a series of role instructions for the parties to peace negotiations in the fictitious Latin American nation of Bellicoso (the scenario is patterned loosely after the civil war in El Salvador). In the context of a right-wing military government, leftist guerillas, chaos, kidnappings, and violence, can the participants find their way to a peace agreement with the help of U.N. mediators?

**Chapter 11: A Focus on Ecosystems and Organizations as Political Players**

Exploring organizations as political players in contested ecosystems can move students from a focus on internal politics into a larger world of political dynamics in the external environment.

**CHAPTER 11: READING FOCUSING ON ECOSYSTEMS AND ORGANIZATIONS AS POLITICAL PLAYERS**

- Readings from James F. Moore’s *The Death of Competition: Leadership and Strategy in the Age of Business Ecosystems* (John Wiley & Sons, 1999) will deepen students’ understanding of the ecosystem metaphor. (Chapters 1 and 2 in Moore’s book provide a good introduction to these ideas; Chapter 5 applies them to the automobile industry.)

- Students might also search newspapers or periodicals for articles about organizations as global political agents responding to complex environmental forces.

- An alternative twist is to examine ways in which ideas about organizations affect relationships between nations. Instructors might want students to read all or part of R. L. Kahn and M. N. Zald’s *Organizations and Nation-States: New Perspectives on Conflict and Cooperation* (San Francisco: Jossey-Bass, 1990) to
explore not only what international relations teaches us about important organizational processes but also how organizational theory and behavior can inform the thinking of key world leaders. The 2003 U.S. invasion of Iraq and its aftermath, the earlier Persian Gulf War between Iraq and a United States–led coalition, and ever-shifting Middle Eastern affairs are ripe with possibilities for exploring the implications of conflicting, culturally specific, nation-centered political beliefs and processes. Instructors can use Kahn and Zald’s Organizations and Nation-States to examine the applicability and adaptability of OB and successful corporate strategies for cooperation and conflict management in the Middle East. Contrasts can be developed between Western perspectives and Sun Tzu’s classic Eastern perspective in The Art of War (available in numerous editions). The failure of negotiations between Iraq and the United States–led coalition preceding the Gulf War can be explored using Fisher and Ury’s Getting to Yes: Negotiating Agreement Without Giving In (Boston: Houghton Mifflin, 1992) as a supplemental reading.

CHAPTER 11: CASES FOCUSING ON ECOSYSTEMS AND ORGANIZATIONS AS POLITICAL PLAYERS

Instructors can also assign relevant cases, such as the following:

- Corning Glass: International ([A] (HBS 381160), [B1] [HBS 38116], [B2] [HBS 381162], [C1] [HBS 381163], [C2] [HBS 381164], and [D] [HBS 381112]), Teaching Note (383150) offers a glimpse into corporate strategy and managerial thinking in global corporations. The Corning Glass: International case series includes two videos on DVD: Part 1 (HBS 882512) contains interviews with middle management; Part 2 (HBS 882513) contains interviews with top management.

- Discussing Disaster: The Tuen Mun Highway Traffic Jam of September 1995 ([A] [KSG 1433.0]) tells the story of Hong Kong’s most catastrophic traffic jam. A series of decisions by several different agencies unintentionally helped to set the stage for a political crisis, and one transportation official’s comments made things worse.

- Life, Death, and Property Rights: The Pharmaceutical Industry Faces AIDS in Africa ([HBS 702049], Phase Two: The Pharmaceutical Industry Responds to AIDS [HBS 703005], and teaching note HBS 703047). Pharmaceutical companies developed expensive new medicines that helped bring AIDS under control in wealthy nations but had little impact in poor countries, particularly Africa, where millions of people have the disease. How should the companies respond to pressure to cut prices or even give the drugs away?

- Hitting the Wall: Nike and International Labor Practices (HBS 700047). Nike’s enormous success was threatened in the 1990s by charges that the company had
built its success partly on the backs of underpaid, exploited workers in its overseas plants. Nike denied the charges, but activists kept up the pressure.

- Seattle Public Schools—1995–2002: Race, Class, and School Choice ([C1] [HBS 803039] and [C2] [HBS 803040]) describes an initiative to replace mandatory busing as a desegregation tool with a school choice program. Cases C1 and C2 are part of a series of cases dealing with a major effort to transform the Seattle public schools (others are described in the notes for Chapter 17; see “Chapter 17: Cases Focusing on Four-Frame Leadership”).

- Zero Tolerance in Memphis ([A] [KSG 1438.0], [B] [KSG1439.0], and teaching note 1438.2) chronicles challenges facing a new superintendent of schools in Memphis who believes the schools have put too much emphasis on discipline and too little on learning. The school board and teachers’ union are both committed to a policy of “zero tolerance” for assaults on teachers. What the policy means and how it should be implemented become a major challenge for the superintendent.

- A number of cases explore ethical questions concerning corporate strategies for securing foreign markets:
  - Note on the Export of Pesticides from the United States to Developing Countries (HBS 384097).
  - Questionable Payments Abroad: Gulf in Italy (HBS 382080).
  - Siemens: Anatomy of Bribery [HBS P68]. In November, 2006, German police raided the headquarters of the giant Siemens corporation seeking evidence of widespread bribery of foreign officials. Eventually, investigators turned up €1.3 billion in suspicious payments.

CHAPTER 11: FILMS OR VIDEOS FOCUSING ON ECOSYSTEMS AND ORGANIZATIONS AS POLITICAL PLAYERS

- Wal-Mart: the High Cost of Low Price (DVD, available on Amazon and elsewhere), is a hard-hitting video that focuses on Wal-Mart’s power and impact—with a particular emphasis on the question: Do Americans gain more from Wal-Mart’s lower prices than they lose from its impact on wages and jobs?

- Barbarians at the Gate, a 1993 HBO film starring James Garner as Ross Johnson, provides a dramatic reenactment of the RJR Nabisco LBO discussed in the chapter. (The film is available at Amazon and elsewhere on DVD.)

STUDENT EXERCISES FOR CHAPTER 11

EXERCISE 11.1 ________________________________________________________________

Focus: Political Competence
Have students write personal mini-cases that describe their best and their worst experiences in applying political skills. Then, in pairs or small groups, have them compare their cases. Based on these discussions, they are to create lists of their political strengths and “Achilles’ heels.”
CHAPTER 12. ORGANIZATIONAL CULTURE AND SYMBOLS

CHAPTER 12 OVERVIEW

In Chapter 12, the authors introduce the symbolic frame. They outline:

1. Core assumptions that underpin symbolic thinking.
2. Interdisciplinary foundations (organization theory, sociology, political science, magic, neuro-linguistic programming, psychology, and anthropology).
3. Basic types of organizational symbols (myths, heroes and heroines, stories and fairy tales, rituals, ceremonies, metaphor, humor, play).
4. Central functions symbols play in organizations (expressing meaning and emotions; creating order, clarity, and predictability; reconciling contradictions; protecting people from uncertainty; encouraging creative alternatives to existing choices).

The authors define organizational culture and assert that it is both a product and a process: an embodiment of accumulated wisdom from the past and an ongoing source of innovation and renewal as new members challenge old ways.

The authors explore elements of culture in detail and illustrate them with many examples. From a symbolic perspective, meaning is a basic human need. Managers and leaders can shape meaning by understanding and encouraging symbolic forms and activities in order to create more effective organizations.

Learning Outcomes for Chapter 12

After studying this chapter, students will be able to:

1. Identify the core assumptions of the symbolic perspective.
2. Identify the various forms that symbols can take in organizations, and describe the functions of each.
3. Discuss organizations as cultures.

Key Terms in Chapter 12

Organizational culture: A distinctive pattern of beliefs, values, practices, and artifacts, developed over time, which defines for organizational members who they are and how they do things.
Case Examples in Chapter 12

- The *palio* (horse race) in Siena, Italy
- Zappos
- Aftermath of the September 11 terrorist attacks and the Sandy Hook hurricane
- Southwest Airlines
- Pierre Omidyar and eBay
- *Business Week*'s “good CEOs”
- U.S. POWs in North Vietnam prisons
- Presentation of Joe B. Wyatt, chancellor of Vanderbilt University
- Marriott and Ritz-Carleton Hotels
- Subway and Jared Fogel
- Catholic Church ritual changes
- Edward Hebert and the female newcomer to Congress
- Senator Hillary Rodham Clinton's cooperative effort with Senator Don Nickles
- U.S. Air Force rituals
- Yasujiro Tsutsumi’s vigil
- Mary Kay Cosmetics
- Phil Condit and Boeing
- BMW’s dream factory
- Nordstrom Department Stores
- Changes at Starbucks

SUGGESTIONS FOR TEACHING CHAPTER 12

The central ideas in Chapter 12 revolve around the powerful purposes served by symbolism in organizations. Instructors can focus on:

1. Understanding the content of the symbolic frame.
2. Exploring culture and processes of cultural transmission.

Teaching methods appropriate for each approach are described in the sections that follow. Student exercises keyed to the approaches appear in “Student Exercises for Chapter 12.”
Chapter 12: A Focus on the Content of the Symbolic Frame

The symbolic frame is often hard for students to grasp. The idea of a socially constructed world is particularly difficult for those who believe there can be only one correct answer to a question and only one truth about a given situation. (Of course, students who have trouble grasping the symbolic frame will also have difficulty with the idea of reframing.) Some students react cynically to the empty or deceptive role of symbols, finding it hard to appreciate their power and positive functions. Instructors may want to use this chapter to drill the basic concepts and usefulness of the frame.

The chapter is filled with examples of symbolism in action that can form the basis of class discussion. Edward Herbert’s comments to the newly elected female member of Congress is guaranteed to be controversial. It can spark lively discussion about socialization, the meaning of symbols, and the costs and benefits of strong cultural norms. Instructors may want to begin here as a way to explore the significance of the example for meaning making and for the connections between gender and culture in society.

CHAPTER 12: FILMS OR VIDEOS FOCUSING ON FRAME CONTENT

Another way to introduce the symbolic frame is to use a film or movie clip. Films enable students to see symbolic processes in action. They offer both a feel for symbolism and opportunities to practice symbolic diagnoses. Instructors can process any of the suggested film clips by asking students to explore symbols on two levels: (1) what symbols mean for characters in the story; and (2) how the audience reacts to symbols—how symbols help to convey a film’s story and define its characters (instrumental functions) and how symbols trigger emotional responses in the audience (expressive functions).

- A Hollywood staple going back at least to the 1967 classic Guess Who's Coming to Dinner is the film about an awkward and embarrassing cultural collision. Borat: Cultural Learnings of America for Make Benefit Glorious Nation of Kazakhstan is a familiar recent example of the genre. Star Sacha Baron Cohen plays a Kazakh journalist who visits America and violates almost every possible rule of political correctness, with hilarious results. Borat’s humor works because Cohen has such a dead-on understanding of the values, foibles, and vulnerabilities of American culture. Students can be asked to contrast the values, beliefs, and practices of American culture and the (entirely fictitious) Kazakh culture that Borat embodies. They can also explore what happens when people from different cultures encounter one another: Why is it so difficult for them to understand and communicate with one another? A classic example of this phenomenon in a business context is Gung Ho, depicting the takeover of a western Pennsylvania auto plant by new Japanese owners. The scene in which the new management asks workers to start off with morning exercises is a classic.
A variant on cultural collision is films about people torn between cultures. In the 2006 gangster film *The Departed*, examine the complex interaction between Leonardo Di Caprio, playing a criminal who is really a cop, and Matt Damon, playing a cop who is really a criminal. *Donnie Brasco’s* central character is an undercover FBI agent who joins the mob and struggles to sort out his loyalties to two very different groups and cultures. Study the scene in which Donnie tries to explain to other agents how language works in the Mafia.

Instructors who have not already done so may want to use Kurosawa’s classic *Rashomon*, Malle’s *My Dinner with Andre*, or Sarah Polley’s *Stories We Tell*, to explore individual meaning-making processes and the power of private beliefs. (See the teaching notes for Chapter 1, “Films or Videos Focusing on Reframing,” for additional film suggestions.)

Attenborough’s *Cry Freedom* explores many of the same issues as it probes the relationship between journalist Donald Woods and black activist Stephen Biko in South Africa; the evolution of Woods’s thinking; and its implications for his career, personal style, newspaper, family, and the larger issue of apartheid.

*Austin Powers: International Man of Mystery* (the first of the series) is a good choice if your students are struggling to understand ideas about symbols and culture. There’s nothing subtle about the film’s spoof of the 1960s, which makes it easier for students to see culture and begin to “get” the symbolic frame.

*The Tuskegee Airmen*, the story of a heroic group of African American pilots in World War II, deals with culture at multiple levels: national, military, and differences between blacks and whites.

Clips from films also can be used to capture features of the symbolic frame.

- Possible film clips from *Dead Poets Society* for teaching purposes include the scenes in which:
  - Students are asked to stand on their desks, symbolizing Professor Keating’s desire for them to take a fresh, new perspective on their experiences.
  - Keating holds class in an outdoor courtyard, creating visible symbols of nonconformity for the students through their assignment and through his own use of experiential learning.
  - Students gather in the cave to discuss the meaning of the name *Dead Poets Society* (and, of course, the name’s foreshadowing of the student-poet’s suicide later in the film).
  - Keating requests students to tear the page from their poetry book to symbolize the need to think for themselves and appreciate the beauty of poetry in a more personal way.
  - After Keating’s dismissal, the headmaster asks students to read aloud this same passage Keating had asked students to remove because, for the headmaster, the passage is the essential prescription for understanding poetry.
The students and faculty gather for the opening ceremony at the beginning of the school year.

- In *Glory*, multiple examples of Colonel Shaw’s actions serve as important symbols of his commitment to his troops and that contribute to the success of his leadership. Possible scenes for classroom use include the following:
  
  - Members of Shaw’s black regiment refuse their paychecks to protest low pay because of their race. Colonel Shaw, who had responded to his troops until this time with strict adherence to military rules and regulations, rips up his own paycheck in support of the troops and in protest of the army’s racist pay policy. Shaw then refuses to accept his paycheck until his troops are fairly compensated too.

  - Shaw decides to lead his troops into their final battle by getting off his horse (Shaw has always ridden while the men walked), sending the saddled but now riderless horse away and walking among the men as they charge forward to attack the enemy fort.

  - In *Born on the Fourth of July*, there are two scenes that depict changes in American culture and Americans’ response to traditional symbols of patriotism, the military, and national pride—and that are perfect for introducing the symbolic frame. Early in the film, young Ron Kovic attends the Fourth of July parade in his hometown. The scene is set in 1956. Later in the film, Kovic, back from Vietnam, again attends the Fourth of July parade. But now it is 1969. Showing these two scenes back to back is powerful and leads to good discussion of cultural shifts, changes in the meaning of key symbols, and the evocative nature of symbolic expression. The discussion could then be extended further to talk about the impact of more recent events—the terrorist attacks on September 11 and the invasion of Iraq, for example—on the same patriotic symbols.

Scenes from classic films can also be illustrative.

- A brief but powerful look at the power of symbols as embodiments of two competing cultures appears in the Bogart classic *Casablanca*. In the tavern where much of the film’s action takes place, a group of German soldiers begin to sing a German patriotic song; the band and most of the patrons respond with a spirited rendition of the *Marseillaise*. The emotional responses on both sides are palpable.

- The vintage film *Miracle on 34th Street* highlights the battle between rationality and mythology, as Kris Kringle is put on trial for believing that he is Santa Claus. The dialogue in the trial and after explores the power of symbols in our lives.

Many films offer opportunities to capture the cynical side of symbols as well.
In a scene in *Disclosure*, the firm’s CEO uses opportunities for women as a justification for promoting a non-obvious candidate to a senior management role. *Bob Roberts* depicts a political campaign in which cynical use of symbols is the main event.

Oliver Stone’s *Nixon* also provides many opportunities to observe cynical use of symbols by someone in high office.

A variety of film segments can be shown to introduce more specific aspects of the symbolic frame:

- **Individual meaning making:**
  
  - *Karate Kid* (Part 1) provides a classic example of individual meaning making (and reframing in action) in the scene where Mr. Miyagi teaches Daniel karate by assigning him ordinary household tasks. Daniel waxes cars, sands a deck, paints the fence and house. He confronts Mr. Miyagi about “being a slave.” Miyagi shows him the “real” meaning of the activities—each makes a special contribution to the development of karate skills and strength.
  
  - *Hoosiers* has a terrific scene in which the coach brings the small-town basketball team, accustomed to playing in tiny high school gyms, into the huge sports arena in the state capital for the state basketball finals. He sees that the kids are overwhelmed. He has the team measure the height of the hoop and the distance from the line to illustrate that this gym and their tasks are exactly the same as back at home.
  
  - *Born on the Fourth of July* shows a Marine recruiter visiting a local high school in the early 1960s and then engaging a group of high school boys at a diner after school, discussing the meaning of manhood and war.
  
  - The films *Imitation of Life*, *Easy Rider*, and *Tracks* all explore individuals’ search for meaning in the midst of shifting cultural norms and mores. The films can be used alone to explore individual meaning-making processes or in combination. Together, the three films offer a portrait of the social factors and cultural forces that affected individuals in the 1950s, 1960s, and 1970s.

- **Myths, stories, and fairy tales:**
  
  - *Miracle on 34th Street* underscores the power of the Santa Claus myth and works especially well with undergraduates.
  
  - *Field of Dreams* includes a wonderful speech by Thomas Mann (the reclusive writer who has broken his self-imposed isolation to come and see “shoeless” Joe Jackson and his teammates play again). It spotlights the meaning of baseball in American culture. The whole movie explores the meaning of individual hopes and fantasies, of acting nonrationally in a highly rational world, of baseball history and myths about “the greats,” of boyhood dreams to “be in the major leagues,” and of the role of baseball in father-and-son relationships. *Pride of the...*
Yankees and The Babe Ruth Story carry a similar message about the power of baseball in American culture and family life.

- **The Breakfast Club** is powerful for undergraduates. In the Saturday morning detention scene, the students in the film discuss the power of myths and stories in perpetuating stereotypes and alienating kids in the teen years. In a scene where students sit down and open their lunches, the great variations in family rituals and culture can be seen in what and how each individual eats.

- **Rituals and ceremonies:**
  - The opening scene from *Patton* is a classic “trooping” of military colors and rank.
  - Many scenes from *The Last Emperor* and *Shadows of Forgotten Ancestors* offer opportunities to explore the connections between culture and ceremony.
  - In both *Working Girl* and *Baby Boom*, there is a scene that captures the ritualistic nature of high-level, high-stakes corporate negotiations.
  - *School Daze* provides a light-hearted look at courtship and relationships rituals during a homecoming weekend.
  - The graduation scene from *An Officer and a Gentleman* is very effective in showing the emotional role of ceremony in transitions.

- **Stories:** Almost any Garrison Keillor monologue from his weekly *Prairie Home Companion* radio program is a beautiful way to illustrate the power of stories. Shows from 1996 forward are available on the website: http://prairiehome.publicradio.org/programs. Each has an annotated timeline to facilitate searching.

- **Heroes and heroines:**
  - The scene of the three women capturing their boss and revolutionizing office policies and practices in *9 to 5* is a classic.
  - *Patton* guarantees lively discussion about heroes, heroism, and war.
  - *Cry Freedom* looks at the “quiet” heroism of Stephen Biko and his efforts for social change in South Africa.
  - *Gandhi* and the classic movie *St. Joan* are other possibilities.

- **Metaphors:**
  - In *Kiss of the Spider Woman*, the title of the film becomes a metaphor for the complex relationship that develops between an imprisoned revolutionary and his homosexual cellmate, an informant to the warden. In one scene, the revolutionary dreams about a kiss from a woman who, like a spider, catches him in a complex and tangling web. The metaphor is visually played out as he tells his cellmate about the dream.
  - The classic film *The Red Balloon* explores the meaning of the balloon for the little boy and for the audience without a word being spoken.

- **Play and humor:** *M*A*S*H* is a hands-down winner for exploring the positive functions of play and humor in organizations.
CHAPTER 12: READING FOCUSING ON FRAME CONTENT

An alternative way to offer students the feel and experience of the symbolic frame is through literature. Fiction gives students opportunities to explore the beauty and functions of metaphor, myth, symbolic language, and imagery in storytelling and the ways in which these symbolic devices communicate to both the mind and the heart. Possibilities include:


**Chapter 12: A Focus on Culture and Socialization**

An alternative focus for Chapter 12 is organizational culture and the ways in which culture is transmitted. *Corporate culture* is an expression that has made its way into everyday management lingo. Students and managers may be confused, however, about what the term actually means and how (or whether) culture can be managed or shaped. Many films, videos, books, and cases are helpful in clarifying these matters. Also see Exercises 12.1, 12.2, 12.3, and 12.4 for related activities.

**CHAPTER 12: FILMS OR VIDEOS FOCUSING ON CULTURE AND SOCIALIZATION**

Again, popular films can be helpful in introducing the idea of culture, its evolution and its power.

- *Hoosiers* includes a number of scenes that illustrate the process of socialization and the ongoing evolution of culture. The scene in which the men in town invite the new coach to the barbershop to explain the community’s feelings about basketball and acceptable coaching behavior is perfect for exploring how key members of a culture attempt to teach newcomers its central values, practices, and beliefs. The coach’s response to this “barbershop socialization” is to fight back. In subsequent scenes, he seeks to establish new norms by forbidding parents to watch his team practice and by putting his players through puzzling new drills and practice routines.

- *Boiler Room* provides a darker example of socialization: the acculturation of a young man into the intense and cynical world of selling investments by telephone. Watch Ben Affleck’s initiation pitch early in the film: “Anybody who tells you that money is the root of all evil doesn’t have it.”
The Godfather and The Godfather Part II are both powerful films at the intersection of politics and symbols. Both play the distinctive culture of the mob against the larger culture of American society. Students can easily become engaged in searching for and analyzing the many symbolic forms that appear in these films.

Films or film clips that illustrate more specific themes can also be used effectively.

- **Contrast of different cultures:**
  - Dead Poets' Society and Stand and Deliver both contain brief, but compelling, first-day-of-school sequences. Students can be asked to view each clip and look for clues about cultural elements like beliefs, values, and practices (“how we do things”). (In Dead Poets, start the clip with bells chiming and geese flying, and end as the students in Keating’s class slowly follow him out the door. In Stand and Deliver, begin with Escalante approaching the front desk to report to work, and end when the bell rings about five minutes into his first class.)
  - An amusing look at cultural clashes occurs in Gung Ho, when the new Japanese managers at an American auto plant try to lead their work force in morning calisthenics.

- **The power of highly traditional U.S. corporate cultures:** Wall Street, Baby Boom, Working Girl, 9 to 5, Roger and Me, and Broadcast News.

- **American culture and its implications for organizational life:** Stoszek, A Place in the Sun, Black Rain, The Crucible, and Death of a Salesman.

- **The impact of larger cultural issues on individual lives, interpersonal interactions, and organizational and national policies:** Driving Miss Daisy, Born on the Fourth of July, Cry Freedom, Yentl, Shadows of Forgotten Ancestors, and The Last Emperor.

- **The power of norms, norm violations, and social expectations:** Borat is the modern classic of the genre. Older classics include Catch 22, Good Morning Vietnam, The Gods Must Be Crazy, Rude Awakening, Sleeper, and Bananas.

Training and development films offer additional ways to explore culture in organizations. Possibilities include:

- **The Corporation** (Carousel)—an exploration of work and corporate culture at Phillips Petroleum.

- **Managing in China** (Workvideos)—Part I shows an interview with a young woman who has returned to work in China after studying in the United States. Changes in China and differences between China and the United States are both themes in the interview.
- *The Royal Treatment* (CBS)—another 60 Minutes feature. The title refers to the treatment of employees at SAS software. The video can be used here as an example of a distinctive organizational culture. It can also be used with Chapter 8, because SAS exemplifies many of the progressive HRM practices discussed there.

### CHAPTER 12: READING FOCUSING ON CULTURE AND SOCIALIZATION

Instructors can again use popular fiction as a way of digging deeply into the concept of culture. Works such as the following can be used to offer students opportunities to explore how culture informs rituals and ceremonies and affects individual as well as organizational interpretations of words, choices, decisions, symbols, and events.

- Anne Fadiman’s *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures* is a moving, ultimately tragic story of cultural barriers and misunderstandings that result from very different views of what illness is and how to treat it.

- Amy Tan, *Joy Luck Club*.

- Maxine Hong Kingston, *The Woman Warrior* and *Chinamen*.

- Alice Walker, *Temple of My Familiar*.

- Kazuo Ishiguro, *An Artist of the Floating World*.

- Tom Wolfe, *The Bonfire of the Vanities* and *The Electric Kool-Aid Acid Test*.

- Jerzy Kosinski, *Being There*.

- Paulo Coelho, *The Alchemist*.


Other reading materials provide background:

- T. E. Deal and A. Kennedy’s *Corporate Culture: The Rites and Rituals of Corporate Life* (Perseus Publishing, 2000) makes useful supplemental reading. Undergraduates and those with limited corporate experience find the examples and case illustrations especially helpful in grounding the abstract nature of culture and symbolism.

- L. Mainiero and C. Tromley, in *Developing Managerial Skills in Organizational Behavior: Exercises, Cases and Readings*, 2nd ed. (Englewood Cliffs, N.J.: Prentice-Hall, 1993), stress the connections between organizational culture and planned change efforts. Corporate trainers or instructors in skills-oriented or OD
Courses may want to focus on those links. Chapter 8 (“Organizational Design, Evolution, and Culture”) in Mainiero and Tromley offers a teaching unit with readings, activities, and minicases for working on skills in diagnosing culture and managing organizational change.

CHAPTER 12: CASES FOCUSING ON CULTURE AND SOCIALIZATION

Cases offer a third way to focus on culture and socialization.

- Maintaining the “Single Samsung” Spirit: New Challenges in a Changing Environment [HBS W11236]. The case provides an opportunity to examine the interface between symbolic and human resource issues. It presents a detailed description of Samsung’s "Top priority to the People" philosophy, and its strong cultural values; both of which have been instrumental in ensuring its continued success in the past few decades. Senior HR managers are now concerned about a divergence in values between older employees (who are more receptive to top-down management) and younger ones who are more individualistic and prefer more open and egalitarian approaches.

- Globalization at Komatsu, [HBS 910415] focuses on the company’s effort to spread the company’s culture, the Komatsu Way, throughout its global operations.

- West Point: The Cheating Incident ([A] [HBS 481117] and [C] [HBS 482006]) can be reintroduced here (if it was previously used for the political frame) as a vehicle for examining the rich symbolic dimensions of the situation and providing students opportunities to reframe their diagnoses. West Point offers opportunities for exploring the nature of strong cultures; the symbolic nature of the honor code, West Point, beast barracks, and the cheating incident itself; the interaction between West Point’s unique history and traditions and the realities of American culture in the post-Watergate and post–My Lai era; and the “logic of confidence” created by the Borman commission. The following are some suggested study and discussion questions for the case:
  1. Symbolically, what was happening at West Point?
  2. It is May 19, 1976. From the perspective of the symbolic frame, what should General Berry do? Why?

Additional cases and alternative ways of framing the study of culture and socialization processes include the following.

- The fit between the individual and corporate culture: Several cases show individuals who have been successful in matching their own needs, values, and working preferences with the cultural expectations of their organizations.

  - Jody McVay [HBS 482063] A young MBA has been successful at getting things done in a consumer products company with an entrenched culture, while dealing with issues women face in a male culture.
Part 2. Teaching with Reframing Organizations

- Jack Fitzpatrick ([A] [HBS 482065]).
- Neill Hance ([A] [HBS 483086]). This case focuses on Hance’s strategy in negotiating a smooth entrance into a complex corporate culture and work situation.
- Jeff Bradley ([A] [HBS 484-066], [B] [HBS 484067], [C] [HBS 484068], and [D] [HBS 484069]). Bradley showed skill in working with a structure culture in one situation, and in influencing needed change in another.
  
  Other cases focus on individuals who were unsuccessful in recognizing the importance of individual-corporate fit and/or in managing their job searches to avoid mismatches for themselves.
- Tim Keller at Katzenbach Partners LLC (A) [HBS 407037], (B) [407038], (C) [HBS 407039] and Teaching Note [407085]. A young MBA takes a job in a boutique consulting firm, and encounters challenges negotiating the culture.
- Eric Weiss ([A] [HBS 482059] and [B] [HBS 482060]).
- Kirk Stone ([A] [HBS 482067] and [B] [HBS 482068]).
- Mike Miller ([A] [HBS 482061] and [B] [HBS 482062]).
- Lisa Benton ([A] [HBS 494114] and [B] [HBS 494115]) gives a different twist on the issue of fit. Lisa had a good fit with the overall corporate culture but was a mismatch with her coworkers in a “renegade” unit.
  
  Each of these cases offers opportunities for students to diagnose organizational cultures, explore the job-search process in light of new understandings about corporate culture, and examine strategies for negotiating successful entry.
  
  Instructors might want to assign Vijay Sathe, “Implications of Corporate Culture: A Manager’s Guide to Action,” Organizational Dynamics, Autumn 1983, and/or “Socialization: A Checklist of Questions” (HBS 9-482-106) in conjunction with any of these cases. The article and the checklist (a comprehensive set of questions to diagnose individual preferences, organizational culture, and individual-organizational fit) assist students in clarifying the kinds and amount of information needed to make informed choices about individual-culture fit.

**Diagnosing unique corporate cultures:**

- WestJet: Building a High Engagement Culture (Ivey 9B09C012; also available from HBS 909C12) describes a young, very successful Canadian airline that must grapple with how to grow without losing the culture that has fueled its success.
- Recall 2000: Bridgestone Corp. ([A] [HBS 302013] and [B] [HBS 302014]) probes Bridgestone’s struggle to respond to the fallout from problems with tires made by its Firestone subsidiary, which were implicated in hundreds of accidents. Cultural differences between the Japanese parent and American affiliate added to the challenges.
- Charlotte Beers at Ogilvy and Mather ([A] [HBS 495031]) is a multiframe case in which issues of corporate culture are particularly salient: Beers was hired from the outside to become CEO of a large, successful international advertising
agency with strong traditions and culture. A teaching note (HBS 495033). A video clip of Beers talking about leadership at Ogilvy and Mather is on the HBS website. Jan Carlzon: CEO at SAS ([A] [HBS 392149]) is a fascinating case depicting the leadership approach of a creative, charismatic chief executive highly attuned to symbols. HBS has an accompanying video [890512 on VHS].

- Johnson & Johnson ([A] [HBS 384053]), Teaching Note [387006] explores the connections between strong culture, corporate systems and structures, and management practices. A video of Johnson & Johnson CEO James Burke discussing company philosophy and culture is available (HBS 884525 on DVD).


- Culture change processes:
  - Transformation at the IRS (HBS 603010) chronicles an attempt at a major overhaul in service standards in a huge federal agency. The agency’s strong but insular culture is a major change target.
  - Tailhook, the Navy Response ([A] [KSG 1279.0], [B] [KSG 1280.0], [Epilogue] [KSG 1280.1]) describes the Navy’s efforts to deal with the cultural factors in a notorious case of harassment of female officers by drunken airmen.
  - Jeff Bradley ([A] [HBS 484-066], [B] [HBS 484067], [C] [HBS 484068], and [D] [HBS 484069]) shows Jeff working well within the prevailing culture and influencing cultural change from a relatively powerless and unfavorable position.
  - Mike Walker ([HBS 484061]) describes Walker’s twenty-six years of experience in both deviating from the prevailing corporate culture at ABC Electronics and successfully changing the culture in the various units that he has managed.

---

**STUDENT EXERCISES FOR CHAPTER 12**

**EXERCISE 12.1**

**Focus:** Culture and Socialization

Ask students to draw on their own experiences by writing and analyzing personal cases. In these cases, students should describe the culture of an organization or institution that they have been part of; their assessment of the culture’s ability to accomplish its goals; and the implications of the culture for the student case writer’s own satisfaction and abilities to succeed. Personal cases help students apply
abstract ideas to their own experiences, and small groups provide a forum for sharing and discussing learning.

**EXERCISE 12.2**

**Focus:** Culture and Socialization

Have students conduct a cultural analysis. Students can analyze their own OB classroom and compare it with courses in other disciplines or with the culture of the school or the institution. The analysis can be an individual or group activity. Students can be assigned multiple sites, assigned one site, or left to choose their own setting. When the analyses are completed, students can compare and contrast their observations in small groups and report their findings and conclusions to the full class. A variation asks students to meet in pairs or small groups to discuss their cultural descriptions before writing their analyses.

**EXERCISE 12.3**

**Focus:** Culture and Socialization

*Barnga: A Simulation Game on Cultural Clashes* starts with individuals playing a simple card game in small groups. Things get complicated when they begin to move from group to group, because they have different ideas about the rules of the game. Players undergo a form of mini–culture shock and struggle to understand how to play the game when they don’t agree on how it should be played. The game can be played with either small or large groups and can be run and debriefed within the constraints of a sixty-minute class period. A manual is available from Intercultural Press (go to [http://www.interculturalpress.com/](http://www.interculturalpress.com/) and search on “Barnga”).

**EXERCISE 12.4**

**Focus:** Culture and Socialization

Peter Vaill has developed a simple exercise, *A Name Game*, which can be used in an introductory class or as an introduction to the symbolic frame, particularly with culturally diverse groups. Students meet in small groups and respond to a series of questions about the cultural significance of their first and last names: What does the name mean? Is it common in their culture? Does it have religious or gender associations? And so forth. More information about the activity can be found on the Organizational Behavior Teaching Society listserv at [http://www.listproc.bucknell.edu/archives/obts-l/200201/msg00023.html](http://www.listproc.bucknell.edu/archives/obts-l/200201/msg00023.html).
CHAPTER 13. CULTURE IN ACTION

Chapter 13 Overview

Chapter 13 explores how leaders and managers can build a culture that bonds a group in pursuit of a shared mission. The story of Data General’s Eagle Group shows how initiation rituals, specialized language, group stories, humor and play, and ceremonies combine to transform a diverse collection of individuals into a spirited, high-functioning team. Tenets drawn from the Eagle Group’s story include the following:

1. How someone becomes a group member is important.
2. Diversity supports a team’s competitive advantage.
3. Example, not command, holds a team together.
4. A specialized language fosters cohesion and commitment.
5. Stories carry history and values while reinforcing group identity.
6. Humor and play reduce tension and encourage creativity.
7. Ritual and ceremony lift spirits and reinforce values.
8. Informal cultural players make contributions disproportionate to their formal roles.
9. Soul is the secret of success.

Learning Outcomes for Chapter 13

After studying this chapter, students will be able to:

1. Describe high group performance in terms of the symbolic aspects of the group, such as stories, humor, and ritual.
2. Discuss the statement “soul is the secret of success.”

Case Examples in Chapter 13

- Navy Seal Team Six
- The Data General Eagle Group
- The Air Force and Starbucks
- Mitsubishi Corporation
The central ideas in Chapter 13 revolve around principles for building and shaping a strong group culture. Instructors can use this chapter to:

1. Explore groups from a symbolic perspective.
2. Examine essential skills for building a positive culture.

Teaching methods appropriate for each approach are described in the sections that follow. Student exercises keyed to the approaches appear in “Student Exercises for Chapter 13.”

**Chapter 13: A Focus on a Symbolic Perspective on Groups**

Much of the literature on small groups comes from a human resource or social psychological perspective. Chapter 13 can be used to broaden student understandings about small groups and to contrast structural, human resource, and symbolic prescriptions for effectiveness. This enables students to review small-group theory from Chapters 5 and 8, as well as begin the process of integrating two frames.

**CHAPTER 13: CASES FOCUSING ON A SYMBOLIC PERSPECTIVE ON GROUPS**

Discussion of the Eagle Group case as presented in Chapter 13 works well for comparing the symbolic perspective with other perspectives. The chapter is rich in description of the Eagle Group's story, but instructors may want to assign Kidder’s *Soul of a New Machine* as supplemental reading (a paperback version published by Little, Brown in 2000 is widely available on-line).

In large or small groups, students can discuss the ways in which the symbolic frame accounts for the Eagle Group's success and compare how human resource, structural, or political elements might also have contributed. The structural characteristics of high-performing teams outlined in Chapter 5, the human resource elements discussed in Chapter 8, and the characteristics of constructive politicians described in Chapter 10 provide alternative ways of understanding what happened in the Eagle Group. This can lead into a discussion of the unique contributions of each frame and the overlap among them.

Instructors could add another case to work on these same issues, comparing the case group with the Eagle Group. Possible cases include:

- The team videos from Workvideos discussed in the notes for Chapter 5 (*Computer Emergency Response Team, Chamber Music Quartet, Chinese String Quartet*, and *Rowing in an 8*; see “Chapter 5: Films or Videos Focusing on Understanding Structure and Group Effectiveness”) are multiframe examples with rich material on cultural, as well as interpersonal and structural, issues in groups. Since all the teams portrayed are high-performance teams, they can be
compared with the Eagle group to examine how well the ideas in Chapter 13
transfer to other teams.

- Corning—1983-96: Transition at the Top (HBS 9-401-034) takes a multiyear look
  at the evolution of a top management team and the relationship between team
  and organizational cultures.
- Acting Out of Character (HBS 9-414-012).
- Acton Burnett (HBS 9-476-018).
- Claremont Instruments Co. (HBS 9-406-032).
- Meeting of the Overhead Reduction Task Force (HBS 9-478-013) and
  accompanying video (HBS 9-884-002).
- London Symphony Orchestra (HBS 9-494-034).
- Slade Company (HBS 9-406-074).

Chapter 13: A Focus on Essential Skills for Culture Building

The Eagle Group case highlights skills needed for building strong and productive
cultures. Instructors may want to use this chapter to drill the ideas outlined in the
text and to use the Eagle Group case to test student understanding of the core
ideas. Ideas for skill building in small groups are presented in Exercises 13.1 and
13.2, below.

STUDENT EXERCISES FOR CHAPTER 13

EXERCISE 13.1

Focus: Essential Skills for Culture Building

In courses with ongoing small groups, have students apply the prescriptions for
shaping and building a productive culture to the history and workings of their own
teams. Groups should focus on both diagnosis (Where are we now? What is our
culture? How is it expressed? How is it reinforced?) and action planning (Where are
we going? How could we strengthen our culture to better support our mission?
What, if anything, needs to change?)

EXERCISE 13.2

Focus: Essential Skills for Culture Building

Either as a small-group activity or a written assignment, have students examine
their past experiences in groups, briefly describing their best and worst group
experiences. They can then compare their descriptions of best and worst group

Copyright © 2013 by Joan V. Gallos and Jossey-Bass/A Wiley Company. All rights reserved.
experiences with the Eagle Group’s experiences and the guidelines in the chapter for productive groups.
CHAPTER 14. ORGANIZATION AS THEATER

CHAPTER 14 OVERVIEW

Chapter 14 explores organization as theater. A close look at everyday life raises questions about the assumed cause-and-effect connection between organizational activities, events, and outcomes. Particularly in organizations confronting substantial ambiguity and uncertainty, structure and process are often shaped less by efficiency concerns than by the desire to maintain legitimacy in the eyes of important constituents. Organizational drama is constructed to conform to blocks of contemporary myth: strategic planning, total quality, reengineering, or whatever is seen as a sign of being modern and well managed.

The authors probe the multiple functions of organizational drama:

1. Promoting cohesion.
2. Portraying the organization to itself—fostering core beliefs and cultivating essential values.
3. Providing space for organizational members to do their jobs.
4. Helping people to cope with ambiguity and confusion.
5. Enabling people to find faith and meaning in their work.
6. Offering rules and cues for effective behavior (how to play roles without reading the wrong lines, upstaging the lead actors, or wrongly interpreting an organizational tragedy as comedy).
7. Expressing fears and joys.

Organizational drama serves external functions as well:

1. Keeping the organization viable by making its work credible to important outside audiences.
2. Offering reassurance to external constituents that all is well.
3. Bonding organizations to their environment.
4. Incorporating prevailing societal myths and values.
5. Conveying “progress” and a “modern” appearance.
6. Reflecting legal and social expectations.

The authors illustrate the dramatic aspects of organizational structure and processes (such as meetings, planning, evaluation, collective bargaining, and the exercise of power). Although these are supposedly rational activities, they are also
powerful symbols that can express more than they accomplish. The authors caution readers about narrowly rational tendencies to view organizational symbols and dramas as empty or depressing. Instead, they suggest that symbolic forms respond to basic human needs for hope, order, faith, predictability, and meaning in an uncertain world.

**Learning Outcomes for Chapter 14**

After studying this chapter, students will be able to:

1. Discuss and provide examples of the main ideas of a theatrical view of organizations—in particular, that organizations often engage in activities and processes because they send the right message to internal or external audiences, even if they do not lead to greater efficiency or improved performance.

2. Describe how organizational structure can be viewed as theater, and contrast this view with the structural view.

3. Describe the theatrical functions of organizational processes such as meetings and planning.

**Key Terms in Chapter 14**

**Isomorphism:** Similarity in form. As used by DiMaggio and Powell, *isomorphism* refers to processes that cause organizations to become more like other organizations, particularly when they belong to the same organizational field. *Coercive isomorphism* occurs when organizations become more similar in response to outside pressures or requirements; *mimetic isomorphism* occurs when one organization simply copies another; and *normative isomorphism* occurs when professionals (such as lawyers, doctors, engineers, or teachers) bring shared ideas, values, and norms from their training to the workplace.

**Case Examples in Chapter 14**

- The Polaris missile system
- U2’s music video “The Saints Are Coming” (Hurricane Katrina and FEMA)
- Planning in academic organizations
- The fiscal cliff struggle in Congress
- U.S. regulatory agencies

**Suggestions for Teaching Chapter 14**

The central ideas in Chapter 14 revolve around an image of organizational events as theater: dramatic performances that promote internal cohesion, symbolize
certainty in an ambiguous world, and bond organizations to their external environments. This chapter can be used to:

1. Examine organization as theater.
2. Identify theatrical abilities essential for good leadership.
3. Explore the art of impression management.
4. Scrutinize the strengths and limitations of the symbolic frame (since Chapter 14 concludes the chapters examining this frame).

Teaching methods appropriate for each approach are described in the sections that follow. Student exercises keyed to the approaches appear in “Student Exercises for Chapter 14.”

**Chapter 14: A Focus on Organization as Theater**

Meyer and Rowan’s “logic of confidence” concept often helps students who struggle to grasp the positive power and meaning of organization as theater. Support and freedom to work without excessive surveillance by outsiders makes it easier for organizations to get on with the task at hand. One way to illustrate this idea is to focus on the classroom itself. Cases and films can be useful as well. (Also see Exercise 14.1.)

**CHAPTER 14: DISCUSSING THE CLASSROOM AS THEATER**

Students can gain understanding of the positive power and meaning of organization as theater by focusing on the classroom itself.

Instructors can explain how “educational essentials”—the syllabus, the instructor’s credentials, the layout of the room, departmental coordination mechanisms, textbooks and cases, handouts, exams and term papers, required readings and assignments—signal to relevant constituents that learning is taking place and how these key symbols help you get freedom and support from department chairs and deans. (Professors, for example, are typically required to keep copies of course syllabi on file in a departmental office and are often asked to include a variety of boilerplate items about academic integrity, grievance procedures, and so forth. These syllabi may be studied by department chairs doing performance evaluations and by visiting accrediting teams, but rarely does anyone check to see if a syllabus reflects what happens in the course.)

Students can discuss how the logic of confidence affects them. How has it affected their decisions to take the course, reactions to the instructor, beliefs in the relevance of course materials and assignments, expectations for learning, commitment and motivation, and so on?
CHAPTER 14: CASES FOCUSING ON ORGANIZATION AS THEATER

Several cases provide opportunities to explore drama in organizations.

- Jan Carlzon: CEO at SAS ([A] [HBS 392149]) explores Carlzon’s engineering of a remarkable turnaround for a sleepy European airline through clear recognition of organization as theater. He was aware that he continually played to audiences both inside and outside the company, and that the onstage performances of the airline’s front-line personnel—the “Moments of Truth”—were critical in influencing any customer’s view of SAS.

- Hurricane Katrina (A): Preparing for the ‘Big One’ In New Orleans (Abridged) [HBS HKS192]. Hurricane Katrina (B): The Looming Storm (Abridged) [HBA HKS193] and Hurricane Katrina (C): Responding to an 'Ultra-Catastrophe' In New Orleans (Abridged) [HBS HKS194]. The A, B and C cases provide a chronological account that begins with the run-up to the storm: everyone could see it coming, and the challenge was to be ready when it hit. This is a complex story with many different individual and institutional players. Elements of every frame play a significant role, but the political dynamics are particularly salient. An interesting comparison is between President Bush’s response to Katrina and President Obama’s handling of Hurricane Sandy. Most observers would agree that Katrina hurt Bush but Sandy helped Obama. Why? What was different in the two cases? At the time of writing, we have not found an in-depth and objective case study, but students could research the press accounts to try to construct a narrative. [Many of the accounts at the time reflected the political biases of the writers in the context of a presidential election, but sorting through those biases to get closer to the truth could be a valuable exercise in itself.]

- Instructors who used West Point: The Cheating Incident ([A] [HBS 481117]) to explore the political or symbolic frame may want to use case C (HBS 9-482-006) now. The formation of the Borman Commission can be examined as a carefully crafted attempt to evoke external confidence so that General Berry and others can get on with the business at hand. Berry, for example, can redirect calls from the press, Congress, alumni, and other constituents to Borman. Borman has a ready and symbolically acceptable answer to all inquiries: “I can’t comment about that now. Of course, we’re studying the problem.” Ask students, “Why do you suppose they selected Frank Borman as chair?” Some students will probably recognize that he was symbolically perfect for evoking a logic of confidence across a broad range of stakeholders. He was a successful businessman, president of Eastern Airlines, West Point alumnus, former member of the military, father of a West Point student, and former astronaut (one of the few remaining heroes in the post-Watergate era). Similarly, the committee’s membership (a mix of distinguished educators, clergy, legal experts, and business and military leaders) was masterfully selected to elicit widespread confidence and support.
CHAPTER 14: FILMS OR VIDEOS FOCUSING ON ORGANIZATION AS THEATER

Another way to explore organization as theater is to focus on what events mean to relevant organizational actors.

- *Argo* (2012) tells the story of a covert operation to rescue six Americans who were trapped in the Canadian embassy in Iran. A central element in the plot aligns with the idea of organization as theater: create a phony Canadian film project to be shot in Iran and smuggle the Americans out as its production crew. It was a theatrical production that could only succeed if the audience did not realize what was real and what was theater.

- The Oscar-winning documentary *Searching for Sugarman* (2012) tells a story about the complex relationship between performer, performance and audience. Sixto Rodriguez, a Mexican-American musician who grew up in Detroit, produced a pair of albums around 1970 that went nowhere in America. To his surprise, they caused a mild sensation in Australia several years later, and he toured there, but after that his career seemed to have died. He spent the next few decades working at various jobs in Detroit. Unknown to him, he was acquiring a devoted following in apartheid South Africa, but his fans, who were largely cut off from the rest of the world, thought he was dead. Only in the mid-1990s did he and his fans learn that each other existed. His fame has grown exponentially since, and now in his 70s, his career has hit a new peak.

- Popular films that explore how people respond to what they believe they know and see include Peter Sellers’s classic *Being There*, Eddie Murphy’s *Trading Places*, William Hurt’s *Body Heat*, Woody Allen’s *Bananas*, and Sir Alec Guinness’s classic *The Horse’s Mouth*. Hitchcock’s *Rear Window* is a suspenseful classic exploring this theme. An injured photographer (played by Jimmy Stewart) spends his time at his apartment window taking in the multiple scenes in his neighbor’s window. Was there a murder in an apartment across the way, or did he just imagine it?

- Instructors might want to turn to the theater itself, asking students to read and discuss George Kaufman and Moss Hart’s classic farce *Once in a Lifetime*. The play, written about the ambiguity in the Hollywood film industry in transition from silent movies to talkies, satirizes success as a product of illusion, image, caprice, and proper symbols—ideas at the heart of the symbolic perspective.

- The first five minutes of the movie *Patton* or the opening scene from *Dead Poets’ Society* can be used as a way of reinforcing the importance of “good theater” to convey what you want others to know and believe.

**Chapter 14: A Focus on Theatrical Skills for Managers**

If organizations are theater, then managers and leaders are, at various times, playwrights, producers, directors, and actors. Instructors may want to focus on how
individuals can better prepare and play their assigned roles. Applying the theater metaphor to organizations leads to a list of useful managerial and leadership skills, such as choosing and understanding the audience, staging, selecting costumes and props, writing and adapting scripts, directing the action, creating dramatic impact, and planning for rehearsals and “out-of-town” tryouts. Instructors may want to offer opportunities for students to experience the full range of skills needed for a successful production (see Exercise 14.2), or they can choose to focus on one or two specific areas.

Instructors choosing to focus on one or two of the theatrical skills for good management might consider the following options:

- Use one of the corporate culture cases suggested in the teaching notes for Chapter 12 (see “Chapter 12: Cases Focusing on Culture and Socialization”). Ask students to focus on one or more of the following issues: diagnosing the organization’s culture and identifying the relevant audience for a drama to resolve the case’s central dilemma; choosing the most appropriate time, place, setting, props or support, costumes, and scenery; writing a script for the case’s central character; and devising ways for the character to rehearse his or her internal drama to maximize chances for its success.

- Show the first five minutes of the movie *Patton*, the opening scene from *Dead Poets Society*, a scene of Gordon Gecko interacting with his office staff in *Wall Street*, or Joe Clark’s first school assembly in *Lean on Me* to explore the power of staging and selecting appropriate costumes and props.

- Use the Cindy Marshall segment of the Bolman and Deal audiotape *Reframing in Action: Changing Management Traps into Leadership Opportunities* (San Francisco: Jossey-Bass, 1991) to illustrate the usefulness of script writing as a way to anticipate reactions, reframe a situation, or increase the likelihood of a successful outcome. Acknowledging the possibility for different scripts emphasizes the importance of rehearsing and adapting scenarios to fit the realities of the situation.

- Ask students to write personal cases about a challenging situation. Students can reconstruct a critical conversation from their case situation, rewriting the script to be more successful. (In courses where students’ personal cases serve as the basis for a final analysis paper, instructors can form small groups in which students rework their case dialogues and role-play their scenarios. In courses where students write personal cases to explore consistencies between espoused theories and theories-in-use when studying Argyris and the human resource frame, the instructor can ask students to return to those dialogues and, in small groups, reexamine them in light of the theatrical metaphor and the symbolic frame.)
Chapter 14: A Focus on Impression Management

Instructors can also use this chapter to focus on the art and function of impression management: how and why individuals and organizations work to determine the ways in which others will perceive them and their efforts.

CHAPTER 14: CASES FOCUSING ON IMPRESSION MANAGEMENT

A number of good cases explore how organizations respond to calamities and manage public impressions to maintain consumer confidence and trust, successfully or not. Good examples include:

- BP and the Gulf of Mexico Oil Spill [HBS W11366], Teaching Note [W11367]. Examines how one of the worst environmental catastrophes came about, and how BP struggled to deal with the aftermath.

- Hitting the Wall: Nike and International Labor Practices (HBS 700047), mentioned in the notes to Chapter 11 for its political issues, can be used here as a case about managing audience expectations: How should Nike respond to persistent charges that its products are made mostly by exploited, underpaid overseas workers?

- In the Tailhook cases mentioned in the notes to Chapter 12 ([A] [KSG 1279.0], [B] [KSG 1280.0], and [Epilogue] [KSG] [1280.1]), much of the problem facing the U.S. Navy as it dealt with a sexual harassment scandal was managing a drama that played very differently to internal and external audiences.

- Deciding Who Decides: The Debate Over a Gay Photo Exhibit in a Madison School ([A] [KSG 1440.0], [B] [KSG 1441.0], [C] [KSG 1442.0], and teaching note KSG 1440.2) is almost entirely about culture and theater. The school superintendent in Madison, Wisconsin, has to decide what to do when the faculty at an elementary school announces plans for a photo exhibit featuring families with gay and lesbian parents. To the teachers, the exhibit is consistent with school philosophy and a matter of academic freedom. But other constituents in the community have a different view. Should the superintendent intervene at all? If so, how?

- Parker Brothers ([A] [HBS 580085], [B] [HBS 580086]), and Teaching Note [585034]. How should the toy company respond when one of its products may have been associated with the death of two children?

- Johnson & Johnson: the Tylenol Tragedy (HBS 583043). How J&J dealt with one of the most famous cases of product tampering in history.

- Exxon: Trouble at Valdez (HBS 390024) and Exxon: Communications after Valdez (HBS 493014).
Contrasting the Tylenol case with Exxon's handling of the Valdez oil spill—which Bolman and Deal do in their audiotape—makes for lively class discussion about the meaning of managerial decisions and the power of false impressions.

Procter & Gamble: What’s the Story? (HBS 593013) presents an interesting case in which a company’s efforts to track down the source of an unwanted news leak ultimately did more damage than the leak itself.

CHAPTER 14: FILMS OR VIDEOS FOCUSING ON IMPRESSION MANAGEMENT

Members of the Reagan White House staff were masterful impression managers. The Hedrick Smith PBS series The Power Game (PBS), based on Smith’s book by the same name, was mentioned in connection with the political frame in the teaching notes to Chapter 10. Instructors may now want to show the PBS series segment entitled “The Image Game” (or assign Chapter 12, “The Image Game: Scripting the Video Presidency,” in the book). Both provide powerful insights into the art of impression management during the Reagan presidency. Viewing the documentary Ronald Reagan: An American President (available from Sutton Entertainment Corporation, P.O. Box 7032, Edison, N.J. 08837), the official White House–authorized video of the Reagan years, adds to the impact of the other sources. A fictional look at some of the same issues can be found in the feature film Bob Roberts, which depicts a cynical candidate for the U.S. Senate engaging in a broad array of impression-management techniques. A semifictional option is Primary Colors, the behind-the-scenes story of a candidate for the U.S. presidency with a strong resemblance to Bill Clinton.

The U.S. government’s handling of its relationship with Iraq in the Gulf War of the early 1990s and in the invasion of Iraq in 2003 provide powerful examples of impression management. An ABC News documentary entitled A Line in the Sand and a video biography of Hussein, Who Is Saddam Hussein and Why Is He Defying the World? (both available from Critics’ Choice Video) provide good background for discussion of the first Gulf War. A 60 Minutes segment, “It Pays to Advertise?” (CBS, December 2002), examines “the arsenal of advertising and communications techniques the Bush administration is employing to sell a possible war on Iraq.” Students can analyze and contrast the impression management strategies of George Bush, Sr., George W. Bush, and Saddam Hussein.

Alternatively, instructors may want to use popular film clips to present examples of impression management and what individuals and organizations do to promote a favorable image. Students can reflect on their reactions both to the specific examples and to the broader idea of impression management. Films in corporate settings such as Wall Street, 9 to 5, Baby Boom, and Working Girl are perfect, as are films about individuals’ efforts to project preferred images, such as Being There, Trading Places, Body Heat, and The Horse’s Mouth.
Chapter 14: A Focus on the Strengths and Limits of the Symbolic Frame

Finally, instructors may want to use this chapter as a jumping-off point for exploring the strengths and limits of the symbolic frame. Since this is often the most difficult perspective for students to grasp or appreciate, instructors can explore student responses to symbolism before moving on to the integrative chapters. Symbolic issues can be discussed in class or teams or woven into discussions of cases or films. (See the teaching notes for Chapters 12 and 13 for suggestions of appropriate, frame-relevant cases and films.)

Student Exercises for Chapter 14

Exercise 14.1

Focus: Organization as Theater

If your course includes ongoing student groups, have students apply the ideas from the chapter to their own group history, process, and structure. Groups can meet and discuss these issues, write an analysis paper, and/or prepare a brief presentation of their findings, illustrated with stories or vignettes. Students could also communicate their results in the form of a brief skit.

Exercise 14.2

Focus: Theatrical Skills for Managers

Have students in small groups prepare short dramatic productions for the class. For the scenario, you can assign a case (see the teaching notes for Chapter 12, "Chapter 12: Cases Focusing on Culture and Socialization," for suggested cases; also see the suggested case described later in this exercise) or have students present personal cases and choose one to dramatize. You might assign the same case to all groups or assign a different case to each group, sacrificing the opportunity to compare group diagnoses and presentations but increasing the scope and variety of issues.

Each group will prepare and present a short production dramatizing how the case’s central character might resolve the current dilemma. In preparing presentations, students should focus on the following:

- Identifying the relevant audience in the case. (With whom does this character need to interact? Whom does this organizational drama need to “play to”?)

- Diagnosing the organization’s culture and its implications for staging an appropriate production. (How does the organizational culture affect the character’s choice of setting, scenery, costume, and necessary props?)
• Writing a realistic script for the actors in the case. (What does this central
central character need to say? To whom? How? Where? When? How do you anticipate
the response of key others in the case situation? Why?)

Students should be encouraged to adapt and rewrite their scripts, if necessary, to
present their best attempt at a successful and realistic resolution of the case’s core
dilemma.

This activity can be debriefed on a number of levels. After staging the “case
drama,” the student presenters can share their answers to the above questions and
explore their diagnosis of the case with the larger group. The class can then discuss
their reactions to the group’s drama—how the presentation affected their
willingness to see the situation from the presenters’ perspective. Finally, student
presenters (in the large group or in their small groups) can draw parallels between
their staging of the drama for the case character and their own experiences of
staging the role play for their classmates.

An example of a case that could be used for this purpose is a famous situation
from the Civil War in which a leader goes on stage to face a very tough audience. In
the days leading up to the battle of Gettysburg, Colonel Joshua Chamberlain,
commander of the 20th Maine infantry regiment, is suddenly saddled with a group
of extremely disgruntled mutineers who refuse to fight and want to go home.
General Meade has ordered Chamberlain to make them fight or shoot them, at his
discretion. He decides to talk to them. The question, if you’re Chamberlain, is: What
do you say?

Professor James Clawson of the University of Virginia has developed an
extensive teaching note around this case that is available online at
http://faculty.darden.virginia.edu/clawsonj/pdf/Chamberlain.pdf. The note includes
a discussion of the facts of the case. A one-page version of the case is also available
at http://www.leebolman.com/cases.htm. The movie Gettysburg contains a
dramatization of this scene. Clawson believes the activity works better without the
film, but other instructors report that they have found the film helpful.

If this case is used, audience members can be asked to position themselves as
the mutineers and to respond as they believe the mutineers would to whatever
Chamberlain does. This role play can be repeated several times—every run is
different.

Note: This activity can be adapted to an individual or group written assignment, in
which students use the theatrical metaphor to guide and frame their diagnosis,
analysis, and suggested resolution of the case dilemma.
CHAPTER 15. INTEGRATING FRAMES FOR EFFECTIVE PRACTICE

Chapter 15 Overview

Chapter 15 looks at what managerial life is really like, noting that it is messier and more turbulent than managers often like to think. Managers face additional confusion and conflict when individuals use different perspectives to frame the same event. To illustrate these possibilities, the authors depict a number of key organizational processes and activities as seen from each of the four frames (Exhibit 15.1 in the text). The ability to define where people are “coming from” is a central leadership skill for which the frames serve as a template.

The authors also provide guidelines for matching frames to situations (Exhibit 15.2 in the text). Conditions influencing the choice include: motivation and commitment, requirements for the technical quality of an outcome or decision, ambiguity and uncertainty, scarcity of resources, levels of conflict and diversity, and the top-down or bottom-up nature of the effort.

The chapter closes with a review of research. The authors look at three works on organizational excellence—Peters and Waterman (In Search of Excellence), Collins and Porras (Built to Last), and Collins and Hansen (Great by Choice)—and at three studies of effective managers—Kotter (The General Managers), Lynn (Managing Public Policy), and Luthans, Yodgetts, and Rosenkrantz (Real Managers)—to determine what they reveal about the use of frames. Finally, the authors review research on managers’ frame orientations.

Learning Outcomes for Chapter 15

After studying this chapter, students will be able to:

1. Explain how the ability to view the same events and processes through alternative frames can benefit managers as they attempt to understand what’s going on in their organizations.
2. Describe several ways of matching frames to particular situations.
3. Discuss what research on organizational excellence, managerial effectiveness, and managers’ frame preferences has to say about the use of frames.

Case Examples in Chapter 15

- Hurricane Sandy and President Obama
- Information systems in Afghanistan
- Dr. Gregory O'Keefe and the National Health Service Corps
- Nelson Mandela and rugby in South Africa

SUGGESTIONS FOR TEACHING CHAPTER 15

The chapter’s central ideas revolve around integrating the frames and developing skills in employing multiple perspectives. Instructors can focus on:

1. Developing skills in four-frame diagnosis.
2. Learning to match frames to the situations.

Teaching methods appropriate for each approach are described in the sections that follow. Student exercises keyed to the approaches appear in “Student Exercises for Chapter 15.”

Chapter 15: A Focus on Four-Frame Diagnostic Skills

Previous chapters have emphasized the content and usefulness of each individual frame. Some students arrive at this chapter understanding some frames better than others. Others may be clear about frame content but less so about application of the four perspectives. Many are puzzled about how to bring together four seemingly disparate lenses. Instructors can use this chapter to review the basic content and focus of each perspective and to work with students in developing an integrative framework for using the four frames in combination.

CHAPTER 15: REVIEW ACTIVITIES AND METHODS FOR A FOCUS ON FOUR-FRAME DIAGNOSTIC SKILLS

Review of the four frames can take many forms:

- Offer a lecture, drawing on the overview in Chapter 1 (see Exhibit 1.1 in the text and Table 3.1.1 in the Instructor’s Guide).
- Use film clips to capture the essence of each frame (see suggestions in the teaching notes for Chapter 1, “Chapter 1: Films or Videos Focusing on Frame Content” and in film suggestions under each individual frame).
- Delegate the review task to students, forming student groups, assigning one frame per group, and asking students to review the essence of the frame for the class, relying on traditional lecture and presentations, and/or using a video clip, poem, or excerpt from popular literature to best convey the central content, meaning, and focus of a frame.
Alternatively, ask each group to find a video clip that contains elements of all four frames. Have them come to class prepared to show their clip, and lead a discussion of how each frame applies. Students often enjoy the task and are remarkably inventive at finding provocative examples.

Whatever method is chosen, instructors will want to be sure that the students leave the activity with a clear set of questions or list of key words that can become a diagnostic framework for approaching organizations. Students can then apply their frameworks to cases from the text or other sources or to films, as described in following sections, or can apply them to real-world organizations through fieldwork (see Exercise 15.1 in “Student Exercises for Chapter 15”). They can also explore their own personal cases, the classroom as an organization, or a current event.

Before beginning any large-group discussion of a case, instructors may want to ask students to record their definitions of the central problem. Instructors can then collect the problem definitions on the board, poll the class for the number of students who agree with the various suggestions, and explore the dominant frame or frames in the class’s choices. In addition, or instead, students return to their initial problem definitions after the case discussion to explore both: (1) the dominant frame in their initial diagnosis and possible clues to their frame preferences and (2) the ways in which discussion of the case enlarged their appreciation of the case’s complexity.

Students can discuss their reactions in small groups or share their observations in the larger class. These discussions lead nicely into a discussion of the power of and need for reframing. Such a discussion may be especially important for instructors working with young students or students who struggle with the concept of multiple perspectives. Instructors in such situations may want to devote time here to reviewing the importance of reframing (see Chapter 1 teaching notes for suggestions). In summary, they will want to caution students to note the importance of completing each frame’s diagnosis of situations rather than quickly predetermining the frame that is most applicable.

(Also see Exercise 15.2 in “Student Exercises for Chapter 15” for a four-frame group assessment activity.)

CHAPTER 15: CASES FOR A FOCUS ON FOUR-FRAME DIAGNOSTIC SKILLS

As mentioned, review activities are aimed at helping students to develop their own diagnostic frameworks for approaching organizations. Once the frameworks have been developed, students in large or small groups can apply them to cases, exploring the implications for understanding and action. One place to start is with the cases in the chapter.

Students can discuss or explore the four-frame implications of Dr. O'Keefe’s situation.
• Students can re-explore the Helen Demarco case, referring back to their notes about Helen and examining what they now realize and how they now feel about the situation in the light of the frames. What new insights do they have? (See the teaching notes for Chapter 2, “Chapter 2: Cases Focusing on Private Theories and Personal Judgments” and Exercise 2.1, for additional suggestions about discussing the Demarco case.)

• Another option is to assign the RFK High case that appears in Chapter 20, working here on the process of integrating the frames for organizational diagnosis before moving on to Chapter 16 and an integration of the frames for effective action. This may be especially important for instructors working with undergraduates who need extra time and opportunities to explore the case situation or for instructors with fifty-minute classes who struggle to fit preparation and role-playing activities for RFK High into short class periods.

Other suggested cases for four-frame diagnosis include the following:

• **Government/public administration:**

  - Managing a Global Team: Greg James at Sun Microsystems, Inc. (A) [HBS 409003], (B) [HBS 410020] and Teaching Note. A global manager sets out to meet with his entire 43-member customer implementation team spread across India, France, the United Arab Emirates, and the United States of America to resolve a customer system outage. Rather than finding a swift resolution to the problem, he finds himself facing distributed work, global collaboration, conflict and management issues that are threatening to unravel his team.

  - Taran Swan at Nickelodeon Latin America (A) [HBS 400036], (B) [HBS 400037], C [HBS 400038] and video [HBS 400508 on DVD]. Taran Swan, a successful middle manager at Nickelodeon, lobbied to get the job of taking the network to Latin America. She got it, and then the fun began. The case chronicles the multiple challenges she faced in recruiting and leading a team, managing relations with headquarters and other divisions, and making inroads into a difficult market. In addition, at the end of the case, she faces a difficult personal decision when she learns she has a high-risk pregnancy. The video includes promotional spots developed for the Latin America market, and interviews in which MBA students ask Swan questions about her reflections on the case.

  - Peter Browning and Continental White Cap (A) [HBS 486090], B [HBS 486091] and C [HBS 486092] and Teaching Note. Browning comes in to head a successful established business that faces major changes in its market. The company will need to adapt or decline, but success has bred complacency. This is a classic case in which the central issue is now ancient history (a shift from glass bottles with metal caps to plastic on plastic), which makes it easier for students to get their bearings and grasp the leadership and change challenges that Browning faced.
Job Corps (HBS 9-375-152), a case out of the Johnson administration, still provides a superb example of a multiframe turnaround of an organization that was near death when a new administrator arrived.

Improving Compliance with U.S. Tax Law: The Internal Revenue Service and Nonfilers (KSG 1576.0) looks at the challenges facing an IRS official who is charged with reversing a steady increase in the number of Americans who should but don’t file an income tax return. The case includes structural and human resource issues within the IRS and political and symbolic issues in the agency’s relationship to its environment.

- **Law:** Case of the Part-Time Partner (*Harvard Business Review*, reprint 90507).

- **Business:**
  - Asda ([A] [HBS 498005], [B] [HBS 498007], and [C] [HBS 498008]) deals with a company that was one of the most successful retailers in Britain in the mid-1980s but was near death by 1991. A new, talented CEO enters with the hope of turning things around. A video (HBS 499506) and teaching note (HBS 498033) are also available.
  - Charlotte Beers at Ogilvy and Mather ([A] [HBS 495031], [B] [495032], teaching note 495033). Beers, the first outsider and first woman to head the world’s 6th-largest advertising agency, entered at a time of internal crisis and industry turbulence.
  - Suzanne de Passe at Motown [A] [HBS 487-042], [B] [494014], Video [497502, Teaching Note [487010].

- **Education:**
  - Zero Tolerance in Memphis ([A] [KSG 1438.0], [B] [KSG1439.0], and teaching note 1438.2), mentioned in the notes to Chapter 11, chronicles challenges facing a new superintendent of schools in Memphis who believes the schools have put too much emphasis on discipline and too little on learning.
  - Laura Johnston and the Sandia High School: Racial Transformation ([A] [KSG 1308.0], [B] [KSG 1309.0], [C] [KSG1310.0], and [Sequel] [KSG1310.1]) describes the efforts of a high school principal to transform her school using principles from the Coalition of Essential Schools and the challenges that she encounters in the process.

**CHAPTER 15: FILMS FOR A FOCUS ON FOUR-FRAME DIAGNOSTIC SKILLS**

Many of the feature films cited under one or more frames can also be used as four-frame cases. Hollywood depictions of life in organizations often focus on the seamier political side (as in films like *Margin Call*, *The Hudsucker Proxy*, *Disclosure*, *Wall Street, Working Girl*, and *Office Space*), but all of the frames can typically be found. Similarly, feature film depictions of life in schools (as in *Dangerous Minds*, *Freedom Writers*, *Dead Poet’s Society*, *Lean on Me*, *Mr. Holland’s Opus*, *Stand and Deliver*, and *The Breakfast Club*) may emphasize one or two frames more than others but usually contain rich possibilities for multiframe discussion, examining which frames
are most appropriate in various situations. The novel and film *Lord of the Flies* make a good nontraditional, four-frame case that works especially well with undergraduates.

**Chapter 15: A Focus on Matching Frames to Situations**

Instructors working with developmentally sophisticated audiences such as advanced graduate students or experienced executives may choose to skip the review suggested above and focus instead on practice in matching frames to situations. Instructors can review or have students review the factors discussed in the chapter. They can then assign a case and see which frame the Bolman and Deal guidelines suggest. (See the case suggestions above, “Chapter 15: Cases for a Focus on Four-Frame Diagnostic Skills,” or review the case suggestions for Chapters 3–14 for a wide selection of cases that illustrate one or more of the frames.)

Students will want to explore whether they agree or disagree with the authors’ “best frame” suggestion, discuss other criteria that seem relevant in the situation, and so on. Students can work in small groups and then report their conclusions to the large group; meet in small groups to prepare for large-group discussion (which significantly improves the quality of participation); or prepare assigned study questions in anticipation of large-group discussion. Student preparation can also take the form of a written assignment.

Again, as described in an earlier section (“Chapter 15: Review Activities and Methods for a Focus on Four-Frame Diagnostic Skills”), instructors can use case discussion to help students think about their own frame preferences and potentially hidden “frame biases.”

Finally, in courses in which students write personal case papers, students can meet in small groups, apply the guidelines suggested in the chapter, and explore the “frame match” in their own personal case situation.

**STUDENT EXERCISES FOR CHAPTER 15**

**EXERCISE 15.1**

**Focus:** Four-Frame Diagnostic Skills

Chapter 15 presents an excellent opportunity to use fieldwork as an experience in four-frame diagnosis.

**Option 1.** Assign each student to an organization or let students choose organizations. Even a brief visit (such as an evening at a restaurant, standing in line at the registry of motor vehicles, or wandering through a shopping mall) should provide ample material for a four-frame diagnosis. Students can present their analyses in class to demonstrate how the frames are expressed differently across organizations.
**Option 2.** Divide the class into frame groups and have all groups visit the same organization. The groups can then come together and construct a multiframe profile, exploring the interplay among different perspectives.

**EXERCISE 15.2**

**Focus:** Four-Frame Diagnostic Skills

Have team members fill out the Team Assessment Scale, a multiframe measure available at [http://www.bolman.com/Teaching%20materials/team_frames_assessment.htm](http://www.bolman.com/Teaching%20materials/team_frames_assessment.htm). For ongoing teams, this assessment provides a way to use the frames to assess how well they’re doing and which areas might need work. In the instrument, items 1–4 are structural; items 5–9 are human resource; items 10–12 are political; and the rest are symbolic.

Ask individuals to complete the instrument, and then have teams meet, post the results, and discuss. Tell them to focus on both mean and variance: Where does the team seem to be high or low, and where do individuals seem to agree or disagree? (Paying attention to the distribution makes it more likely that they’ll notice, for example, areas in which most people think things are great but one or two individuals don’t agree.)

A variation is to ask individuals, after they have completed the assessment, to meet first in cross-team consulting pairs or trios. Each individual can talk about strengths and weaknesses in his or her team and get consulting help on how to raise these issues with the team. After the consultations, individuals go into team meetings. The consultation often helps individuals to clarify what issues they want to raise and how to raise them in a productive way.
CHAPTER 16. REFRAMING IN ACTION:
OPPORTUNITIES AND PERILS

Chapter 16 Overview

In Chapter 16, the authors explore how managers can use the frames to create alternative scenarios—sets of principles and assumptions that guide their responses to a management challenge. All of us have learned how to play different roles in different circumstances. We can draw on that skill to avoid the self-entrapment of assuming that there is only one way to respond to a given situation. Scenario building is an essential skill for reframing and a straightforward way to expand options, influence outcomes, and enhance leadership capacities. The Cindy Marshall case illustrates the scenario-building process. Marshall arrives in her first day in a new job and is stunned by the dismissive welcome she gets from her predecessor. The chapter shows that each frame offers Marshall different options and that any frame could be used well or badly in the situation.

Learning Outcomes for Chapter 16

After studying Chapter 16, students will be able to:

1. Discuss how managers can use frames to adjust their responses to management challenges.

Case Examples in Chapter 16

- Cindy Marshall

Suggestions for Teaching Chapter 16

Chapter 16 emphasizes the power of reframing and the skills needed to develop frame-specific scenarios. Instructors can use this chapter to focus on understanding the scenario-building process with the Cindy Marshall case or the RFK High School case in Chapter 20.

Chapter 16: A Focus on Scenario Building

Chapter 15 focused on using the four frames to understand a complex organizational world. Chapter 16 emphasizes application -- turning frame analysis into action and choosing an approach that will produce the results you hope to
achieve. It also teaches that individuals can enhance their flexibility and versatility by creating scripts or scenarios for themselves. Role playing gives students a chance to see the frames in action and to test their own skills in building scenarios.

CHAPTER 16: CINDY MARSHALL ROLE PLAY

The Cindy Marshall case is one place to start. A student exercise based on this case is presented in Exercise 16.1 (see “Student Exercises for Chapter 16”). You may worry that the chapter provides so much detail that students will merely copy the examples from the chapter in their role play. This rarely happens, partly because the examples in the book are too short—students run out of material before they run out of time and must then fall back on their own resources.

Students will struggle to project their understanding (and misunderstanding) of the frames into their role plays. Exploring their interpretations and comparing them to the scenarios in the chapter offer opportunities for debates about the content of the frames, individual interpretive processes, and the ways that interpersonal styles interact with intellectual grasp of each perspective.

The activity produces learning on multiple levels. Students are likely to see that:

1. Frames are not just abstract ideas but have implications for action.
2. Bill Howard becomes a different person—in terms of his behavior—in each role play.
3. Each frame describes an important truth, yet each is incomplete (students’ initial reading of the case often overlooks critical issues).
4. Reframing expands options and implies distinct choices.
5. How one executes a solution is as important as the assumptions behind it. (Groups, for example, are sometimes shocked at how their chosen role player interprets their strategy; the discrepancy between intention and outcomes is clearly illustrated in this activity.)
6. Though people typically have frame preferences, they can still choose to take different roles in any situation.
7. The frames offer a simple guide for at least four possible courses of action.
8. Creating alternatives scenarios requires practice and risk taking but is a useful way to expand one’s repertoire of managerial skills.

CHAPTER 16: RFK HIGH SCHOOL ROLE PLAY

Since the frame scenarios provided in the chapter are “generic,” they can be applied to almost any challenging managerial case. One alternative is the RFK High School case, which appears in Chapter 20. This case differs from Cindy Marshall in several respects: no scenarios are provided in the book, it occurs in a school rather than a
corporate setting, and the protagonist has more time to plan how to approach the situation. There are a number of options for working with this case.

- Build a role play around the meeting that David King has said he will have with Chauncey Carver, using the design suggested in Exercise 16.1 for Cindy Marshall. Students can be given the following instructions: Choose one person to role-play David King. As the case states, King has promised Betsy Dula that he will talk to Chauncey Carver about Carver’s threat to Dula in the last faculty meeting. You will role-play that Monday meeting.

- Ask students to role play the RFK High case using the structural (A), human resource (B), political (C), and symbolic (D) David King role descriptions provided in Part 4 of this instructor’s guide (“Detailed Role Descriptions for RFK High School”).

- Instructors who have already run the more complete role-playing activity with Cindy Marshall might want to use scenario building for the RFK High case as a student written assignment or take-home exam.

CHAPTER 16: BUBBA’S TEACHER ROLE PLAY

Search online (on YouTube or elsewhere) for two clips from the Carol Burnett Show: Bubba’s Teacher Part 1, and Bubba’s Teacher Part 2. The two clips show a parent-teacher conference from hell, with Maggie Smith as Bubba’s beleaguered teacher, and Carol Burnett, Harvey Korman and Vicki Lawrence as a dysfunctional family (two parents and a grandmother) that becomes increasingly unglued over the course of the conference. Even though the performers were playing for laughs, the leadership challenges are real and serious. As in the Cindy Marshall case, the teacher suddenly finds herself facing a situation much more challenging and difficult than anything she had anticipated.

- Play clip 1, and ask students to do a diagnosis: what’s going on in this clip, looking at it through each of the frames.
- Play clip #2, and ask students to diagnose why this meeting went downhill, focusing on what the teacher did or didn’t do.
- Using the guidelines in Exercise 16.1 (below), set up role-plays of this encounter. Depending on the number of students in your class, you could have every group develop one person to role-play the teacher, Ms. Collins, and one person to play one of the other parties (mother, father, or grandmother). Tell students that you’ll pick up the meeting at the point of the break between clips 1 and 2. The job for Ms. Collins is to steer the meeting in a more positive direction and keep it from going off the rails again.
STUDENT EXERCISES FOR CHAPTER 16

EXERCISE 16.1

Focus: Scenario Building

In this exercise, students role-play the Cindy Marshall case. If necessary, the activity can be run over multiple class periods. One possibility is to do preparation and set-up of the role players in one class, the structural and human resource role plays in the second, and political and symbolic in a third. In such cases, you will want to give students brief written assignments or study questions at the end of each class so that they record their reactions and observations from each frame. Where the schedule permits, you might want to arrange a longer class period so that all four role plays can be done at one time.

Group number and composition: In setting up the activity, you will want four or more groups—at least one for each frame. Groups should be of manageable size, so that students can work easily on the assignment and not get bogged down in group dynamics. (For large classes, see Note 1 at the end of the exercise.)

Group composition should respond to instructional goals. If you want to emphasize distinctions between the frames, you may want to form groups by frame preference, comfort, and/or skill—students who have the best shot at producing the highest-quality role play. If you want to focus on skill development, random assignment to the groups offers opportunities for people to test their knowledge and abilities. Alternatively, groups can be formed on frame weakness or discomfort, to encourage students to experiment with new behaviors.

Cindy Marshall role: Once teams are formed, ask each team to choose one member to portray Cindy Marshall. Then the team should formulate a strategy for the meeting and get the role player prepared. (What should she say? What outcomes does she want? What should she focus on? How should she respond to anticipated reactions from Howard?)

Bill Howard role: As instructor, you will need to decide who will play Bill Howard. You can assume the role yourself or can assign a group the task of choosing and preparing a realistic and consistent Howard. There are trade-offs involved. On the one hand, the instructor as Howard may assure drama consistent with character. On the other hand, students may see differences in Howard’s response across perspectives as reflecting some form of instructor manipulation (for example, choosing to be easier or tougher on certain groups and/or frames). Students tend to be less suspicious when other students play Howard, but there is a risk that the role will be poorly played. In any case, there are advantages to having the same person play Howard in each role play. A more consistent Howard makes it easier to see the impact of differences in Cindy Marshall’s approach. If a student plays Howard, a team should meet to help him or her prepare. Instruct the team
members that Howard should be Howard-like (consistent with the Bill Howard they see in the case) but not so rigid that any Cindy Marshall faces an impossible mission. Howard should respond as the team members think he might, given how Cindy approaches him.

Activity structure: The activity might be designed as follows:

- Groups choose and prepare their role players: 30–45 minutes
- Brief introduction to the structural frame: 5 minutes
- Structural role play and processing: 30–45 minutes
- Brief introduction to the human resource frame: 5 minutes
- Human resource role play and processing: 30–45 minutes
- Brief introduction to the political frame: 5 minutes
- Political role play and processing: 30–45 minutes
- Brief introduction to the symbolic frame: 5 minutes
- General discussion, summary, and conclusion 30 minutes

Groups generally need about half an hour to prepare their role plays, sometimes longer. You could run a frame’s role play in less than half an hour, but you will sacrifice richness in the discussion. As suggested above, you may also want to provide a brief introduction to or summary of each frame before the role play to set the context and take another opportunity to review each frame. Tell the class that you expect the role plays to run five to ten minutes each and that you will look for a logical stopping point. A good time to stop is when either party falls out of role or if Cindy seems stuck or is becoming repetitive. Use the remaining time set aside for debriefing.

Useful questions for processing the role plays include the following:

2. How did it fit with the frame scenario?
3. What are the strengths and weaknesses of this approach? (Recording strengths and weaknesses on the board creates a record that can be compared once you have done all four frames.)

Debrief each role play before moving on to the next. The same sequence and questions can be followed for each frame. This activity is usually worth the time it takes. Students find it a powerful, integrative experience.

Notes:
1. *For larger classes:* In large classes with more than one group per frame, instructors can ask for a group to volunteer to role-play and subsequently call on other groups prepared in the same frame to discuss how the role play compares with their approach. If other groups describe intriguing variations, or confidently assert they had a better approach, the instructor may want to put them “on stage” briefly. If a group’s role player is struggling, the instructor may choose to stop the action, discuss what’s happening, and then let the same Cindy Marshall try again (often a student will do better after getting feedback and time to reflect) or bring up a new Cindy Marshall and pick up the meeting where it was interrupted.

2. *Alternative structure:* This activity can also be designed as a “leadership challenge” (as discussed in the teaching notes for Chapter 8; see Exercise 8.3). In that case, each of four student teams would prepare role-players for both the Marshall and Howard roles, and each Marshall would meet a Howard prepared by another group.
CHAPTER 17. REFRAMING LEADERSHIP

Chapter 17 Summary

Chapter 17 presents a multiframe perspective on leadership. Though leadership is widely viewed as a cure-all, it is often misunderstood. The authors identify basic elements of leadership and distinguish it from related concepts of authority and management. For Bolman and Deal, leadership is situational (dependent on organizational, environmental, and/or historical context), relational (a relationship between leader and followers), and distinct from position (not synonymous with authority or high position). It is a subtle process of mutual influence that fuses thought, feeling, and action to produce cooperative effort in the service of the purpose and values of both leader and followers.

Bolman & Deal provide an overview of leadership studies since the beginning of the 20th century, differentiating between two different research traditions: quantitative-analytic and qualitative-holistic. They note that each tradition has its own strengths and weaknesses, and each has evolved through a series of different eras. Acknowledging that leadership is a complex and controversial concept, they offer a perspective based in five propositions:

1. Leadership is an activity, not a position.
2. Leadership is different from management.
3. Leadership is multilateral, not unilateral.
4. Leadership is distributed rather than concentrated at the top.
5. Leadership is contextual and is situated not in the leader but in the exchange between leader and constituents.

They also examine the intersection of leadership with both gender and culture. They examine whether women lead differently from men and why they have had limited access to the highest positions in organizations and society. They summarize results from the GLOBE studies, which provide data on how leadership is viewed in cultures around the world.

Because leadership is complex, leaders need multiple frames. Each frame offers a different perspective on leadership, summarized in Exhibit 17.4 of the text. The chapter explores in depth the skills and processes associated with leadership from each of the four perspectives.

- **Structural leadership.** Little is written about structural leadership, probably because structural theorists are often cynical about the concept. But the authors
argue that structural leadership plays a decisive role in shaping organizations. It can be powerful and enduring, even if more subtle and less heroic than leadership based on other frames. Effective structural leaders are social architects who apply analytical and design skills to diagnose an organization’s needs and develop structural solutions. They need not be petty tyrants who manage by detail and fiat. Structural leaders are successful when they have the right answer for their organization and can get their answer accepted and implemented. Good structural leaders: (1) do their homework; (2) develop a new model of the relationship among structure, strategy, and environment; (3) focus on implementation; (4) continually experiment, evaluate, and adapt.

- **Human resource leadership.** Until recently, human resource conceptions of leadership have dominated the management literature. An effective human resource leader is a catalyst and facilitator who motivates and empowers subordinates. The impact of human resource leaders is based on talent, sensitivity, and service—not position or force. Effective human resource leaders use skill and artistry in helping people to accomplish extraordinary results. They build organizations that derive their success from a highly committed and productive work force. When they are ineffective, human resource leaders risk looking naive and weak. Good human resource leaders: (1) believe in people and communicate their belief; (2) are visible and accessible; and (3) empower others—increase participation, provide support, share information, and move decision making as far down the organization as possible.

- **Political leadership.** Successful political leaders are advocates who understand that influence needs to begin with an understanding of others’ concerns and interests. Good political leaders (1) clarify what they want and what they can get; (2) assess the distribution of power and interests; (3) build linkages to other stakeholders; and (4) persuade first, negotiate second, and use coercion only if necessary.

- **Symbolic leadership.** Effective symbolic leaders are prophets, artists, and poets whose primary task is to interpret experience and create a meaningful workplace. They are often transformational leaders—visionaries who bring out the best in followers and move them toward higher and more universal needs and purposes. Effective symbolic leaders follow a consistent set of cultural rules and practices: they (1) lead by example; (2) use symbols to capture attention; (3) frame experience; (4) communicate a vision; (5) tell stories; and (6) respect and use history.

The chapter ends with an integrated four-frame view of leadership and a prescription for wise leadership: understand your strengths, work to expand them, and build diverse teams that supply leadership in all four modes—structural, human resource, political, and symbolic.
Learning Outcomes for Chapter 17

After studying this chapter, students will be able to:

1. Distinguish leadership from authority and management.
2. Contrast quantitative-analytic and qualitative-holistic approaches to leadership research, and discuss how research on leadership has evolved over the last 100+ years. Discuss gender issues in leadership.
3. Recognize the significance of the interaction between leadership and culture, and discuss implications of the GLOBE research.
4. Describe leadership styles in terms of each of the four frames.

Key Terms in Chapter 17

**Power:** The ability to make things happen, to create an effect.

**Authority:** Power rooted in the perceived legitimacy of one’s office or position.

**Management:** The process of running an organization or getting things done through planning, organizing, staffing, controlling, and leading.

**Leadership:** A process of mutual influence fusing thought, feeling, and action to produce cooperative effort in the service of purposes and values of both the leader and the led.

Case Examples in Chapter 17

- Mayor Rudy Giuliani and the terrorist attacks of 9/11
- Karren Brady, managing director of the Birmingham City Football Club
- Alfred Sloan and Roger Smith at General Motors
- Martin Varsavsky, entrepreneur and founder of several companies
- Federal Express revisited
- Patricia Carrigan at GM Lakewood
- Jan Carlzon at SAS (Scandinavian Air Systems)
- Lee Iacocca at Chrysler and Carly Fiorina at Hewlett-Packard
- Franklin D. Roosevelt and Adolf Hitler
- Principal Diana Lam in Boston
- Martin Luther King’s “I Have a Dream” speech
Lou Gerstner at IBM
Ronald Reagan

**SUGGESTIONS FOR TEACHING CHAPTER 17**

The central ideas in Chapter 17 revolve around the complexity of leadership and the confusion that often surrounds its study and practice. In addition, the chapter discusses structural, human resource, political, and symbolic aspects of leadership. Instructors can use this chapter to focus on:

1. Defining leadership.
2. Exploring leadership theory.
3. Exploring a four-frame approach to leadership.
4. Understanding structural leadership.
5. Understanding human resource leadership.
6. Understanding the links between structural and human resource leadership.
7. Understanding political leadership.
8. Understanding symbolic leadership.

Teaching methods appropriate for each approach are described in the sections that follow. Student exercises keyed to the approaches appear in “Student Exercises for Chapter 17.”

**Chapter 17: A Focus on Defining Leadership**

Because the term *leadership* is so commonly used, students often approach the subject assuming that they have a clearer definition of *leadership* than they actually do. Instructors may want to use this chapter to explore what students believe about leadership and to help them recognize the gaps in their understandings.

One place to begin is with a large-group discussion in which instructors ask, “Who stands out as a leader you have known?” From a comparison of the concrete examples given, a more general question can be drawn: “What is leadership?” Students are often surprised that they do not have an easy answer and that among them they have many different definitions of leadership. Instructors should be prepared to probe student responses and to distinguish between aspects of leadership and other processes and dynamics, such as power, domination, authority, and management. Another approach is to ask students to explore a situation in which they have experienced leadership, as described in Exercise 17.1.
CHAPTER 17: CASES FOCUSING ON DEFINING LEADERSHIP

Case analysis offers opportunities to explore leadership in action. Useful leadership cases include:

- **Taran Swan at Nickelodeon Latin America** (A) [HBS 400036], (B) [HBS 400037], C [HBS 400038] and video [HBS 400508 on DVD]. Taran Swan, a successful middle manager at Nickelodeon, lobbied for the job of taking the network to Latin America. She got it, and then the fun began. The case chronicles the multiple challenges she faced in recruiting and leading a team, managing relations with headquarters and other divisions, and making inroads into a difficult market. In addition, at the end of the case, she faces a difficult personal decision when she learns she has a high-risk pregnancy. The video includes promotional spots developed for the Latin America market, and interviews in which MBA students ask Swan questions about her reflections on the case.

- **Suzanne de Passe at Motown Productions** (A) (HBS 487042), (B) (494014) and Video (497502 on VHS). As President at Motown, de Passe has to guide a successful and legendary company through a period of turmoil and transition in the industry.

- **Richard Grasso and the NYSE, Inc.** (A) (HBS 405051) and (B) (405088), and Gordon Bethune at Continental Airlines (HBS 406073) are rich in elements of each of the frames.

- **David Alpert** ([A] [HBS 471050] and [B] [HBS 471051]) looks at the leadership challenges facing a middle manager (a product manager in a consumer foods company).

- **Mary Kay Cosmetics** (HBS 481126) introduces the cosmetics company and its charismatic founder.

- **Peter Olafson** ([A] [HBS 475025], [B] [HBS 475026], [C] [HBS 475027], [D] [HBS 9-475-028], and [E] [HBS 9-475-029]) chronicles the challenges facing a young, inexperienced manager who seems to be receiving little support.

- **Job Corps** (HBS 375152) tells the story of a skilled and experienced administrator who became the head of Job Corps at a time when the agency was under siege. The case dates to the Johnson administration, but is a timeless story of a talented, multiframe approach to public sector leadership.

- **Elizabeth Best** ([B] [HBS 675124], [C] [HBS 675125], and [D] [HBS 675 126]) moved from political activist to a senior job in a state agency, where she had to define an ambiguous role and build credibility with skeptical career civil servants.
CHAPTER 17: FILMS OR VIDEOS FOCUSING ON DEFINING LEADERSHIP

As an alternative, instructors might want to explore leadership though use of a film or video clip.

Documentaries present one set of possibilities:

- The *War and Remembrance* miniseries on videocassette and DVD (available from multiple sources on-line), a docudrama on World War II, includes powerful fictional portrayals of the leadership of Churchill, Roosevelt, Hitler, and Mussolini.


- *Benjamin Franklin* portrays the life of perhaps the most extraordinary member of the remarkable group that founded the United States (available at [http://www.pbs.org/benfranklin/](http://www.pbs.org/benfranklin/)).


In addition, popular films offer a wide spectrum of implicit definitions of what “real” leadership is. Suggested popular films include *Lincoln*, *Braveheart*, *Citizen Kane*, *Cry Freedom*, *Dead Poets Society*, *Gandhi*, *Glory*, *Henry V*, *Hoffa*, *Joan of Arc*, *Julius Caesar*, *Lawrence of Arabia*, *Lean on Me*, *Mash*, *Hoosiers*, *The Bridge on the River Kwai*, *Malcolm X*, *My Left Foot*, *Patton*, *Roger and Me*, *Stripes*, *St. Joan*, *Schindler’s List*, *Stand and Deliver*, *The Right Stuff*, *Patton*, *The Karate Kid*, *Twelve O’Clock High*, *Wall Street*, and *Young Mr. Lincoln*.

Though men tend to dominate films about leadership, provocative examples with female protagonists include *Joan of Arc* and *St. Joan*, above, as well as the following:

- *Aliens*—the leadership interest here is not the gory extraterrestrials but Sigourney Weaver as a tough combat leader.

- *Funny Girl*—biography of Fanny Bryce and the film debut of Barbra Streisand.

- *Julia*—playwright Lillian Hellman’s recollections of how her exuberant friend Julia drew her into resistance work during World War II, with Jane Fonda as Hellman and Vanessa Redgrave as Julia.

- *Marie*—Sissy Spacek in the lead role blows the whistle on corruption in Tennessee’s parole system.
Part 2. Teaching with *Reframing Organizations*

- **Silkwood**—Meryl Streep becomes a whistleblower in a nuclear plant.
- **Erin Brockovich**—Julia Roberts demonstrates courage and persistence in taking on a corrupt corporate polluter.
- **The Miracle Worker**—powerful, Oscar-winning story of two very strong women: Helen Keller and her teacher, Anne Sullivan.
- **The Lion in Winter**—with Katherine Hepburn playing Eleanor of Aquitaine opposite Peter O'Toole’s Henry II.
- **The Prime of Miss Jean Brodie**—Maggie Smith won an Oscar in the title role as an inspirational teacher.
- **What’s Love Got to Do With It?**—Tina Turner’s evolution from small-town naïf to battered wife to superstar.
- Other possibilities include *9 to 5, Norma Rae,* and *The Diary of Anne Frank.* (An extensive list of “Films and Videos with Women in Leadership Roles” appears later in this chapter.)

Any of these films or videos will stimulate good discussion about the meaning of leadership; the choice depends on the audience and the instructor’s goals for the discussion. The film *Glory,* for example, shows changes in Colonel Shaw’s leadership over time and is best for exploring different strategies and shifting leadership approaches. *Twelve O’Clock High* or *Patton* might be useful for raising questions about the connections between military imagery, gender, and many common definitions of good leadership. *Stripes* and *The Bridge on the River Kwai* are best for examining the evolution of up-through-the-ranks leadership in the face of challenge.

A chosen film or video can be shown in its entirety. If time is limited, however, it is possible to pull one or two relevant scenes from any of the above pieces. Instructors can also juxtapose two or more contrasting film clips to stimulate discussion about the complexities in defining and studying leadership, its moral dimensions, and the cultural assumptions that underlie beliefs about leadership. For example:

- Illustrate two very different images of leadership by comparing Professor Keating in *Dead Poets Society* with the general in *Twelve O’Clock High,* Gordon Gecko in *Wall Street* with Stephen Biko in *Cry Freedom,* or the Western conception of command-and-control leadership in *Patton* with the Eastern perspective portrayed in *Gandhi* or by Mr. Miyagi in *The Karate Kid.*
- Compare large- and small-scale leadership efforts by comparing scenes from *Gandhi* with clips of Mr. Miyagi in *The Karate Kid* or by comparing Stephen Biko in *Cry Freedom* with Christy’s mother in *My Left Foot.*
- Contrast highly traditional masculine and feminine leadership by contrasting the first five minutes of the film *Patton* with Christy’s mother in *My Left Foot.*
CHAPTER 17: READING FOCUSING ON DEFINING LEADERSHIP

Instructors interested in examining the implications of gender in common definitions of leadership may want to assign supplemental reading. Possible choices include:

- Carol Gallagher’s *Going to the Top: Based on Lessons Learned from 200 Women at the Top of Fortune 1000 Companies* (Viking, 2000), which uses interviews with successful women (and their colleagues) to build lessons about what it takes to break the glass ceiling.


- Barbara Montgomery Dossey’s *Florence Nightingale: Mystic, Visionary, Reformer* (Springhouse, 2000), an inspiring, well-researched account of the life and accomplishments of a remarkable leader and reformer.


Chapter 17: A Focus on Leadership Theory

CHAPTER 17: READING FOCUSING ON LEADERSHIP THEORY

Instructors working with advanced graduate students or in organizational theory courses may want to use this chapter to examine a sampling of the literature on leadership. This is a perfect opportunity for students to read some of the leadership classics, such as James McGregor Burns’s *Leadership*, John Gardner’s *Leadership*, Ronald Heifetz’s *Leadership without Easy Answers*, and the original texts of the Hersey and Blanchard and the other materials discussed in the chapter.

Instructors can use these readings as the basis for large- or small-group discussion about the meaning and complexity of leadership or as a vehicle for working with students to develop a four-frame approach to their reading of organizational theory. Undergraduates who struggle to understand what it means to read critically report that both their reading comprehension and their ability to think and talk knowledgeably about the assigned materials improve when they
approach a book or article with questions such as how well or in what ways the piece deals with structural, human resource, political, and symbolic issues. More advanced students find the four frames a simple yet comprehensive way to critique organizational theory.

**Chapter 17: A Focus on a Four-Frame Approach to Leadership**

Instructors may want to use this chapter to focus on four-frame approaches to leadership. Just as the frames were suggested in earlier teaching notes as a diagnostic tool for understanding organizational situations and change processes (see teaching notes for Chapters 1, 2, 15, and 16), they can be used here as a way to categorize essential leadership behaviors.

The chapter also offers opportunities for instructors to review the basic contents of the frames and to reinforce the implications of the frames for effective action. Drawing on the information provided in Exhibit 17.3 in the chapter, they can offer opportunities for students to develop their skills in reframing and their facility in translating their knowledge of the four frames into a diagnostic model for understanding effective and ineffective leadership.

Also see Exercises 17.2 and 17.3 (“Student Exercises for Chapter 17”) for activities involving diagnosing leadership challenges and developing and implementing leadership skills and strategies.

**CHAPTER 17: ACTIVITIES FOCUSING ON FOUR-FRAME LEADERSHIP**

Instructors choosing a four-frame focus may want to begin by asking students, in large or small groups, to construct a simple diagnostic model similar to the chart below as a way of integrating the central ideas of each frame for leadership.

<table>
<thead>
<tr>
<th>Frame</th>
<th>Leader’s Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structural</td>
<td>Goals and mission; organization’s relationship with the environment; clarity and consistency of roles and structure; appropriate rules and policies</td>
</tr>
<tr>
<td>Human Resource</td>
<td>People and their needs; ways to facilitate individual productivity; interpersonal relationships; good and frequent communications; motivation, commitment, and satisfaction</td>
</tr>
<tr>
<td>Political</td>
<td>Advocacy, negotiation, coalition building; providing arenas for conflict and disagreement to surface</td>
</tr>
<tr>
<td>Symbolic</td>
<td>Vision; charisma; interpreting experience for the organization; creating symbols and rituals; presiding at ceremonies; evoking the logic of confidence for the organization; playing well to critical internal and external audiences</td>
</tr>
</tbody>
</table>

Instructors can then use any of the activities, cases, or films suggested earlier, asking students to determine the leader’s dominant frame; explore where the leader
attends (or not) to critical structural, human resource, political, and symbolic concerns; and examine the implications of the leader’s chosen strategies.

One option is to focus on examples of leaders confronting complex challenges, whether successfully or not. Examples can be found in the following books:

- **American Icon: Alan Mulally and the Fight to Save Ford Motor Company**, by Bryce G. Hoffman (Crown Business, 2013), provides an in-depth account of a case that is described in chapter 4 -- Mulally’s successful turnaround of an iconic American corporation that was adrift when he arrived as CEO in 2006. A non-car guy who had built his career at Boeing, he was a surprising and risky choice, but the book argues that Mulally and his team executed one of the most dramatic turnarounds in business history.

- **Father, Son and Co.** (Bantam Doubleday Dell, 2000), by Thomas J. Watson, Jr., who succeeded his father as chief executive of IBM and led the company into the computer era. Chapters 23 and 24 provide an account of how Watson approached many of the major leadership challenges that he faced.

- **Turnaround: How Carlos Ghosn Rescued Nissan**, by David Magee (HarperBusiness, 2003). Ghosn, born in Brazil to Lebanese parents, became a vice president at French automaker Renault, which then sent him to try to rescue Nissan. (A shorter version of this story is in HBS case 9-303-042.)


In studying leaders who exhibit skillful use of multiple frames, instructors can review the content of each frame and ask students to provide examples illustrating the leader’s uses of structural, human resource, political, and symbolic aspects of leadership. In cases where leaders were successful, students can be asked:

- What frame or frames did the leader use?
- Did the leader seem to be using the guidelines for leadership outlined in the text?
- Are there additional elements in the leader’s success that the text does not discuss?

In cases where leaders were less successful, students can be asked:

- What went wrong here?
- Did the leader use the wrong frame?
- Did the leader apply a frame incorrectly?
Did the leader neglect or misapply any of the guidelines suggested in the text?
What frame should the leader have considered?
What should the leader have done?
Do Bolman and Deal’s guidelines help to generate effective options?

Instructors will want to emphasize the distinction between ineffectiveness due to a wrongly chosen or incomplete frame and poor implementation of the correct frame—a review of a central learning from the Cindy Marshall role-playing activity in Chapter 16.

Instructors working with more sophisticated audiences may want to examine how the leader chose among frames at any given time and the implications of those choices.

CHAPTER 17: CASES FOCUSING ON FOUR-FRAME LEADERSHIP

The cases listed here depict leadership challenges involving elements of all four frames, though the central figures in the cases may or may not recognize the range of issues they face.

Business cases:

- Nervewire, Inc. (HBS 402022, video 403800 on DVD6, supplementary cases 402020 and 402021, and Teaching Note) relates how the CEO and COO of a highly successful Internet consulting firm tried to cope with a severe business downturn in 2001.
- Nissan Motor Co. Ltd.—2002 (HBS 303042) chronicles a famous leadership challenge. When French automaker Renault bought a major stake in Nissan, they sent Carlos Ghosn to Japan to turn the lagging company around.
- Intuit, Inc.: Transforming an Entrepreneurial Company into a Collaborative Organization ([A] [HBS 403064] and [B] [403065]) describes a CEO’s effort to change a major software company from a “siloed” to a collaborative organization.

School cases:

- Winning Hearts and Minds: Reforming the Providence School District [A] [HBS HKS084] [B] [HKS436], Video [HKS580 on DVD] and Teaching Note. When Melody Johnson was suddenly elevated to acting superintendent in the Providence Public Schools, the district was in the middle of a major reform effort that had generated significant resistance. This case describes the challenges she faced as she sought to gain rank-and-file support for reform.
Part 2. Teaching with *Reframing Organizations*  

[205]

The Performance Agenda ([B] [HBS 8030]) comprise a series of cases dealing with a major change effort in the Seattle public schools. Transformation of Seattle Public Schools provides an overview of the effort based on market theory and management principles borrowed from the military and the private sector. The “freedom agenda” was an initiative to decentralize budgeting and decision making to the school level. The “performance agenda” attempted to align teaching practices with clearly defined academic outcomes for students and to introduce performance-based practices into the management of teachers and staff. Two more cases in the series, Seattle Public Schools—1995–2002: Race, Class, and School Choice ([C1] [HBS 803039] and [C2] [HBS 803040]), are described in the notes for Chapter 11.

- Camilla Evans and the Redesign of the Cambridge Rindge and Latin School (HBS 402003) and Bobbie D’Alessandro and the Redesign of the Cambridge Rindge and Latin School (HBS 402002) describe an effort to transform an urban high school from the perspectives of the principal and the superintendent of schools.

**Public sector cases:**

- The Deepwater Horizon Oil Spill: The Politics of Crisis Response [A] [KSG 1981.0], [B] [1982.0] The case describes the efforts of senior officials in the Obama administration to coordinate a response to the BP Oil catastrophe in the Gulf of Mexico. Case A provides an overview of the disaster and early response; discusses the formation of the National Incident Command (NIC), which had responsibility for directing response activities; and explores the NIC’s efforts to coordinate the actions of various federal entities. Case B focuses on the challenges the NIC encountered as it sought to engage with state and local actors - an effort that would grow increasingly complicated as the crisis deepened throughout the spring and summer of 2010.

- Shelley Metzenbaum and Improving Federal Government Performance [KSG 1980.0] President Barack Obama appointed Shelley Metzenbaum to the position of associate director for performance and personnel management at the U.S. Office of Management and Budget. Metzenbaum’s charge was to lead government-wide efforts to improve the performance of federal agencies: in short, to make government work better. Metzenbaum realized she had many options from which to choose, but few resources with which to carry out her charge: she had a tiny staff, strained budget and very little direct influence over the agencies tasked with improving their performance. This case focuses on the challenges she faced.

- Aung San Suu Kyi ([A] [KSG 1685.0 or HBS HKS870] and [B] [KSG 1686.0, HBS HKS87]) and Teaching Note [HKS877] tells the story of how Suu Kyi, the daughter of the assassinated hero of Burma’s revolution, was transformed from...
Implementing Education Reform in India: The Primary School Textbook Debate and Resistance to Change in Kerala (KSG 1573.0) recounts the controversies that arose when the education secretary of the Indian state of Kerala attempted to implement a new, more child-friendly pedagogy in the government elementary schools.

The General and the “War” on Drugs: Barry McCaffrey and the Office of National Drug Control Policy (KSG 1427.0) describes the many challenges facing a new so-called “drug czar” when he took over responsibility for the U.S. office of drug control policy. Not the least of his problems was the fact that he was a czar with little authority.

Starting from Scratch: Alice Rivlin and the Congressional Budget Office (KSG 872.0). When Alice Rivlin became the first director of the Congressional Budget Office in February 1975, she found herself in charge of a new agency with no staff, no permanent offices, a very sketchy mandate from Congress as to its duties and responsibilities, and few allies on Capitol Hill.

Chapter 17: A Focus on Structural Leadership

For a focus on structural leadership, instructors might kick off with the Alfred Sloan–Roger Smith example in the chapter. (The training and development video, A Conversation with Alfred P. Sloan, Jr. [http://ffh.films.com/search.aspx?q=alfred+sloan], in which Sloan discusses his life in business, is an excellent complement. Scenes from the satiric documentary Roger and Me, widely available o in DVD and streaming formats, provide a humorous, though not entirely objective, story of filmmaker Michael Moore’s unsuccessful attempts to interview Smith about a plant closing in Flint, Michigan.) Instructors may then want to offer additional illustrations of structural leadership and opportunities for students to apply guidelines provided in the chapter.

In focusing on structural leadership, instructors can take several approaches:

Illustrations of structural leadership can draw on well-known contemporary examples of CEOs with a strong structural component in their approach to leadership, such as Jeff Bezos at Amazon, Jack Welch at GE, Lou Gerstner at IBM, and John Reed at Citibank. Forbes lauded Bezos in an April, 2012, article, "Jeff Bezos Gets It" (www.forbes.com/sites/georgeanders/2012/04/04/inside-amazon/ ). In the same month, the Seattle Times ran a much more critical article, focusing on treatment of workers at Amazon’s warehouses (http://seattletimes.nwsource.com/html/businesstechnology/2017901782_amazongo54house04.html). Fortune provided a close-up of Gerstner in “The Holy Terror Who’s Saving IBM” (Fortune, April 14, 1997, pp. 68–81). Welch’s book Jack:
**Part 2. Teaching with Reframing Organizations**

*Straight from the Gut* provides a first-hand account of his thinking and leadership approach.

- Good structural leaders have well-developed analytical and design skills. Instructors can use this chapter to offer opportunities for students to fine-tune their own organizational design skills. The teaching notes for Chapters 3 and 4 provide suggested cases and teaching designs.

- Alternatively, instructors may want to focus on exploring and developing implementation skills; many good structural designs and policy changes are lost when leaders do not know how to move their plans forward. Appropriate cases are suggested below in “Chapter 17: Cases Focusing on Structural Leadership: Implementation Skills.” Students can work in small groups to develop implementation plans and/or to role-play the ways in which they would work for acceptance of their proposals. Instructors will want to encourage students to think broadly about the three other frames in devising successful implementation strategies. Supplementary readings for classes on implementation include Implementation (HBS 9-585-024) and Some Notes on Action Planning and Implementation (HBS 9-478-027).

  Instructors may want to focus on understanding the mind-set, language, and expectations of the rational leader. Learning to “stand in the shoes” of a structural leader, explore where he or she is “coming from,” and determine how best to frame information so that it fits the leader’s frame-dominant world view can be a valuable and empowering experience. It can also help students move beyond thinking of the frames as something relevant only for those in leadership positions. They can recognize their usefulness for subordinates or any others wanting to increase their influence. Appropriate cases are suggested below in “Chapter 17: Cases Focusing on Structural Leadership: Understanding the Rational Leader.”

- Instructors can also focus on recognizing that structural leadership may not fit every situation. Films such as *Hoosiers, Stand and Deliver, Lean on Me,* and *Glory* illustrate leaders who come to realize the limits of their predominantly structural conceptions and to evolve more multiframe approaches.

See the teaching notes for Chapters 3, 4, and 5 to identify other cases, films, and activities that can be adapted for an exploration of structural leadership in action.

**CHAPTER 17: CASES FOCUSING ON STRUCTURAL LEADERSHIP**

**General cases:**

Several HBS cases can be used to examine Jack Welch’s leadership at GE and John Reed’s at Citibank:
Part 2. Teaching with *Reframing Organizations*

- GE's Two-Decade Transformation: Jack Welch's Leadership (Multimedia Case) (HBS 301040) is a multimedia case on CD-ROM that chronicles many of Welch’s major initiatives at GE in the 1980s and 1990s.

- General Electric: Reg Jones and Jack Welch (HBS 391144, teaching note 392052) provides an excellent lead-in to the Welch era and discusses the transition of Jones to Welch.

- General Electric: Jack Welch’s Second Wave (HBS 391248, video 392508), and online video at http://cb.hspp.harvard.edu/cb/web/video.seam?id=6618-AVO-ENG.

- Citibank: European Strategy (HBS 392021) and Citibank: European Organizational Challenges (HBS 392022) describe the bank’s efforts to implement its global strategy in Europe.

An excellent series of structural leadership cases involves Komatsu Limited, a very successful Japanese producer of heavy earth-moving equipment:

- Komatsu Limited (HBS 385277) discusses the process by which Komatsu’s chair, Ryoichi Kawai, gradually built the company into the most feared competitor of the largest firm in the industry, Caterpillar Tractor Company. Kawai’s leadership approach is primarily structural (reflected in his phrase “management by policy”), with a human resource backup. The case deals with structural issues both inside and outside the firm. There is an excellent teaching note for this case by Christopher Bartlett (HBS 388130).

- A more case, Globalization at Komatsu, [HBS 910415] focuses on the company’s effort to spread the company’s culture, the Komatsu Way, throughout its global operations.

**Implementation skills:**

Good implementation cases include:

- Novartis Pharma: The Business Unit Model (HBS 101030) depicts the challenges facing a global, Swiss-based pharmaceutical company in implementing a new matrix structure that combines business and functional units.

- Corning Glass Works: Electronic Products Division ([A] [HBS 477024], [B] [HBS 477073], and [C] [HBS 477074]); there are excellent teaching notes for this series.

Instructors should think creatively about choosing a case that requires students to make decisions about what to do next. It is valuable for students to realize that planning and strategizing an implementation process are as important for small as for major shifts in strategy or structure.

**Understanding the rational leader:**
Cases useful for exploring the mind-set, language, and expectations of the rational leader include:

- IBM Corp. Turnaround (HBS 600098, teaching note 301073) describes Lou Gerstner’s initiatives to restore an ailing giant to health after he became CEO of IBM in the early 1990s.

- Komatsu: Ryoichi Kawai’s Leadership (HBS 390037) highlights the role played by Kawai in building a company that was able to challenge industry leader Caterpillar.

**Chapter 17: A Focus on Human Resource Leadership**

Because so many human resource ideas have become embedded in everyday language, students often feel they are better at managing participation, collaboration, and communications then they actually are. Through role plays and experiential activities, instructors can provide opportunities for students to examine their own skills and broaden their understanding of the complexity of the issues. Instructors should see the teaching notes for Chapters 6, 7, and 8 for suggested cases and exercises that can be adapted for exploring human resource leadership skills.

**CHAPTER 17: READING FOCUSING ON HUMAN RESOURCE LEADERSHIP**

A number of popular books on leadership have a strong human resource orientation.

- *What America Does Right: Learning from Companies That Put People First* by Robert H. Waterman (New York: Norton, 1994) provides excellent accounts of a number of companies that have a strong human resource emphasis.

- *The Leadership Challenge* (5th edition), by James Kouzes and Barry Posner (Jossey-Bass, 2012), complements the Bolman and Deal view of good human resource leadership. Chapter 1 in Kouzes and Posner outlines the authors’ basic views of effective leadership. Chapters 7 and 8 emphasize human resource elements of leadership and provide a number of illustrative examples. (Kouzes and Posner also put substantial emphasis on symbolic elements, and the book is therefore useful for discussing symbolic leadership as well.)


- Instructors can also use Chapter 7 (“Energizing the Grass Roots”) in Kanter’s *Change Masters* (New York: Simon & Schuster, 1983). The case of Roberta Biggs at Chipco is particularly good as a way of expanding understanding of
participation and participative management. Instructors may also want to use this chapter to distinguish the skills of the effective servant-leader from those of the naive and ineffectual. Experienced managers are sometimes unable to articulate those distinctions or to put them in practice.

The distinction between servant-leader and wimp provides entry to the topic of espoused theory versus theory-in-use (developed in Chapter 8). In classes in which students have written personal cases, they can return to those cases, if they have not already done so, to explore consistency between their intentions and their actions or the effective versus the ineffective assumptions and implementation of the human resource frame.

**CHAPTER 17: FILMS OR VIDEOS FOCUSING ON HUMAN RESOURCE LEADERSHIP**

Marx, Jick, and Frost’s *Management Live: The Video Book* (Prentice-Hall, 1991) includes a number of chapters with accompanying videos that examine human resource skills. The instructor’s video has two sequences showing Pat Carrigan, whom Bolman and Deal discuss in Chapter 17, at work in GM. Both are terrific for discussion of human resource leadership issues. For classes that have already used the First National City Bank Operating Group series, instructors can ask students to contrast John Reed’s behavior with what they see in Carrigan—both of them successful leaders.

Instructors who use Carrigan will want to be aware that she left GM under a cloud of mystery. GM would say only that she retired and several people in her management term had been released. Workers at the plant were upset because she left so suddenly and GM would say nothing. An unsubstantiated radio report stated that manipulation in stock accounts to benefit plant management by some of Carrigan’s senior staff had been discovered. This twist in the case is perfect for exploring a risk of human resource leadership—human resource leaders sometimes find that they gave trust and freedom to those who misused it.

**Chapter 17: A Focus on Links Between the Structural and Human Resource Frames**

Instructors may want to use this chapter to focus on the links between the structural and human resource frames. Students who have been isolating the frames in order to learn the unique content of each often find it difficult to begin thinking about overlap and complementarity. Offering opportunities for students to focus explicitly on these issues can enrich their abilities to integrate and use the different perspectives.

Topics for discussing links between the two frames include the following:

- Implementation issues—the structural components of analysis and design are as important as the human resource emphases on good and frequent communications, participation and involvement, and so on.
Part 2. Teaching with Reframing Organizations

- Participation as a structural device to get the job done well and a means for increasing worker morale and satisfaction.
- Role clarity as a structural goal of organizational design and as a human resource contributor to job satisfaction.
- The relationship between organizational diagnosis as a prerequisite for design and restructuring and the interpersonal aspects of collecting valid data.
- The connections between holding a leadership position and being acknowledged or accepted by others as a leader.
- Authority as an integrating mechanism and as a facilitating mechanism.
- The historical leadership tension between high concern for task and high concern for people.

CHAPTER 17: CASES FOCUSING ON LINKS BETWEEN THE STRUCTURAL AND HUMAN RESOURCE FRAMES

The cases mentioned elsewhere in the Chapter 17 teaching notes can be adapted to focus on the structural–human resource link. In addition, the following is a good case at the intersection of leadership and organizational design:

- Campbell and Bailyn's Boston Office: Managing the Reorganization [HBS 2182] and Teaching Note [2183], if not used previously, is an excellent short and accessible case for introducing students to the intersection of structural and human resource issues. The Boston office of a financial services company faces new pressures because of intensifying competition and increasing complexity of products. The office chooses to re-organize part of the sales force from a structure based on customers to one based on products. The relatively small scale of the case make easier for students to analyze the environmental pressures, the old structure and the new, and the trade-offs involved. The case also raises human resource issues. Study questions might include: 1. What are the major assumptions and concepts of the structural frame? 2. What changes in its industry and customers were affecting Campbell & Bailyn in 2007? 3. What were the strengths and weaknesses of the C & B brokerage division prior to the changes described in the case? 4. In the light of the changes in the marketplace, was creating KAT a good idea? If not, what should Ken Winston have done?

- IBM Network Technology ([A] [HBS 9-402-012]) recounts the story of an unconventional senior manager at IBM who builds a major new business unit.

CHAPTER 17: FILMS FOCUSING ON LINKS BETWEEN THE STRUCTURAL AND HUMAN RESOURCE FRAMES

Instructors can also explore the connections between the two frames through use of popular films. *Hoosiers, Lean on Me,* and *Glory* illustrate structural leaders who
eventually recognized the importance of attending to the needs of their followers. The films also illustrate other very powerful truths about the leadership process and the relationship between leader and followers. In these three very different films, for example, men who began as predominantly structural leaders were unable to maintain a distant, rational-analytical perspective toward their jobs because of their deepening identification with and affection for their followers and their causes. In each case, this transition from a purely structural leader to a more multiframed leader was transformational for the leader, the followers, and their organization.

**Chapter 17: A Focus on Political Leadership**

Examples of both successful and unsuccessful leadership can be used as vehicles for helping students develop a deeper understanding of the guidelines that the text provides for the political frame, as well as for other frames.

Alternatively, instructors may want to use this chapter to offer students opportunities to fine-tune their own political skills and savvy. The teaching notes for Chapter 10 provide detailed suggestions for class activities and designs on this topic. Instructors should also consult the teaching notes for Chapters 9, 10, and 11 to identify other cases, films, and activities that can be adapted for an exploration of political leadership in action.

**CHAPTER 17: FILMS OR VIDEOS FOCUSING ON POLITICAL LEADERSHIP**

A number of examples can be used to explore Bolman and Deal’s suggestions for effective political leadership.

- U.S. relations with Iraq in two different eras provide examples of political leadership in a very complex international context. In the face of the Iraqi takeover of Kuwait, many doubted that President George Bush would be able to marshal enough support both at home and abroad to be successful in his promise that Iraq’s invasion of Kuwait “would not stand.” In the end, the president garnered enormous public support at home and a multinational coalition abroad. How did he do it? Did he follow Bolman and Deal’s guidelines for effective political leadership? The ABC News documentary *A Line in the Sand*, available on YouTube at the time of writing provides useful background for exploring Bush’s political strategies and leadership. President George W. Bush faced a similar set of complexities in attempting to build support at home and abroad for an invasion of Iraq in 2003. The military effort was successful, but the diplomatic effort ran into many difficulties. A *60 Minutes* segment, “It Pays to Advertise?” (CBS, December 2002) examines “the arsenal of advertising and communications techniques the Bush administration [employed] to sell a possible war on Iraq.”
Film clips from the Carter and Reagan presidencies in Hedrick Smith’s PBS series The Power Game are also perfect for seeing political leadership in action. (The teaching notes for Chapter 10 provide additional information about using those videos to examine political frame issues; see “Chapter 10: Films or Videos Focusing on Identifying Political Skills.”)

CHAPTER 17: CASES FOCUSING ON POLITICAL LEADERSHIP

Cases for exploring political leadership include the following:

- Paul Bremer at the Coalition Provisional Authority in Iraq [HBS 411010] and Teaching Note [411108]: "Paul Bremer endured many sleepless nights, struggling with the decision of how to hand over sovereignty to the Iraqi people. Despite daily assassination attempts, tribal warfare, growing violence, and political pressure--at home in Washington, D.C. and abroad--the CPA undertook the difficult task of handing over power to an Iraqi civil society which was simultaneously being rebuilt from the ground up."

- Hurricane Katrina (A): Preparing for the 'Big One' In New Orleans (Abridged) [HBS HKS192]. Hurricane Katrina (B): The Looming Storm (Abridged) [HBA HKS193] and Hurricane Katrina (C): Responding to an 'Ultra-Catastrophe' In New Orleans (Abridged) [HBS HKS194]. The A, B and C cases provide a chronological account that begins with the run-up to the storm: everyone could see it coming, and the challenge was to be ready when it hit. This is a complex story with many different individual and institutional players. Elements of every frame play a significant role, but the political dynamics are particularly salient.

- Michelle Rhee and the Washington D.C. Public Schools [KSG 1957]. When the Mayor of Washington, D.C. brought in Michelle Rhee as Superintendent of Schools in 2007, he wanted someone who could bring dramatic change to a failing school system. Rhee set out to do just that, and the case discusses the steps she took to reform the D.C. public schools, and the support and opposition she encountered along the way, culminating with her November 2010 resignation.

- Job Corps (HBS 375152) is classic case from the Johnson era, detailing Bill Kelly’s sophisticated and successful strategies to turn around a federal agency that was nearly dead when he was appointed its director (and has since survived very well, despite at least two presidents who wanted to kill it).

- The Prince and the Principal (A, B, and C) (available on-line at http://www.leebolman.com/cases.htm) provides a good public school case. Case A details how a new principal finds herself in an almost impossible political quandary. In case B, the principal follows her boss’s advice to read Machiavelli’s The Prince and develops a new political strategy. Case C discusses the outcomes.
of her new perspective. (Other good school cases are described above in “Chapter 17: Cases Focusing on Four-Frame Leadership.”)

- University of Missouri (available on-line at http://www.leebolman.com/cases.htm), describes an unsuccessful effort to redirect resources in the university.

Chapter 17: A Focus on Symbolic Leadership

A number of films and cases can be used to examine the elements of symbolic leadership. In addition to the suggestions offered below, instructors should see the teaching notes for Chapters 12, 13, and 14 to identify other cases, films, and activities that can be adapted for an exploration of symbolic leadership in action.

CHAPTER 17: FILMS OR VIDEOS FOCUSING ON SYMBOLIC LEADERSHIP

Symbolic leadership evokes strong emotional responses in others. For that reason, instructors might want to start with a visual example of a symbolic leader in action to contrast student reactions to symbolic leaders with their responses to leadership through the other frames. Gandhi, Patton, Glory, Cry Freedom, and Dead Poets Society are good feature-film examples. Being There, featuring Peter Sellers in the role of Chauncey Gardener, is a particularly insightful work that highlights the symbolic aspects of leadership. Commercially available documentaries include the following:

- Thank You Mr. President (widely available on-line) shows excerpts from President John F. Kennedy’s press conferences. Where some recent presidents avoided the media, JFK thrived on press conferences. His combination of charm, wit, and charisma are on full display.

- The Double Headed Eagle—Hitler’s Rise to Power 1918–1933 (1973, widely available on-line) displays the charisma and the skill at manipulating symbols that enabled Hitler to rise to power.

- Ronald Reagan: An American President (the official White House video).

- Martin Luther King: I Have a Dream (widely available).

The video archives of the John F. Kennedy Library and Museum are sources for Kennedy’s inaugural address, his 1960s oration at the Berlin Wall, and many others, as well as speeches by Martin Luther King, Robert Kennedy, and other key public figures during the Kennedy era. A wide range of videos are available from the museum store (http://store.jfklibrary.org/) as well as from other on-line book and video distributors.

Any of these films and videos can be used to explore a broad range of issues about effective symbolic leadership. Instructors can also select film excerpts to
illustrate more specific aspects of a symbolic approach, such as characteristic elements in charismatic performances. Students are often surprised that charisma and visionary leadership skills can be identified and taught. For example:

- The King “I Have A Dream” speech, Kennedy’s Berlin speech, and the first five minutes from the movie Patton all contain similar elements, such as use of evocative language, visual images, metaphors, and repetition; a historical review of a glorious past, a troubled or challenging present, and hope for a more glorious future; use of key symbols that tap deep into the culture of the audience; and so on. Juxtaposing the first five minutes from Patton with the last eight minutes of Martin Luther King’s “I Have a Dream” speech is eye-opening for students of all ages, who easily see similarities in the structure of the messages and processes of delivery, even though the speech content, circumstances, and speakers are so very different.

- The speeches of Adolf Hitler (which are compelling even in German without translations) and the comparison between Hitler and Roosevelt presented in the Moyers documentary A Walk Through the Twentieth Century leads to powerful discussions of the moral dimensions of symbolic leadership and as a reminder that charisma can be employed for both good and evil.

CHAPTER 17: READING FOCUSING ON SYMBOLIC LEADERSHIP

Written autobiographical and biographical materials can also provide rich insights into how symbolic leaders work.

- Onward: How Starbucks Fought for Its Life without Losing Its Soul, by Howard Schultz. After building Starbucks from a tiny coffee business in Seattle to a global powerhouse, Schultz retired. Several years later, he decided the company was going downhill and he needed to return. This is the story as told by a passionate and very symbolic leader. Schultz and his company evoke strong reactions, mostly positive but not always, so his book can become the basis for a provocative debate about symbolic leadership.

- Jan Carlzon’s Moments of Truth (Cambridge, Mass.: Ballinger, 1987) is a short, highly readable account of how Carlzon turned around Scandinavian Air System.

- Lee Iacocca’s autobiography, Iacocca (New York: Bantam, 1984), is another good example of symbolic leadership.


- Martin Luther King is a fascinating example of symbolic leadership. A long, rich account of King’s life and work appears in Taylor Branch’s Parting the Waters (New York: Simon & Schuster, 1988). Combining King’s biography with tapes of his historic speeches creates a powerful teaching unit on symbolic leadership.
- *American Reader*, by Diane Ravitch (New York: Harper & Row, 1990), contains the text of many examples of well-known charismatic speeches, including Patrick Henry’s “Speech to the Second Virginia Convention,” Lucy Stone’s “A Disappointed Woman,” Lincoln’s Gettysburg Address and Second Inaugural address, Franklin D. Roosevelt’s first inaugural address, John F. Kennedy’s inaugural address and speech at the Berlin Wall, and Martin Luther King’s “Letter from a Birmingham Jail” and “The March on Washington Address.” Any of these speeches can be analyzed for consistency in style, format, and structure.

- *The Charismatic Leader: Behind the Mystique of Exceptional Leadership*, by Jay Conger (San Francisco: Jossey-Bass, 1989), contains a number of additional case examples for exploring symbolic leadership.

**CHAPTER 17: A FOCUS ON GENDER AND LEADERSHIP**

**CHAPTER 17: FILMS OR VIDEOS WITH WOMEN IN LEADERSHIP ROLES**

Though films featuring women in leadership roles are still less common than those featuring men, a growing list of possibilities includes:

- **Iron-Jawed Angels**: Although the title might sound like a war movie, this made-for-television film is a powerful story of women who courageously and at substantial personal cost (including imprisonment) pushed to get women the vote by passing the 13th Amendment to the U.S. Constitution.

- **Norma Rae, Erin Brockovich, Marie** and **Silkwood** all feature female protagonists taking on leadership roles and fighting uphill battles against corrupt or exploitative bosses.

- **Dangerous Minds** and **Freedom Writers** both tell inspiring stories of young, inexperienced but passionate teachers tossed into challenging urban schools where their first problem is survival; in both cases they persist, develop a bond with their students and make a significant difference in their students’ lives.

- **Joan of Arc** is an extraordinary story that has been filmed many times, though often to mixed reviews – Joan is a very challenging role, often played by a young, inexperienced actress. Film buffs often rate the 1928 silent film, *The Passion of Joan of Arc*, as the best of them all, but many contemporary students may find it difficult to relate to a black-and-white film with an eerie musical sound track and very spare dialogue embodied in French and English sub-titles. Any of four more recent versions can be used effectively: 1948’s *Joan of Arc* starring Ingrid Bergman (get the 145-minute, not the 100-minute version on DVD), the 1957 Otto Preminger *Saint Joan*, with Jean Sebert in the title role, 1999’s *The Messenger*, with Milla Jovovich as Joan, and the made-for-television 1999 miniseries, *Joan of Arc*, with Leelee Sobieski as Joan.
Cate Blanchett was nominated for the best actress Academy Award for her portrayal of Queen Elizabeth I in each of two films: *Elizabeth*, which depicts a young Elizabeth coming to the throne in a very turbulent and difficult time (her mother had been put to death, and there were many in England who wanted to do the same to her), and *Elizabeth: the Golden Age*, which deals with challenges she faced later in her reign.

*The Long Walk Home* features powerful performances by two women: Whoopi Goldberg as Odessa Carter, an African-American maid working for white housewife Miriam Thompson (played by Sissy Spacek) at the time of the 1950s bus boycott in Montgomery, Alabama. Both women’s courage and tenacity provide a powerful example of leadership from unexpected places.

*Working Girl* and *Nine to Five* are classic films about the challenges women have historically faced in the workplace, and both show creative ways to turn the tables on chauvinistic bosses. Other films in this genre include *The Associate*, in which Whoopi Goldberg plays a Wall Street executive who decides to invent an imaginary a white male partner to enhance her credibility, and Quentin Tarantino’s *Jackie Brown*, about a flight attendant who gets caught in the middle between a ruthless mobster and FBI agents and manages to come out on top.

Almost any film with Katherine Hepburn and Spencer Tracy gives you impressive chemistry between two great actors, and a very strong female lead ahead of her time. In *Adam’s Rib*, they’re two married lawyers who are on opposite sides of a murder case and debate gender roles, among many other things. In *Woman of the Year*, they’re both reporters, and Tracy pushes his feminist spouse to be a more traditional wife. In *Pat and Mike*, Hepburn is a talented athlete who can’t perform well when he fiancé is present; enter Tracy as a shady sports promoter who coaches her to success.

---

**STUDENT EXERCISES FOR CHAPTER 17**

**EXERCISE 17.1**

**Focus:** Defining Leadership

To examine their definitions of leadership, have students explore a situation in which they experienced leadership. The activity can take the form of a written individual assignment or a group activity for small or large groups. Students should examine what the leader did and why they see this behavior as real leadership. They can then compare their responses and develop for themselves a more comprehensive view of leadership and leadership behaviors.
EXERCISE 17.2

Focus: Four-Frame Leadership: Diagnosing Leadership Challenges and Developing Leadership Skills

Bolman and Deal’s organization simulation (http://www.leebolman.com/organization_simulation.htm), if not used previously, offers a powerful opportunity for students to participate in an involving, fast-moving, ambiguous simulation that tests their ability to understand what is happening and to develop effective ways to deal with it.

EXERCISE 17.3

Focus: Four-Frame Leadership: Developing and Implementing Leadership Strategies

Designate (preferably in the course syllabus) a forthcoming class as “Leadership Day.” Ask each student team to develop a brief leadership intervention or activity that will help the class learn about multiframe leadership. The length of each intervention might be specified as ten to fifteen minutes but could be more or less, depending on class size, number of teams, and available time. Indicate that each team will receive a grade based on the learning impact of its activity. Teams could also be asked to develop a one-page memo stating the goal and strategy of their activity. The instructor can optionally (a) serve as an emcee, indicating which team gets the next slot, managing time, and so forth, or (b) simply announce at the beginning of the class that the floor is open for team interventions, and let the class take it from there.
CHAPTER 18. REFRAMING CHANGE IN ORGANIZATIONS: TRAINING, REALIGNING, NEGOTIATING, GRIEVING, AND MOVING ON

CHAPTER 18 OVERVIEW

Chapter 18 provides a four-frame view of organizational change. Major change generates human resource implications (needs for individuals to feel valued, effective, and in control), structural implications (needs for different formalized relationships and alignments), political implications (needs to manage the inevitable conflict between supporters and opponents of the new order), and symbolic implications (grief and loss of meaning).

Change efforts often fail because change agents operate with a limited perspective. They use only one or two lenses to conceive projects and then misread or entirely miss unanticipated consequences of their actions. The authors reframe organizational change as a four-dimensional process (see Exhibit 18.1 in the text).

From a human resource perspective, change undermines individuals’ skills and inhibits their ability to fulfill basic needs. Organizations need to provide training to help people develop the understanding and skills to implement the change, along with support to help them deal with psychic disruptions.

Structurally, change disrupts the formal system and undermines existing routines governing who does what and how things get done. Jobs or whole departments disappear or are redefined. Processes change. Lines of communication and authority become confused. Organizations need time and careful attention to communication and realignment of structural elements.

Politically, conflict is a central reality in organizational change because almost any change creates winners and losers, benefiting some parties and interests much more than others. The authors advocate creating arenas—meetings designed to turn disputes and divisive issues into shared agreements. They contrast “street fighting” approaches to conflict with the deliberateness of arenas where critical learning, bargaining and negotiation can take place. The creation of arenas is not an empty political ploy or an inevitable watering down of proposed plans. Arenas provide a critical vehicle for adapting new ideas to existing realities.

Symbolically, change inevitably means loss. Change disrupts symbols, attachments, and meanings and triggers two conflicting responses: hold on to the past or let go of past attachments and rush pell-mell into the future. Humans need rites of mourning to heal the loss and ease the transition from the known to the unknown—something that organizations often deny. The authors argue that transition rituals must accompany any significant organizational change.
To integrate the information on successful change presented in the chapter, the authors examine the stages of change described by Kotter and combine these stages with the four-frame approach (see Exhibit 18.2 in the text).

**Learning Outcomes for Chapter 18**

After studying this chapter, students will be able to:

1. Discuss the barriers to change and the essential change strategies for each of the four frames.
2. Identify Kotter’s stages of successful change, and integrate these ideas with a four-frame approach.

**Case Examples in Chapter 18**

- The United States and the metric system
- Six Sigma at 3M under James McNerney
- Lisa Brummel’s changes at Microsoft
- A top management decision to purchase state-of-the-art technology
- A large hospital’s investment in a new integrated information system
- A school system and the principals
- Structural problems in a hospital
- The Experimental Schools Project
- The drug company facing competition from generic products
- New Coke and Coca-Cola Classic
- New owners of a newspaper

**Suggestions for Teaching Chapter 18**

Instructors can use this chapter to focus on:

1. A four-frame approach to planned change.
2. The impact of environmental changes on organizational adaptation, examining specific human resource and structural implications of change.
3. The political aspects of change
4. The symbolic aspects of change.
Teaching methods appropriate for each approach are described in the sections that follow. Student exercises keyed to the approaches appear in “Student Exercises for Chapter 18.”

Chapter 18: A Focus on a Four-Frame Approach to Change

Instructors can use Exhibit 18.1 in the chapter as a starting point for discussions of how the frames can be used improve the prospects of success for needed changes.

CHAPTER 18: CASES FOCUSING ON A FOUR-FRAME APPROACH TO CHANGE

A number of cases provide rich opportunities for multiframe discussion of change dynamics.

- Telegraph Media Group: The Newspaper Is Dead, Long Live the... (A) [HBS BAB147], (B) [BAB148 Editorial Change - Taking the Telegraph into the 21st Century], (C) [BAB149], (D Making It All Worthwhile: Closing the Loop with Advertisers) [BAB150], (E Change - A Work in Progress] [BAB151]. The new leadership and management team of the Telegraph Media Group in London saw the business at a significant transition point with change an urgent imperative. The (A) case, the first of a five-part series, lays out the business and leadership case for change in the context of the Telegraph's 150-plus-year history. Subsequent cases develop the challenges along the way.

- Leadership, Culture, and Transition at lululemon, Multimedia Case [HBS 410705], Teaching Note [410123]. The case examines leadership and organizational change within a strong culture context through a multimedia study of lululemon, a specialty retailer of high-end athletic apparel. Video segments trace the company's history from its founding in 1998 as a single retail store in Vancouver, Canada, through its IPO and expansion across Canada and the United States. The case is set at a crossroads for the company, as incoming CEO Christine Day prepares to take the helm in mid 2008.

- Transforming ICRISAT: The Leadership of Dr. William Dar [HBS W12845], Teaching Note [W12846]. ICRISAT (International Crops Research Institute for the Semi Arid Tropics), since its inception in 1972, had been a premier agricultural research institute with significant international and national funding, but mismanagement had resulted in multiple crises in organizational functioning and reduced donor funding. The institute faced daunting challenges when Dr. William Dar joined the institute as the director general. The case describes the various issues faced by Dar when he took over the reins of ICRISAT.

- Frito-Lay, Inc.: A Strategic Transition—1987–92 (HBS 9-195-239, teaching note 5-196-072) describes the efforts of a new CEO to return the company to profitability, to clarify the company’s vision, and then to build the infrastructure
(human, capital, and information) needed to support the long-term change in strategy and organization.

- Torrington Wuxi Bearings: From a State-Owned Enterprise to a Sino-American Joint Venture (University of Hong Kong HKU083, teaching note HKU084, available through HBS). A new manager arrives to head a money-losing joint venture in China. He sets about to transform it from a state-owned enterprise to a market-focused organization.

- Charlotte Beers at Ogilvy & Mather Worldwide ([A] [HBS 494031] and [B] [HBS 495032]) deals with a new CEO brought in from the outside with a mandate to revitalize a historically successful global advertising agency. Case A describes the situation facing Beers, case B describes what she did, and a video clip on the HBS website shows Beers reflecting on her experiences.

- Fiat ([A] [HBS 694041] and [B] [694042]) presents an analogous situation. In Case A, Paolo Cantarella, the new general manager of the Italian automaker, sees a need for major change in how Fiat develops new vehicles. Case B presents the next chapter in the story.

- Inland Steel Industries ([A] [HBS 992006]) is the first in a series of cases about an effort by minority employees to move the company toward more aggressive efforts to promote diversity. A teaching note (HBS 992010) and video (HBS 992013) are available.

- Deaconess-Glover Hospital ([A–F] [HBS 601022–601027], teaching note 602075) is a series of cases about an effort to transfer the Toyota Production System (TPS) to a health-care setting in Massachusetts. The A case covers many of the basics of the TPS and their application to a diagnosis of the hospital’s current functioning. Subsequent cases deal with challenges in the change effort.

- An Organizational Sea Change: Total Quality Management in the Coast Guard (KSG 1205.0) describes an effort to implement TQM and give more initiative to the front line in a top-down, military organization.

- Dealing with Corruption in the Police Force of La Paz (KSG 1104.0, Epilogue 1104.1). A new reform mayor ponders what to do in the face of a consultant’s report documenting stunning levels of corruption in the police force of Bolivia’s capital city and asserting that many of the police are illiterate and lack the capacity to do their jobs. A good case to test students’ ability to do multiframe diagnosis and strategy formulation.

CHAPTER 18: FILMS OR VIDEOS FOCUSING ON A FOUR-FRAME APPROACH TO CHANGE

The film The Gods Must Be Angry provides a vivid example of how the accidental introduction of a Coke bottle disrupts a primitive tribe. In addition, many training films address the topic of change.
CRM’s *Taking Charge of Change, Revised Edition*, emphasizes the necessity for change in a turbulent world. It primarily emphasizes structural and human resource issues, and it provides an opportunity for students to discuss what’s right, what’s wrong, and what’s missing from the treatment of organizational change.

**CHAPTER 18: READING FOCUSING ON A FOUR-FRAME APPROACH TO CHANGE**

Kotter’s view of change, discussed in the chapter, is described in two books:


Other excellent treatments of organizational change include:

- Kim Cameron and Robert Quinn, *Diagnosing and Changing Organizational Culture Based on the Competing Values Framework* (Reading, Mass.: Addison-Wesley, 1999).

Instructors whose students have little knowledge of OD or planned-change literature might want to assign one or both of the following readings:


These books introduce students to change management and provide opportunities to apply and clarify insights about the four perspectives. Students can use the frames to critique the classic change models and to develop a more comprehensive view. (This activity can be done as an in-class discussion, written assignment, or take-home exam.)
CHAPTER 18: ACTIVITIES FOCUSING ON A FOUR-FRAME APPROACH TO CHANGE

A focus on planned change can make good use of simulations, role plays, and experiential exercises—activities that move beyond diagnosis and discussion to skill practice and change strategies.

- Several brief in-class exercises on change are discussed on the OBTS listserv at http://www.listproc.bucknell.edu/archives/obts-l/200202/msg00001.html. An example is presented as Exercise 18.1 in “Student Exercises for Chapter 18.”

- HelpCo: An OD Role Play, in Pfeiffer and Jones’s A Handbook of Structured Experiences for Human Relationship Training (La Jolla, Calif.: University Associates, 1977, vol. 6, p. 66), adds the dimension of managing change from a consultant’s role.

- Back issues of Exchange: The Organizational Behavior Teaching Review, the Journal of Management Education, and the Academy of Management Learning and Education often contain ideas for class exercises.

  Instructors can draw on students’ experiences by asking them to write minicases about challenging change efforts they have experienced. Students can analyze these cases as a written assignment or take-home exam and/or can meet in small groups to develop four-frame approaches to what they might have done differently.

  Instructors working with undergraduates or students with limited work experience will want to remind them that cases need not be drawn only from jobs or the workplace. Many powerful student minicases have been written about attempts to change family dynamics, relationships with roommates, sports teams, requirements for courses, on-campus activities, and so on. In courses with ongoing student teams, students might want to explore their experiences attempting to change the functioning, structures, or relationship patterns in these groups.

  A variation is described in Exercise 18.2. (See “Student Exercises for Chapter 18.”)

Chapter 18: A Focus on Human Resource and Structural Implications of Change

Another option for teaching this chapter is to focus on the structural and human resource aspects of change. Many of the cases and activities already suggested (see “Chapter 18: Cases Focusing on a Four-Frame Approach to Change,” “Chapter 18: Activities Focusing on a Four-Frame Approach to Change”) can be adapted to concentrate on these two frames and to examine issues of education/training and structural redesign and realignment.
CHAPTER 18: CASES FOCUSING ON HUMAN RESOURCE AND STRUCTURAL IMPLICATIONS OF CHANGE

Cases geared to a rich exploration of structural and human resource concerns include:

- In ABC Sales and Service Division: A Case Study of Personal and Organizational Transformation (HBS 494075), the management of the sales and service arm of an information systems company attempts a major change that begins well but starts to founder on unaddressed human resource issues.

- Progressive Corporation’s Divisionalization Decisions ([A] [HBS 481067], [B] [HBS 481068], [C] [HBS 481069], and video [HBS 882514 on VHS]) enables students to explore, with case A, whether an experimental division should be established at Progressive Insurance Corporation and, with cases B and C, the company’s actual decisions. The cases are good for examining the objective and subjective factors that influence change and organizational design. The video vividly shows the contrasting personalities and managing styles of the CEO and the COO of the company.

Chapter 18: A Focus on Political Aspects of Change

In Chapter 18, the authors stress the importance of negotiating, bargaining, and creating appropriate arenas to reveal and manage conflict—an inevitable aspect of any organizational change. While this may seem like common sense, it’s easier said than done. Collaboration demands complex skills. Bargaining and negotiation processes can easily go awry. Productive arenas require good diagnosis of political realities, bringing relevant constituents together, setting clear parameters, tolerating and constructively managing high levels of conflict. Instructors can use this chapter to work on these kinds of issues and skills.

Instructors who have not already done so, for example, can focus on developing skills in negotiation, political diagnosis, or conflict management. They can offer simulated conflict-filled experiences and explore student strategies and reactions. They can discuss, in large or small groups, cases that deal with conflict, asking students to design appropriate arenas for the given situation. (Who are the key players? The necessary referees? The appropriate spectators? What are essential rules? What is the best location for this political arena? How long should it exist?) They can provide opportunities for students to examine their own experiences and successes in managing conflict well.

The teaching notes for the political frame (Chapters 9, 10, and 11) provide a varied list of cases, films, simulations, experiential activities, skill-building exercises, and readings that can be adapted for any of these purposes. Instructors should be aware that students often bring a variety of strong personal reactions to creating political arenas. Some students and executives approach bargaining with cynicism, having seen too many cases of watered-down, no-win
solutions. Younger, less experienced students may underestimate the skills needed to manage collaboration or doubt their own abilities to endure intense conflict. It is well worth taking the time to explore the personal associations that students have with political aspects of change and to offer opportunities for students to examine the implications for their own leadership.

It is also helpful for instructors to remind students of the ways in which creating and managing arenas integrate learning from the other frames. Good arenas are well structured, with clear rules, roles, and regulations. Successful arena designers know their internal and external environments well and manage the explicit and implicit messages to both. Managing conflict draws on interpersonal skills that underpin human resource approaches to management. For example, students are often surprised to think of basic communication skills such as reflection and paraphrasing as political strategies and productive responses in the face of anger, attack, and widespread disagreement. And the symbolic meanings of choices, reactions, and communications have critical consequences for the actual outcomes.

Chapter 18: A Focus on Symbolic Aspects of Change

Teaching about the symbolic aspects of change can focus on two related issues: understanding the dynamics of loss and developing ways of responding. There are a variety of ways to help students develop an appreciation for the dynamics of loss. Because the theme is familiar in fiction and film, instructors can choose from many powerful and poignant examples. A powerful activity exploring people’s responses to loss is presented in Exercise 18.3. (See “Student Exercises for Chapter 18.”)

Instructors can ask students to meet in small groups and talk about examples of loss that they have experienced or seen in their own lives: a loss that they sustained personally or a loss sustained by someone they knew. They can talk about what was lost, how people responded to the loss, and what seemed to help people get over it.

CHAPTER 18: READING FOCUSING ON SYMBOLIC ASPECTS OF CHANGE

Loss is a pervasive theme in drama and fiction. Works by a host of classical and popular writers are possible sources for exploring loss. Examples include the following:

- Chinua Achebe, *Things Fall Apart*, is a dramatic narrative of change in response to colonialism in a small village in Africa.
- David Mamet’s dark and powerful *Glengarry Glen Ross* (available as a case and teaching note from Hartwick, as well as a feature film).


Many of the novels of F. Scott Fitzgerald, Sinclair Lewis, John Updike, William Styron, Doris Lessing, Philip Roth, John Barth, and Chinua Achebe.

For information on human responses to loss, instructors can see:

- Peter Marris, *Loss and Change* (New York: Pantheon, 1974) is a powerful treatment of how loss disrupts both our activities and our meaning systems. (The book is out of print, but many libraries have it, and used copies are available on-line.)


### CHAPTER 18: FILMS OR VIDEOS FOCUSING ON SYMBOLIC ASPECTS OF CHANGE

The central issues of change, loss, and meaning are cinema staples, and there are many film possibilities. Powerful class activities can be built around films or film excerpts. Examples include:

- *The Godfather* and *The Godfather II* can both be read as films about leadership and change in organizations, and both are about loss at multiple levels—the loss experienced by an aging gang patriarch who struggles to cope with changes in his business environment (in particular, the rise of the drug trade) and the loss experienced by his Ivy-league, war hero son, who ultimately gives up his image of himself as different from his family.

- David Mamet’s *Glengarry Glen Ross* presents one of the darkest visions of organizational hell on film, with powerful performances by Jack Lemmon and Al Pacino as desperate salesmen trying to save their jobs by selling real estate no one wants to buy. It is definitely not a feel-good movie, and the earthy language will not appeal to every audience, but it offers deep symbolic and political veins to mine.

- Personal reaction to loss is captured eloquently in *In Amour*, a powerful French film about an aging couple's struggle to come to terms with evolving dementia in the wife, a very talented pianist, and in Ron Kovic’s poignant drunken lament to his father about the loss of his manhood and future in Vietnam in *Born on the Fourth of July*. In *The Descendants*, George Clooney's character deals with a series of psychic blows -- his wife is in a coma and finally dies, he needs to figure
out how to be a single parent, and his daughter tells him that the dying wife was having an affair. A powerful example of loss is Sally Fields’ outburst of grief in *Steel Magnolias* as she leaves the cemetery after the burial of her only daughter. These examples parallel the stages of mourning outlined by Elizabeth Kubler-Ross (see “Chapter 18: Reading Focusing on Symbolic Aspects of Change”).

- *Ikiru*, by the great Japanese filmmaker Akira Kurosawa, is a moving account of a middle-aged man’s struggle to come to terms with a diagnosis of terminal cancer.

- Other possible popular films include *50/50, Death of a Salesman, Field of Dreams, Roger and Me, On Golden Pond, Terms of Endearment, The Big Chill, The Rain Man, Tender Mercies, Beaches, Alice Doesn’t Live Here Anymore*, and *Coming Home*.

- The training and development film *Transitions: Letting Go and Taking Hold* (CRM) is a more analytical examination of a worker’s transition from hourly employee to first-line supervisor and the human responses to loss and change.

Before playing a film, instructors can tell students that they will be seeing an example of the dynamics of loss and ask the class to consider the following questions while watching the film:

1. How is this an example of loss?
2. Who is losing what?
3. What is the impact of the loss experience?
4. Is it similar to or different from the text description?
5. What might Bolman and Deal recommend to make the experience of loss less painful and more productive?

**STUDENT EXERCISES FOR CHAPTER 18**

**EXERCISE 18.1**

**Focus:** A Four-Frame Approach to Change

Several brief in-class exercises on change are discussed on the OBTS listserv at http://www.listproc.bucknell.edu/archives/obts-l/200202/msg00001.html. One interesting activity, suggested by Douglas O’Loughlin, asks groups or teams to designate a change agent. Change agents leave the classroom and learn that their task is to persuade each member of their team to eat a teaspoonful of an unknown substance in a closed container (the unknown substance will be edible but ugly—for example, yogurt or oatmeal colored to an unappetizing hue). Each change agent gets a container and a supply of plastic spoons. After the change agents perform their
task, debriefing can examine what strategies change agents used, what worked and what didn’t work, and so forth.

**EXERCISE 18.2**

**Focus:** A Four-Frame Approach to Change

Form student intervention groups. The groups will do the following:

1. Identify a situation that is “ripe” for change.
2. Develop a possible four-frame change strategy.
3. Implement the strategy.
4. Assess the results.

If course requirements or time prohibit carrying out the full intervention cycle, students can identify a situation and then focus on developing their proposed strategy. Students can explore their learning from this activity in a course paper, in small group discussions, and/or in a brief presentation to the larger group.

You can leave the identification of projects to the groups—reminding students to think broadly about a wide array of possible change sites—or you can identify small, manageable projects on campus, in the community, or in the classroom.

Alternatively, you can ask all student groups to focus on the classroom, choosing one aspect of the course that they would like to change. This offers the added benefit of collecting student feedback and possible course design suggestions. Compare the differences in project content and focus across groups and explore the rationale and implications of the choices for effective change.

**EXERCISE 18.3**

**Focus:** Symbolic Aspects of Change

A powerful class activity can be built around the ideas in Peter Marris’s book *Loss and Change* (New York: Pantheon, 1974).

Start by asking individuals to consider the question “What are the most important things that give your life a sense of meaning and purpose?” Ask each student to make a brief list, assuring students that their lists are personal and they will not have to share them unless they wish.

After giving people a few minutes to develop their lists, ask volunteers to give examples of the items that they produced. Typical examples include family, love, faith, success, career, and helping others.

Collect these examples in a list on the board, and then note two things about the items on the list: (1) they are of great importance, but (2) they are abstractions. For
example, the concept of family is an abstraction, even if your family or mine is a
very specific set of individuals. Label the list on the board “meanings.”

Next, argue that meanings can only be expressed through attachments:
attaching love to a particular person, attaching success to a particular set of
activities and purposes. Ask people to review their lists and for each meaning
briefly note related attachments.

Follow this with a discussion of Marris’s view of three major forms of change:

1. **Substitution**: substituting one item for another (for example, trading in the old
clunker for a new car).

2. **Evolution**: gradual change over a period of time in an individual’s significant
meanings and attachments.

3. **Loss**: sudden disruption of the linkage between a meaning and its attachment
(for example, loss of a spouse or child usually breaks a number of different
attachments; loss of a job may disrupt an individual’s ability to express such
meanings as achievement, success, and competence).

Marris argues that people do not resist change itself. They resist the disruption
of their existing meaning structures. We are all, Marris says, profoundly
conservative with respect to our own ways of making sense of the world. That
means that substitution is the easiest kind of change for people to deal with, while
loss is the hardest. The “rebound marriage” after a divorce, in this light, is an effort
to convert loss into substitution (“I did not lose anything because I have a new one
even better than the old one”). Such marriages often fail because the effort to avoid
loss is futile.

Next, ask students to generate a list of the ways people respond to loss. Students
usually list emotions such as sadness, anger, denial, depression, and ambivalence
(holding on to the past versus going forward). Note that those are the normal
human responses to loss. If you are a change agent and people respond with those
feelings, that is a sign that they are responding normally, not a sign that there is
something wrong with them or your suggested change.

It is often helpful to remind students here that reflection and paraphrasing are
helpful ways of responding to others who express strong emotions—and a simple
interpersonal strategy often overlooked by change agents who interpret these
normal human responses to change as irrational resistance or an attack on them or
their work.
CHAPTER 19: REFRAMING ETHICS AND SPIRIT

CHAPTER 19 OVERVIEW

Chapter 19 presents a four-frame view of the ethics of leadership (summarized in Exhibit 19.1 in the text). The authors make two key points:

1. Ethics ultimately must rest in “soul” (which they define as a bedrock sense of identity, values, and purpose).
2. Organizations with core beliefs and ideology are more successful over the long run than those without.

For each of the frames, the authors describe an ethic and a leadership gift. Structurally, the ethic is excellence (doing the work as well as possible), and the gift is authorship (helping others to feel a sense of pride in creating or crafting their own unique product or service). In the human resource frame, the ethic is caring, and the leadership is love (freely offering caring and compassion). Politically, the ethic is justice (allocating resources fairly across different groups and constituents) and the leadership gift is power (enabling others to feel that they can have an impact and make a difference). Symbolically, the ethic is faith (centered in a shared belief that the work is a calling and adds something of value to the human community) and the leadership gift is significance (helping others to feel important and to find meaning in work and in life).

Learning Outcomes for Chapter 19

After studying this chapter, students will be able to:

1. Explain how an organization can have a “soul” and how this soul relates to ethical behavior within the organization.
2. Describe each of the four frames in terms of a key organizational ethic and the contribution of leaders to that ethic.

Key Terms in Chapter 19

Ethics: A set of moral principles or values; the principles of conduct governing an individual or an organization.

Soul: A sense of identity that defines an individual’s or an organization’s core beliefs and values.
Spirit: A transcendent sense of joy and oneness with others.

Case Examples in Chapter 19

- Siemens
- Wal-Mart de Mexico
- Bill George at Medtronic
- Herb Kelleher and Southwest Airlines
- Ben Cohen of Ben and Jerry’s Homemade

Suggestions for Teaching Chapter 19

There are at least four different emphases for teaching Chapter 19:

1. A focus on ethical dilemmas in organizational decision making.
2. An exploration of ethical issues surrounding organizational justice and diversity.
3. A debate about Bolman and Deal’s core proposition that ethics and faith are central to organizational leadership.
4. A personal exploration that encourages students to focus on their own beliefs, values, and purposes.

Teaching methods appropriate for each approach, along with a list of general readings, are described in the sections that follow. Student exercises keyed to the approaches appear in “Student Exercises for Chapter 19.”

Chapter 19: General Readings on Ethics and Spirit

A number of readings might be assigned along with this chapter to explore various facets of ethics and spirit in organizations. Possibilities include:


**Chapter 19: A Focus on Ethical Dilemmas**

Most of the ethical challenges managers encounter involve dilemmas: situations where important values or interests are in conflict. These include conflicts between different values (loyalty to a friend versus telling the truth), between self-interest and a moral principle (Should I pad the expense account if no one will notice?), or between personal and organizational values (Should we disclose information about our product’s health risks when management wants us not to?). Cases or films in which protagonists struggle with such decisions provide an excellent entry point to these issues. Some useful cases and films are suggested below; in addition, see the teaching notes for Chapter 2, “Chapter 2: A Focus on Ethical Dilemmas in Organizational Choices.”

**CHAPTER 19: CASES FOCUSING ON ETHICAL DILEMMAS**

There are good cases about business ethics, and the HBS Case Catalogue devotes a section to the topic.

- Transformation of Enron, 1986–2001 (Darden, UVA-G-0563M; teaching note UVA-G-0563TN-M) is an extensive CD-ROM-based multimedia case that chronicles the rise (mostly) and the fall (a little) of Enron. It includes fascinating video clips of interviews with the major players (such as Ken Lay and Jeff Skilling) sounding supremely confident only a year or so before the company’s famous collapse. (The case is available from Darden Business Publishing, University of Virginia, [http://store.darden.virginia.edu/](http://store.darden.virginia.edu/).) The documentary, *The Smartest Guys in the Room*, provides a dramatic narrative of Enron's fall.

- Accounting Fraud at WorldCom [HBS 104071], Teaching Note [105083] provides an excellent account of how WorldCom got into trouble, and how a few courageous internal auditors unearthed evidence of billions of dollars of accounting fraud. American Greed Season 2, Ep. 5 "Inside the WorldCom Scam" (a downloadable video available at Amazon and elsewhere) provides a video account of this story that focuses on CEO Bernie Ebbers, but provides little detail about specifics of what went wrong.

- An accessible and provocative case is Peter Green’s First Day (HBS 380186). A young salesman discovers on his first day in a new job that his largest account
has always been given a discount based on a false claim of bad merchandise. His client and his boss both expect him to continue the practice.

- In Analyst’s Dilemma ([A] HBS 394056], [B] [HBS 394057], and teaching note HBS 394148), a young manager receives information in confidence from her roommate. She realizes that the information could save her own company from suffering significant harm. How should she balance the promise of confidentiality against her organization’s interests?

- Brush with AIDS ([A] [HBS 394058], [B] [HBS 394059], and teaching note HBS 394180) is the story of a product manager who learns that her product poses a risk of infection to health-care workers but expects that fixing the problem would significantly jeopardize her profit performance for the year.

CHAPTER 19: FILMS FOCUSING ON ETHICAL DILEMMAS

Many films deal with ethical issues in management. One recurrent theme is how business balances concern for people and profits.

- Margin Call (a compelling fictional account) and Inside Job (a documentary), both provide a searching look at the ethics (or lack of ethics) of the financial insiders who were at the center of the financial collapse of 2008.

- A Highjacking opens with the capture of a Danish ship in the Indian Ocean by Somali pirates, and then follows the long and difficult negotiation process between the pirates and the shipping company. The pirates offer to exchange the lives of the captives for $15 million. The executives want to save the crew without bankrupting the company. In a context of high tension and uncertainty but low trust, they wrestle with ethical dilemmas and a trade-off between money and human life. If they pay the ransom, will that just encourage more piracy? If they don’t, how can they live with themselves? Will the pirates release the hostages if they get the ransom, or simply demand more?

- The documentary An American Dream depicts an aggressive effort by a profitable company to reduce wages and defeat a union in one of its plants.

- Matewan presents labor-management conflicts in the context of a 1920s dispute set in West Virginia coal mines; Germinal involves a similar situation involving coal miners in 19th-century France.

- Norma Rae, Roger and Me, and Silkwood raise similar issues.

- Network, Wall Street, and Working Girl also concern organizational ethics.

- The classic Bridge on the River Kwai presents the fascinating case of a British commander in World War II whose concern for his men leads him to assist in building a bridge for the Japanese.
Chapter 19: A Focus on Organizational Justice and Workforce Diversity

A powerful and ongoing struggle for organizations is the issue of organizational justice and the effective utilization of workforce diversity. Instructors may choose to focus on these salient and interconnected issues.

In addition to the suggestions that follow, Understanding and Managing Diversity: Readings, Cases, and Exercises, 5th ed. (New York: Pearson Education, 2011), edited by Carol Harvey and M. June Allard, and the accompanying instructor’s manual provide teaching activities, experiential exercises, student materials and worksheets, cases, and additional readings on the topic.

CHAPTER 19: READING FOCUSING ON ORGANIZATIONAL JUSTICE AND WORKFORCE DIVERSITY

Instructors choosing to focus on organizational justice and workforce diversity may want to see these two books:

- Gallos, Ramsey, and Associates, Teaching Diversity: Listening to the Soul, Speaking from the Heart (Jossey-Bass, 1997; out of print but available in many libraries) provides support to instructors who struggle to understand and teach better about diversity in organizations. It contains powerful and deeply personal stories and vignettes from educators involved in organizational diversity work, insights about the paradoxes and dilemmas implicit in learning about human differences, and a rich listing of diversity-related readings and sources.

- Adams, Bell, and Griffin, Teaching for Diversity and Social Justice: A Sourcebook for Teachers and Trainers, 2d. ed. (Routledge, 2007) develops a conceptual framework for understanding oppression and injustice and discusses teaching approaches for addressing a variety of forms of injustice.

CHAPTER 19: FILMS OR VIDEOS FOCUSING ON ORGANIZATIONAL JUSTICE AND WORKFORCE DIVERSITY

Many films and videos listed elsewhere in this instructor’s guide can be viewed through a diversity lens to explore a range of differences, such as the following:

- Race—Amistad, Malcolm X, Do the Right Thing, Remember the Titans, Glory, Driving Miss Daisy.
- Gender—Norma Rae, Nine to Five, Patton, Working Girl.
- Ethnicity—Gandhi, Rashomon, Cry Freedom, Schindler’s List.
- Physical ability—My Left Foot.
- Class—Stand and Deliver.
Chapter 19: A Focus on the Role of Ethics and Faith

Because the chapter uses terms like soul, faith, and spirit that rarely appear in the classroom, it is likely to evoke a range of reactions. Some may applaud the authors’ decision to discuss central issues that are too often ignored. Others may deplore the use of nebulous, nonempirical, quasi-religious terms in a management classroom. The issue can be framed as a debate; see Exercise 19.1.

Chapter 19: A Focus on Personal Exploration

The chapter can be used as an entry point to students’ exploration of their own values and beliefs. Such a path is potentially very powerful, but it is risky as well. Students are likely to want to deal with these issues only when they feel sufficient levels of psychological safety and when they feel they can trust the instructor and one another.

Chapter 19: Reading Focusing on Sustainability

- Cradle-to-Cradle Design at Herman Miller: Moving Toward Environmental Sustainability [HBS 607003] and Teaching Note [609013]: Describes Herman Miller’s effort to design a new chair so that, at the end of its useful life, the raw materials could be fed back into either a technical or biological cycle and used for the same or other purposes.
- Monsanto Company: Quest For Sustainability (A) [Global lens http://globalens.com/casedetail.aspx?cid=1428688 ] and (B) [http://globalens.com/casedetail.aspx?cid=1428689] explores Monsanto’s sustainability-based strategy and subsequent transition from a chemical company to a giant in the life sciences, particularly in the area of biotechnology. There are five sections to this case 1) a survey of the sustainability challenges facing the agricultural sector, 2) an overview of the agbiotech industry, 3) a brief history of the Monsanto company, 4) a summary of Monsanto's sustainability initiatives and a description of its transition to life sciences, and 5) an overview of stakeholders' responses to the development of genetically modified crops. The B case examines Monsanto’s attempts to respond to sustained controversy and market hostility to its genetically-modified crops.
- Novo Nordisk: Managing Sustainability at Home and Abroad [HBS W12186] and Teaching Note [W12185]: Novo Nordisk, a Danish pharmaceutical company long committed to a “triple bottom line,” explores how to apply its concerns for sustainability in the specific context of the market in China.
- Frog’s Leap Winery in 2011: The Sustainability Agenda Case and Video [HBS NA0170] and Teaching Note NA0171].
CHAPTER 19: READING FOCUSING ON PERSONAL EXPLORATION

Excerpts from biographies or short personal stories, such as those discussed above in Gallos, Ramsey, and Associates, *Teaching Diversity: Listening to the Soul, Speaking from the Heart* (Jossey-Bass, 1997), can trigger personal reflection. Symbolic media (such as poetry, music, stories, and art) are also particularly effective for this purpose.

**Poetry:**

Instructors can assign students a book of poetry and tell them to start reading the poems and continue until they find a poem that speaks to them, then come to class prepared to read the poem and talk about what it says. Though metaphor and poetic language are challenging for many students, the activity often generates a powerful dialogue around central values and meanings. Possibilities for books include:

- David Whyte’s *The Heart Aroused: Poetry and the Preservation of Soul in Corporate America* (New York: Doubleday Currency, 1994) uses poetry from many sources to explore soul in management, and works well as background reading for this assignment.

**Storytelling:**

Our approaches to life, leadership, and faith are all rooted in the stories we tell ourselves about our lives. The power of storytelling can be explored in the activity presented as Exercise 19.2 in “Student Exercises for Chapter 19.”

### STUDENT EXERCISES FOR CHAPTER 19

**EXERCISE 19.1**

**Focus:** The Role of Ethics and Faith

Stage a debate concerning the authors’ core proposition that ethics and soul are central to organizational leadership. Pro and con teams will debate a proposition like: “Resolved that soul, spirit, and faith are central to organizational leadership.” Split the class in half, and have small groups or teams prepare a representative to
appear in a debate before the full class. If you don’t want to judge the results
yourself, have each team designate one person to be a judge and have the judges
meet separately to work out criteria. (If there is a debate team on your campus, you
could enlist the debate coach and/or members of the debate team as judges.)

One way to prepare for the debate is to assign Jensen and Meckling’s classic
“The Nature of Man” (available for download from the SSRN electronic paper
Meckling argue the case for REMM (resourceful, evaluative, maximizing man) and
argue strongly against what they see as seriously defective psychological,
sociological, and political models. (Many users of Reframing will find much to
disagree with in Jensen and Meckling’s paper.) The paper’s argument supports a
proposition that what happened at Enron had little or nothing to do with the values
and ethics of the key actors and everything to do with the environmental incentives
that they faced. Thus, in the debate, the pro side can argue from Chapter 19, while
the opponents can use Jensen and Meckling.

There are a variety of debate formats (and many Web sites that discuss
alternatives), but one possibility is:

I. Constructive speeches (each sides argues for its position)
   Affirmative, 10 minutes
   Negative, 10 minutes

II. Rebuttal speeches (each side rebuts the other’s arguments)
   Affirmative, 5 minutes
   Negative, 5 minutes
   Affirmative, 5 minutes
   Negative, 5 minutes

III. Cross-examination (teams alternate in posing and answering queries from
     the other team. Limit questions to 1 minute and answers to 2–3 minutes), 20
     minutes

The debate could be done as a whole-class activity, or teams could be paired in a
series of mini-debates. If done as a whole-class activity, the rules could specify that
a different individual has to represent the team in each phase, to maximize the
number of individuals who are active.

EXERCISE 19.2

Focus: Personal Exploration—Storytelling
Have students prepare a short “leadership autobiography” to be shared in class or within a team. The autobiography is defined as a story of one’s life that emphasizes the people, places, and events that have had the greatest influence on one’s understanding of leadership and of self as leader. Ask students to come to class prepared to tell their “story.”

You will want to think about the setting that best facilitates the story sharing. Students, for example, might sit in a circle around lighted candles, reminiscent of a campfire, or share food at an elegantly decorated table to evoke memories of special family meals. This activity is a dramatic illustration of the power of stories. It builds strong bonds within a group and causes students to wonder how they could know so little about other people’s lives.
CHAPTER 20. BRINGING IT ALL TOGETHER: CHANGE AND LEADERSHIP IN ACTION

CHAPTER 20 OVERVIEW

Chapter 20 Summary

The chapter opens with a case—Robert F. Kennedy High School—depicting the many problems facing David King, the new principal of a deeply troubled urban high school. A school that opened with high hopes only a few years ago now finds itself mired in conflict and dissatisfaction. King’s first meeting with his new administrative staff produces a blow-up in which a male housemaster physically threatens the chair of the English department. By the end of the case, the situation feels overwhelming. Is there hope?

The authors follow the case with a hypothetical account of how the new principal might engage in a conscious effort to reframe the situation. For each frame, King asks himself two questions:

1. From this perspective, what’s going on at Kennedy High?
2. What options does this frame suggest?

As is usually true in real life, the outcome of the reframing process is not a miracle but greater clarity coupled with a richer and more comprehensive set of strategies for what to do.

Learning Outcomes for Chapter 20

After studying the chapter, students will be able to:

1. Explain the reframing process with reference to the RFK High School case, and apply the process to other cases.

Chapter 20 Case Example

- Robert F. Kennedy High School and principal David King

Suggestions for Teaching Chapter 20

There are two complementary teaching emphases for this chapter:

1. Replay and critique of the reframing process described in the chapter.
2. Application of the same process to other cases.
Teaching methods appropriate for each approach are described in the sections that follow. Student exercises keyed to the approaches appear in “Student Exercises for Chapter 20.”

**Chapter 20: Replay and Critique of David King’s Reframing**

There is value in having students compare their own thinking about the RFK High case with the reframing process depicted for David King in the chapter. One way to do this is to ask students to read the case, stop there, and engage in their own effort to reframe using the same questions David King used. (This can be done either individually or in groups.) Once students have developed their own diagnoses, they can read the remainder of the chapter and compare their thinking with David King’s. Another option appears in Exercise 20.1.

**Chapter 20: Applying Reframing to Cases or Personal Experience**

The chapter focuses on putting it all together: integrating everything learned about organizations and leadership into more comprehensive and powerful understanding and action. The reframing process illustrated in the chapter can be applied to almost any case or experience: students’ personal cases, published cases, films or fiction, or class experiences (role plays, experiential activities, team experiences, the course).

Instructors can, for example, have students study a challenging case (multiple suggestions are offered elsewhere in this instructor’s guide) and then, either individually or in teams, reframe to develop both diagnoses and solutions. Individuals or groups will differ in what they see and what options they develop. These differences can become the basis for lively and productive discussions while providing an important reminder that reframing is an art form—and every artist produces different work.

**STUDENT EXERCISES FOR CHAPTER 20**

**EXERCISE 20.1**

**Focus:** Replay and Critique of David King’s Reframing

Lead a class discussion of each phase in King’s reframing process. For each frame, pose discussion questions like:

1. How did King arrive at his diagnosis? (That is, what thinking process did he go through?)
2. Does his diagnosis make sense? Is it helpful? Are there other possibilities that King didn’t consider?

3. Are the strategies that he considers good ones? What else might he think about?

When King moves from diagnosis to action via his weekend phone calls, focus on some of the vignettes (such as King’s conversations with Chauncey Carver and Betsy Dula) and ask students questions like:

1. What is King doing here—what frame or frames is he using?

2. Is he doing the right thing? Should he do something else?

This discussion can be supplemented with role plays. For example, some of King’s conversations (like the one with Smith about moving him out of a housemaster’s job) are described only very briefly. Ask one student to be King and another to be Smith, and have them role-play the conversation. The teaching notes for Chapter 16 (“Chapter 16: RFK High School Role Play”) provide instructions for doing a role play around a conversation between King and Carver that could be applied to any of the series of conversations described in the chapter.
CHAPTER 21. EPILOGUE: ARTISTRY, CHOICE, AND LEADERSHIP

CHAPTER 21 OVERVIEW

Chapter 21 Summary

In the epilogue, the authors reiterate the qualities needed by effective leaders:

1. Personal artistry to respond to ambiguity, challenge, and paradox in organizations.
2. A sense of choice and freedom to find new patterns and possibilities.
3. Flexibility in action.
4. Consistent values and a commitment to core beliefs.
5. The ability to walk the leadership tightrope between rigidity and spinelessness, between maintaining integrity and mission and making their organizations stiff and intractable.
6. Multiframe thinking and the ability to reframe situations.

SUGGESTIONS FOR TEACHING CHAPTER 21

The central ideas in Chapter 21 revolve around reiterating the importance of reframing for effective management and leadership. Instructors can use this chapter to focus on:

1. Options and empowerment.
2. Review.

Teaching methods appropriate for each approach are described in the sections that follow. Student exercises keyed to the approaches appear in “Student Exercises for Chapter 21.”

Chapter 21: A Focus on Options and Empowerment

The basic premise of the book is that reframing and use of the four perspectives on leadership and organizations expand comfort, options, and opportunities. Students should now have a better handle on complexity in organizations, ways of discussing
that complexity, and expanded options for dealing with it. Recognizing this can be very empowering. Instructors may want to use this class to explore these themes.

One possible activity is to explore the ways in which the four frames now offer students a different perspective on organizations and themselves. Instructors can, for example, return to the first case discussed in the course, some memorable class event, or an activity or simulation from early in the term. Students can revisit the activity—if time permits, instructors might want to actually redo the activity or discuss again the same case—and reflect on how differently they understand the same issue or situation now. If students wrote personal learning goals early in the term, instructors can ask them to reexamine those goals now in light of their learning from the course. The opportunity to relive a past event with present knowledge is something that many long for. This class activity provides an opportunity to do just that. It can be a powerful way for students to mark their progress and learning this term.

Another option is to offer opportunities for students to practice reframing. Using a simple case, an aspect of the course such as the syllabus, or a short experiential activity such as a milling and greeting activity (see the teaching notes for Chapter 1, Exercise 1.6), students can explore the depth of their understandings of a simple social event or situation. Still other possibilities are presented in Exercises 21.1, 21.2, and 21.3 in “Student Exercises for Chapter 21.”

**Chapter 21: A Focus on Review**

Instructors may want to use this chapter to focus on review. In the same way that an overview early in the course can set the stage for exploring the four different perspectives on organizations, a final wrap-up or review can help put loose ends in place.

Instructors can see this review activity as a final opportunity to answer questions, correct misconceptions, or drill the content of each frame. Frame groups can be used in this context, as described in Exercise 21.4. The activity described in Exercise 21.1, in which instructors record student learning and associations with each frame, is another option.

Alternatively, instructors can think about the review process in broader terms—as a way of focusing not on the content of the frames but on the frames’ central premises. Instructors may, for example, want to show four short video vignettes (see the teaching notes for Chapter 1, “Chapter 1: Films or Videos Focusing on Frame Content,” for a discussion of a four-frame video), enabling students to see each frame in action one last time and to see them side by side. Students can explore the ways in which each film clip expresses the central assumptions of the frame and the implications for success in this situation. (Ending this sequence with the last eight minutes of Martin Luther King’s “I Have a Dream” speech is very powerful for audiences of all ages.)

Other options include the following:
• Instructors can choose a powerful minicase or film vignette and ask students to reframe the situation.

• They can form frame groups and ask each to represent, through a symbolic medium (drama, music, poetry, collage, dance, drawings, nonverbal expression, and so on), the “essence” or feel of each frame.

• They can ask students to explore the most powerful aspect of each perspective and the ways in which that aspect affects their abilities to use the frame most effectively.

**STUDENT EXERCISES FOR CHAPTER 21**

**EXERCISE 21.1**

**Focus:** Options and Empowerment

This simple exercise helps to stress the power of the four words *structure, people, politics*, and *symbols* and how much knowledge those four words now bring forward. Pose a question such as, “What are the most important things that you’ve learned about structure?” or “When you think about structure, what do you think about now?” Post on the board the answers that students generate, and then move on to the other frames. Collectively, the class will generate more ideas than any individual is likely to. This serves as a quick summary of the frames and as a reminder to students of the vast store of knowledge and implicit prescriptions for action now available to them.

**EXERCISE 21.2**

**Focus:** Options and Empowerment

Ask students to explore their learning from the course with such questions as:

- What has been your most meaningful learning?
- What makes them so important to you?
- How will you use them?
- What will you now do differently because of them?

Students can work in small groups, reporting back to the larger group about their discussions or volunteering to share some of their most meaningful learning. Alternatively, class size permitting, students can prepare their responses alone, and you can allocate a minute or a few minutes for each student to share his or her most important realizations from the course experience and what he or she will do as a result.
As a variation, instructors can ask students to use a symbolic medium such as drawing, collage, music, or poetry to express their central learning from the course.

**EXERCISE 21.3**

**Focus:** Options and Empowerment

Have students meet in small groups and create a story about their course experiences. In courses with ongoing case or project groups, students can use this activity to provide a humorous glimpse for the class of their small group’s life, joys, and frustrations. For many student groups, this is also an important, healing experience.

Even in courses without ongoing groups, students can have fun devising a story that captures the meaning of each member’s individual course experience. Groups can then share their stories in the larger group.

Time permitting, you might ask students to think creatively about how they will share their stories with the larger group. Some students have, of course, read their stories. Others have chosen to act them out in a skit, set them to poetry or music, express them nonverbally, make cartoons or drawings, perform them in a live rap “music video,” and so on.

A variation on this activity is to have students work alone to tell a story about themselves in the future that captures what they hope to do or do differently because of what they have learned in the course. Students can share these stories in small groups, which then report back about what the sharing experience was like; or you can ask for volunteers to tell their “hope” stories in the larger group.

**EXERCISE 21.4**

**Focus:** Review

Form frame groups. When the groups meet, each is to summarize the central aspects of the group’s assigned frame and develop a set of questions that can be used to test the class’s understanding of a frame. The questions can be discussed by students in class, used to interview the instructor, serve as the basis for all or part of a take-home exam, or used to set up a simulated game show, such as Frame Jeopardy, Frame of Fortune, or Name That Frame, where groups can playfully vie for the honor of being frame champions.

In Frame Jeopardy, for example, each team can be assigned to generate five answers to frame-related questions, and other teams can try to come up with the right question. As an example, a correct response to the answer “An organization exists to achieve established goals and objectives” is “What is an assumption of the structural frame?” Teams get a point for each correct answer, and the team with the most points wins.
In *Frame of Fortune*, each team generates two frame-related phrases or quotations (for example, “differentiation and integration” “person–organization fit,” “myth, ritual, and ceremony”). One team places a series of underscores on the board to represent the letters in its phrase. Other teams in turn guess one letter at a time. The first team to guess the entire phrase wins that round and then puts its phrase on the board for the next round. You can add an element of “fortune” by having a small spinning device (borrowed from a board game) or a die. The team that gets an answer correct could spin the device or throw the die to see how many points it gets.
PART 4. SAMPLE SYLLABI AND SUPPORT MATERIALS

This instructor’s guide provides ample materials for designing solid and enjoyable courses using Reframing Organizations for undergraduate, graduate, or executive audiences. As a guide for instructors, five different syllabi are provided below, each illustrating a combination of materials and assignments for one of the following kinds of audiences:

1. A graduate-level course in organizational behavior for a business audience, meeting once a week for two and a half hours.
2. A graduate-level course in organizational behavior for a school of education, meeting twice a week for one and a half hours per meeting.
3. A graduate-level course in leadership for a business audience, meeting once a week for two and a half hours.
4. A graduate-level course in leadership for schools of education, meeting once a week for three hours.
5. A graduate-level course for a school of education audience, held on four weekends.

There are also many on-line sources for syllabi. Syllabi from Lee Bolman’s recent courses can be found at http://www.leebolman.com. In addition, entering the search term “bolman deal syllabus” or “reframing organizations syllabus” on a search engine such as Google will yield relevant hits, even though a high percentage of course outlines are now on password protected courseware sites such as Blackboard.

Sample syllabi can stimulate thought about constructing interesting courses using Reframing Organizations. Instructors who work with three course meetings per week, prefer experiential activities over cases, or teach undergraduates or students in different professional school programs can rearrange the suggested materials or substitute their own selections and class designs to meet the needs and requirements of their audiences.

SAMPLE SYLLABI

COURSE I. ORGANIZATION: THEORY AND BEHAVIOR—GRADUATE BUSINESS AUDIENCE

Course Overview and Purposes

Organizations are necessary but complex “beasts.” They exist for the simple reason that groups of people can accomplish more than individuals working alone. At the
same time, there is complexity in such collective social action, and organizational life is often marked by a number of recurring and difficult problems. While there is some consensus about the problems of participating in modern organizations (the possibility of worker frustration and alienation in large systems; the difficulties in utilizing the human resources available, the problems in walking the fine line between necessary specialization, coordination, and bureaucratic red tape; and so on), there is little agreement about how to solve the problems.

Organizational hierarchies, MBO, quality circles, company songs, sensitivity training, job redesign, employee training programs, and shop-floor quality-of-worklife efforts are a sampling of the many ways in which organizational theorists and participants have attempted to tame the unruly beast. Implicit in each of the solutions is a particular perspective on organizational life and a focus on organizational structures, human relationships, political processes, or organizational symbols.

The purpose of this course is to help students understand the complexities of organizations. It is designed to provide an exposure to theories of organization, important organizational issues and processes, and a variety of strategies and tactics useful to successful organizational leaders and followers alike.

**Scope of the Course**

The field of organization theory currently includes a number of different major conceptual perspectives. Some view the field as fragmented. Others prefer to see it as pluralistic.

Many introductory courses present only one or two perspectives. Initially, that approach may be simpler and less confusing, but in the long run it will be less valid and less helpful. This course will develop four major views of organizations (frames) that comprehend much of the existing theory and research on organizations.

1. A structural frame, which emphasizes goals, roles, formal relationships, and the rational side of organization.

2. A human resource frame, which focuses on human needs, attitudes, and skills and emphasizes the human side of organization.

3. A symbolic frame, which explores how organizations create meaning and belief through symbols, including myths, rituals, and ceremonies.

4. A political frame, which examines power, conflict, and coalitions among those who have vested interests to protect and want to advance within a context of scarce resources.

The course will begin by viewing organizations through each of the four frames separately. In the long run, the goal is to be able to use all four frames: the ability to view organizations simultaneously as machines, families, theaters, and jungles—the key to a deeper understanding of the complexities of organizations.
Course Requirements

1. *Readings* are required for most classes. Required readings are found in the syllabus and are to be prepared for the class on the date listed. Additional recommended readings are also provided for frame groups that want further materials to prepare their class presentations and for those interested in exploring some “classics” in the organizational literature.

2. *Class participation* in discussions and activities is critical. Most activities will be held during regular class times, although groups may find a need for additional out-of-class meetings to coordinate their class presentations.

3. *Participation in a small group* whose assigned task is a group presentation to teach one of the four frames to the entire class is also required.

4. *One written assignment* is required: a final paper in which you use the four frames to analyze an assigned case situation (maximum twenty pages).

Grading

A letter grade will be provided to all students. The makeup of the grade is as follows:

- Class participation: 25 percent.
- Group presentation: 25 percent.
- Final paper: 50 percent.

Class Topics and Readings

**Class 1.** Introduction and Overview: Contracting, Group Formation, and Team Building.

- **Required reading:** Bolman and Deal, Chapters 1 and 2.

**Class 2.** Introduction to Reframing: Learning, Perception, and Frames.

Study questions: 1. What are the major assumptions and concepts of the structural frame? 2. What changes in its industry and customers were affecting Campbell & Bailyn in 2007? 3. What were the strengths and weaknesses of the C & B brokerage division prior to the changes described in the case? 4. In the light of the changes in the marketplace, was creating KAT a good idea? If not, what should Ken Winston have done?

- Campbell and Bailyn is recommended here because it is a relatively simple case in which the structural issues are relatively easy to grasp.

Class 4. The Structural Frame II: Structural Thinking in Action.

- Required reading: Case: First National Citibank Operating Group (A) and (B).
- Study questions: (1) Structurally, what were the changes that Reed and White made? (2) How would you assess the effectiveness of those structural changes? (3) From a structural perspective, what, if anything, would you do differently?

Note: The Citibank B case can stand alone—the A case mostly provides background. The case is old but is a classic and is discussed in the text. If students have difficulty responding to the question about what structural changes Reed and White made, you can assist by elaborating structural basics. Ask about the ways in which organizations can differentiate. Many classes can generate a list: structure, product, customer/market, place, time, and so forth. What kind of structure did the back room have traditionally? What does it have now? What does it mean that it changed from one big pipeline to a series of smaller ones? What’s different as a result of the change? What’s the impact of the emphasis on standards and metrics?


Study questions:

1. What are the central concepts and assumptions of the human resource perspective and how do they compare to Kouzes and Posner’s Five Practices? 2. Men’s Wearhouse, along with other progressive companies like Costco, has been successful in a brutally competitive retail industry by bucking conventional wisdom and investing in people. Why has it worked? 3. Would similar practices work in other industries or is there something special about retailing? Would similar practices work in your workplace?
Class 6. The Human Resource Frame II.

- **Required reading**: Bolman and Deal, Chapter 7. Case: Southwest Airlines: Using Human Resources for Competitive Advantage (A) (HBS HR1A).
- **Recommended reading**: “Building Trust in Your Company” (HBR OnPoint Collection 3027).
- **Study questions**: (1) What are Southwest’s major strategies for managing people? (2) How well do they align with Bolman and Deal’s list of best practices? (3) Can Southwest’s competitors imitate their practices successfully?


- **In class**: Group self-diagnostic activity.

Class 8. The Political Frame I: Understanding Power and Powerlessness (Political Frame Group Presentation).

- **Study questions**: (1) What are the basic tenets of a political view of organizations? (2) Politically, what is happening between Jonah Creighton and his superiors? (3) Is Creighton doing the right thing?

*Note*: Jonah Creighton tells the story of a young, fast-track manager caught between his boss and his ethical beliefs. He tries to stick to his values, but his lack of political savvy undermines his efforts.

Class 9. The Political Frame II: Mapping the Terrain.


Study questions: (1) Politically, what was happening at West Point? (2) It is May 19, 1976. From the perspective of the political frame, what should General Berry do? Why?

Note: West Point is a classic case set in the 1970s. More recent case possibilities mentioned earlier in this guide include Paul Bremer at the Coalition Provisional Authority [HBS 9-411-010], and Hurricane Katrina (A) [HBS HKS192].

Class 10. The Symbolic Frame I: West Point Revisited (Symbolic Group Presentation).


Study questions: (1) Symbolically, what was happening at West Point? (2) It is May 19, 1976. From the perspective of the symbolic frame, what should General Berry do? Why?

Class 11. The Symbolic Frame II: Symbolic Leadership.

Required reading: Bolman and Deal, Chapter 17. Case: Charlotte Beers at Ogilvy & Mather (A).


Study questions: (1) What are the key symbolic and cultural challenges that Beers faced in reviving Ogilvy & Mather? (2) What should she do about them?

Class 12. Integrating the Frames I: Strategies for Diagnosis.

Required reading: Bolman and Deal, Chapters 15 and 16; Case: ASDA (A).

Recommended reading: Kim Cameron and Robert Quinn, *Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework* (Addison-Wesley, 1999).

Study questions: (1) How does each of the four frames help to account for the challenges facing Archie Norman at ASDA? (2) What should he do to turn the company around? Consider each of the four frames when designing your
recommendations. Which frame or frames seem most useful in this situation? Why?

Note: ASDA presents a challenging turnaround situation involving a retailer in the United Kingdom in the mid-1980s. Assign the A case in advance; the B and C cases can be used as class handouts. An accompanying video and teaching note are available from HBS at http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item_detail.jhtml?id=498005.

Class 13. Integrating the Frames II: Strategies for Action.

- **Required reading**: Bolman and Deal, Chapters 16 and 17.
- **Study questions** (Cindy Marshall case, in Bolman and Deal Chapter 16): You are Cindy Marshall, about to begin your first day in your new job. (1) How will you approach Bill Howard from a structural perspective? (2) From a human resource perspective? (3) From a political perspective? (4) From a symbolic perspective?


- **Study questions**: (1) Up to the time Nixon took office, what grade would you give Kelly for his leadership at Job Corps? (2) What frames did Kelly use? How well? (3) If you were Kelly, what would you do about Schultz? (4) If you were Schultz, what would you do about Kelly?
- **Final paper due**.

Note: Job Corps, set in Washington, D.C., during the Johnson administration, offers a very interesting example of a multiframe approach to turning around a troubled organization—in this case, a large government agency. More recent private-sector cases include GE's Two-Decade Transformation: Jack Welch's Leadership, from HBS at and Harvey Golub: Recharging American Express [HBS 396212]..
COURSE II. ORGANIZATION: THEORY AND BEHAVIOR—GRADUATE COURSE, SCHOOL OF EDUCATION

Course Overview and Purpose

The purpose of the course is to help students understand organizations and to take effective action in them. Attempts to improve organizations without adequate understanding can make things worse instead of better. Each year, students provide ample and eloquent testimony to the difficulties of trying to manage and change organizations. Whether you are trying to introduce an improved curriculum, restructure a department, terminate a program, or cope effectively with transition in management, better understanding helps to reduce surprise, confusion, and catastrophe. Sound intuition, valid theory, and management skills are all helpful and needed. The course seeks to reinforce intuition and to expand theory and skills.

Scope of the Course

The field of organization theory currently includes a number of different major conceptual perspectives. Some observers view the field as fragmented. An alternative is to view it as a case of conceptual pluralism. In many introductory courses, only one or two perspectives are taught. Initially, that approach may be simpler and less confusing, but in the long run it is likely to be less valid and less helpful. The course will develop four major views of organizations (frames) that comprehend much of the existing theory and research on organizations:

1. A structural frame, which emphasizes goals, roles, formal relationships, and the rational side of organization.
2. A human resource frame, which emphasizes needs, attitudes, skills, and the human side of organizations.
3. A political frame, which examines power, conflict, and coalitions among those who have vested interests to protect and want to advance within a context of scarce resources.
4. A symbolic frame, which explores how organizations create meaning and belief through symbols, including myths, rituals, and ceremonies.

This course will begin by viewing organizations through each of the four frames separately. Once we understand and know how to use each frame in its own terms, we will turn to the more challenging objective of integrating the frames and considering how to use all four simultaneously.

Although our primary focus will be educational institutions, the four frames address issues that are relevant in any organization, from churches to prisons, factories to universities, and we will examine cases from a variety of contexts.
Assignments

Students will be expected to complete the following assignments:

1. **Case paper.** A two- to four-page description of an incident from your experience (personal case paper guidelines will be provided).

2. **First take-home examination.** A set of questions asking you to apply the structural and human resource frames to your case paper. The examination will be distributed in class.

3. **Second take-home examination.** A set of questions asking you to apply the political and symbolic frames to your case paper. The examination will be distributed in class.

4. **Group field study.** Each study group will write a paper using organization theory to analyze the group’s field site.

5. **Final paper.** The topic for the final paper will be one of the following:
   a. An application of the frames to your experience in the group field study (looking at both the field site and your group).
   b. A topic that you select with the instructor’s approval.

Study Groups

Everyone will be a member of a study group. Groups will meet throughout the semester and serve several functions:

1. Study groups will be used from time to time as discussion groups in class.
2. Study groups are often used as out-of-class discussion and support groups.
3. Each group will conduct a brief study in an organizational site chosen by the group. (Each member of the group can spend no more than one day at the field site.)

Grades

There are two options for computing the final grade:

<table>
<thead>
<tr>
<th></th>
<th>Option A</th>
<th>Option B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case paper:</td>
<td>0 percent</td>
<td>0 percent</td>
</tr>
<tr>
<td>First examination:</td>
<td>25 percent</td>
<td>33 percent</td>
</tr>
<tr>
<td>Second examination:</td>
<td>25 percent</td>
<td>33 percent</td>
</tr>
<tr>
<td>Field study:</td>
<td>25 percent</td>
<td>33 percent</td>
</tr>
<tr>
<td>Final paper:</td>
<td>25 percent</td>
<td>0 percent</td>
</tr>
</tbody>
</table>
Students may designate which option they choose at the time they submit the final paper. Please note that an acceptable final paper must be submitted to avoid a grade of Incomplete, even if it is not to be counted in computing the final grade.

**Topics and Reading Assignments**

**Class 1.** Introduction and Overview.

**Class 2.** Case-Writing Workshop.

**Class 3.** Group Formation.

- **Required reading:** Bolman and Deal, Chapters 1 and 2.

**Class 4.** The Structural Frame I. We begin our exploration of organizational structure by looking at a famous example of structural change in a bank. Once you figure out what a “back room” does (it processes checks) and struggle past foreign terms such as *lost availability*, this case should illuminate a number of important issues in organizational structure.

- **Required reading:** Bolman and Deal, Chapters 3, 4, and 5. Case: Paul Evans and the Redesign of Cambridge Rindge and Latin High School (A)


**Study questions:** (1) What were the major structural changes that Evans and her team made? (2) What grade would you give them for their management of the change process? **Note:** The Paula Evans case is about redesign, but also contains elements of every frame, with particularly salient political issues. If used here, the case could be revisited later in the course. The (B) and (C) cases take the story forward, with particular emphasis on the difficulty that Evans and her boss, the Superintendent of Schools, had in keeping the change initiative moving forward in the face of opposition. Ultimately, Evans resigned after two years in protest of micromanagement from the School Committee.

- **Case paper due.**


- **Study questions:** (1) What are the major structural changes in the “Freedom Agenda”? (2) Are they a good idea? (3) What can the district leadership do to ensure success?
Class 6. The Structural Frame III. In this class, we will consider how an organization’s task, technology, and environment affect its structure.


Class 7. The Human Resource Frame I. If you pursue an administrative career, you will periodically confront the challenge that Dean Benvenuto faced in today’s case: How do you get off on the right foot, establish credibility, and “take charge” in a new job?


- *Study questions:* (1) Is there anything in the human resource frame that might have helped Dean Benvenuto have an easier time of it? (2) Now that Professor Jacobs has told him he’s being sandbagged, what should he do?

Class 8. The Human Resource Frame II. Organizations that attend to the principles of the human resource frame often rely on diagnostic instruments to identify and maximize personal strengths and interpersonal diversity. This class offers experience with one such instrument.


- *First exam distributed.*

Class 9. The Human Resource Frame III. “The road to hell,” as the saying goes, “is paved with good intentions,” and today we examine a case in point. Or, as another saying goes, “What we have here is a failure to communicate,” and it would probably take a long time to find a school in which the staff did not report that there are communication problems. Good intentions go awry in organizations for a variety of reasons, including poor interpersonal skills, organizational variables (such as power differences between superiors and subordinates), and differences among individuals and groups.

- *Required reading:* Case: The Road to Hell.

- *Study questions:* (1) What went wrong here? (2) What should Baker do now?

Class 10. Group Diagnosis. By now, you have probably spent enough time in your small group to begin to have a sense of how things are going. This class is a workshop that provides an opportunity to discuss how your group is doing and what, if any, mid-course corrections might be appropriate.

- *First exam due.*
Class 11. The Political Frame I. We turn now to the challenging but important issues of power, conflict, and politics. This class is intended to provide an opportunity to discuss and experience those issues simultaneously.

- **Required reading:** Bolman and Deal, Chapters 9 and 10. Case: The Prince and the Principal (A), [http://www.leebolman.com/cases.htm](http://www.leebolman.com/cases.htm).

- **Study questions:** (1) What are the basic tenets of a political view of organizations? (2) Why is Betty Tyler having such a tough time as principal of the Florence School? (3) If you were Tyler, what would you do to improve things? What do you think about Brantly's advice?

- **Note:** At the end of the A case, Tyler is frustrated and pondering her boss's advice to read Machiavelli. She does, and the B and C cases tell us what happens in consequence.

Class 12. The Political Frame II. We all complain when government agencies fail to deliver the services that we expect of them, but we do not always fully understand the difficulty of the task that service agencies face. Here we examine a crisis in the public schools in Buffalo, New York.


- **Study questions:** (1) What are the most serious political issues facing the Buffalo public schools? (2) How would you map the political situation facing the district? Who are the most important players? What are their interests? What power do they have? (3) What can the leadership of the schools do to address the challenges they face?

Class 13. Organization Simulation. In this class, we will simulate some important dynamics of structure and power in organizations. The simulation should provide each of us an opportunity to experience at first hand some of the challenges of diagnosing a complex organizational situation, figuring out what needs to be done, and finding a way to do it.


*Note:* Information on the power simulation is available at [http://www.leebolman.com/exercises.htm](http://www.leebolman.com/exercises.htm). The website provides guidelines for both a "power simulation" and an "organization simulation," and discusses the similarities and differences between the two.


**Class 15.** The Symbolic Frame I. In the fourth turn of the kaleidoscope, we turn to issues of meaning, belief, culture, and symbols and their importance in organizations.


- Study questions: (1) Symbolically, what was happening at West Point? (2) It is May 19, 1976. What should General Berry do?

- Leadership orientations forms distributed in class.

  *Note:* West Point is a classic case set in the 1970s. More recent case possibilities mentioned earlier in this guide include Paul Bremer at the Coalition Provisional Authority [HBS 9-411-010], and Hurricane Katrina (A) [HBS HKS192].

**Class 16.** The Symbolic Frame II. Managers get a lot of advice these days to be visionary and to build a strong organizational culture. We will look at an elementary school principal who seeks to follow that advice.

- Required reading: Bolman and Deal, Chapter 14. S. Sarason, *The Culture of the School and the Problem of Change* (Boston: Allyn and Bacon, 1982), Chapters 1 and 2. Case: Creating a Culture of Empowerment and Accountability at St. Martin de Porres High School (A) [HBS KEL514].

  *Study questions:* (1) What were the cultural challenges that Mike Odiotti and Judy Seiberlic faced in trying to change St. Martin de Porres High School? (2) What grade would you give them for their leadership there?

- Second exam distributed.

**Class 17.** The Symbolic Frame III. Sometimes, administrators are expected to advance and uphold rational practices that may really be mythical or ceremonial. In this class, we will consider several symbolic perspectives on rational organizational practice.


**Class 18.** Applying the Frames I. Now that we have explored all four frames, we will try to put them to use on the same case. David King faces a variety of challenges as he takes on the principalship of a troubled urban high school. We will examine how each of the frames might guide him.
• **Required reading:** Bolman and Deal, Chapters 15, 17, and 20. Case: Robert F. Kennedy High School (in Chapter 20 of Bolman and Deal).

• **Group assignment:** Choose a member of your group to role-play David King in a meeting with Chauncey Carver and develop an approach to the meeting that is consistent with the frame assigned to your group.

• **Second exam due.**

**Class 19.** Applying the Frames II. Continue Robert F. Kennedy High School.

• *Group assignment:* Choose a member of your group to role-play David King in a meeting with Chauncey Carver and develop an approach to the meeting that is consistent with the frame assigned to your group.

• **Return leadership orientations forms in class.**

**Class 20.** Theories for Action I. We continue our exploration of issues of implementation. Here, we examine how our personal “theories for action” influence our effectiveness and ability to learn from experience.

• **Required reading:** Case: The Underperforming Executive, available at [http://www.leebolman.com/cases.htm](http://www.leebolman.com/cases.htm).

• **Study questions:** (1) How would you assess Sandy’s effectiveness in the meeting with Bill? (2) Suppose that Sandy has asked your help in deciding how to deal with Bill. How will you approach Sandy?

**Class 21.** Theories for Action II.


**Class 22.** Organizational Power and Justice. Many of us are committed to egalitarian norms, but one of the most obvious things about power is that it is unequally distributed in virtually every known social system, from families and small groups to nations. Why this is so, how it comes about, and how it affects issues of fairness and justice are significant questions for all of us.


• **Study questions:** (1) What is organizational justice? Is this case an issue of justice or effectiveness? (2) What should Maria Perez do?

**Class 23.** Leadership I: Change and Reform in Schools. Educational leaders must often promote organizational change in the context of crisis. In this class, we consider the response of a high school principal to such a situation.

---

*Comment:* The text includes a variety of reading assignments, case studies, and study questions that are designed to engage students in critical thinking about leadership and organizational behavior. The course appears to focus on practical applications of theoretical concepts, as evidenced by the requirement for role-playing and group assignments. The material emphasizes the importance of personal theories in action and the uneven distribution of power across social systems. The reading suggestions and case studies are aimed at deepening students' understanding of leadership and organizational dynamics. The study questions encourage reflection and analysis, preparing students for potential practical scenarios in leadership roles.
Required reading: Bolman and Deal, Chapter 18. S. Sarason, The Culture of the School and the Problem of Change (Boston: Allyn and Bacon, 1982), Chapters 3, 4, and 5. Case: The Metco Bus Incident (A) and (B).

Study questions: (1) What really happened at Newton North High School? (2) What grade would you give Marya Levenson for her handling of the Metco incident and its aftermath? (3) What, if anything, should she do next?

Class 24. Leadership II. In this class, we will feed back and discuss the implications of the data from the leadership orientations instrument that you and your fellow group members completed earlier.

Group field study papers due at beginning of class.

Class 25. Workshop: Reflections on Group Experiences.

Class 26. Leadership III. The Job Corps was on the critical list when Bill Kelly became its director, but he achieved a remarkable turnaround in his early months in the job. We will look at how he did it and examine the long-range costs and benefits of his approach to organizational leadership.

Required reading: Bolman and Deal, Chapters 18 and 21. Case: Job Corps[HBS 375152] Study questions: (1) Which frames did Kelly use? What grade would you give him for his effectiveness as director of the Job Corps up to the time that Nixon took office? (2) If you were Kelly, what would you do about Schultz? Was Kelly right to stack the deck when Schultz was called to testify on Capitol Hill? (3) If you were Schultz, what would you do about Kelly?

Final papers due.

COURSE III. LEADERSHIP AND POWER IN ORGANIZATIONS—GRADUATE BUSINESS AUDIENCE

Overview

The course will focus on leadership and power in organizations, exploring the connections among different forms of power, different approaches to leadership, and different organizational settings. The course is particularly intended for those who aspire to leadership: who want to make a positive and significant difference in a family, social group, or place of work.

The course will provide a series of opportunities to think more systematically about issues of power and leadership and to increase personal capacities for leadership. Students should leave the course with a deeper understanding of what leadership means and requires, as well as some important insights into themselves as leaders. How well each student uses these opportunities will depend on
individual energy, initiative, and wisdom—qualities as essential to learning about leadership as they are to leading.

**Activities**

A central activity for this course is an *individual leadership project*. The project asks students to design an effort to exert leadership, where *leadership* is defined as making a positive difference in some group or system. Students will choose a project, implement it, study the results, and analyze their learning about power and leadership from these efforts. Two written assignments are required as part of this individual leadership project (guidelines will be provided). The two assignments are:

1. An *initial project design paper* (five to seven pages). This paper will discuss:
   a. A brief overview of the intended leadership project.
   b. The student’s goals for leadership and beliefs about effective leadership and power.
   c. An exploration of what these personal leadership goals and beliefs suggest for actual behavior (that is, how the student should actually behave in order to lead and influence others effectively in this situation).
   d. An anticipatory exploration of what might help and what might hinder each student from being as successful as intended.

2. A *final analysis paper* (fifteen to twenty pages) that explores:
   a. What each student has learned about the issues of power and leadership from this project.
   b. What each student has learned about himself or herself as an effective leader and about his or her personal theories of leadership.

**Grading**

A letter grade will be provided to all students. The final grade will be determined as follows:

- 25 percent of the course grade is class participation and assigned discussion leadership.
- 25 percent is the initial project design paper.
- 50 percent is the final analysis paper.

**Class Topics and Reading Assignments**

**Class 1.** Introduction and Overview: Leadership and Power in Organizations.

**Class 2.** What Is Leadership?
Part 3. Chapter-by-Chapter Notes and Teaching Suggestions


- **Study questions:** (1) What is leadership? What does the term mean to you? (2) What great “leaders” have you known? What did they do? What did you learn about leadership from them?

**Class 3. What Do Organizational Leaders Do?**


- **Study questions:** (1) What is Phil Knight’s job? What are his most important activities? What are his most important skills? (2) What is Harry Leidboldt’s job? How is it different from Knight’s?

**Class 4. Leadership: Does Gender Make a Difference? I.**

- **Required reading:** C. Gilligan, *In a Different Voice* (Cambridge, Mass.: Harvard University Press, 1982), Chapters 1, 2, 3, and 5. Case: Elizabeth Best (A) [HBS 675123].


- **Study questions:** (1) What should Elizabeth Best do now? (2) Would her situation be any different if she were male? Would your advice be any different if she were male?

**Class 5. Leadership: Does Gender Make a Difference? II.**


- **Study questions:** (1) What advice would you give Elizabeth now? (2) If you were in her place, what would you do? Why? (3) Does gender play a role in organizational effectiveness and success in this situation?

**Class 6. Feminine Leadership: A Prescription for Women or a Sign of the Times?**


• **Study questions:** (1) What is feminine leadership, in your opinion? (2) Is our society ready for “feminine leadership”? (3) Are you ready for “feminine leadership”?

**Class 7. Leaders Need Power: What Gives Influence?**


• **Study questions:** (1) Why did Mills’ negotiations for the Goldmark job become so problematic? (2) What would you have done differently? What influence tactics could you have used? (3) Given her perceived options, what should she do now? (4) If she were to accept the Goldmark job, what should she do to ensure her effectiveness? To augment her power? Or are they the same thing in this case?

**Class 8. A Structural View: The Leader as Architect.**

• **Required reading:** Bolman and Deal, Chapters 3, 5, and 17. Case: First National City Bank Operating Group (A) and (B).

• **Study questions:** (1) What were the structural changes that Reed and White made? (2) What forms of power did they use? (3) How would you assess their effectiveness? (4) How would you assess their leadership?

**Class 9. A Human Resource View: Leadership as Interpersonal Interaction.**

• **Required reading:** Bolman and Deal, Chapters 6 and 8.


• **Study questions:** (1) What aspects of human resource thinking can help you become a more effective leader? Why? (2) What, if anything, might hinder you? Why?

**Class 10. A Political View I: Leadership as Coalition Building and Agenda Setting.**

• **Required reading:** Bolman and Deal, Chapters 9, 10, and 11.
• Study questions: (1) What is the role of politics and political activity in leadership effectiveness? (2) Are politics and political activity essential for good leadership? Incompatible with good leadership? Both of the above? None of the above?

Class 11. A Political View II: Leadership as Persuasion and Survival of the Fittest.

• Required reading: Case: Donna Dubinsky and Apple Computer (A) [HBS 486083] and (B) [487077].


• Study questions: (1) Why was Dubinsky so successful initially? (2) What went wrong? (3) Was the ultimatum a good idea? (4) How could she become a better leader?

Class 12. A Symbolic View I: The Leader as Meaning Maker and Impression Manager.


Class 13. A Symbolic View II: Leadership as Charisma.


• Assignment: Develop a brief speech (five minutes or less) to be given to the audience of your choice for the purpose of enlisting their energy and support on behalf of some goal or vision that is important to you. Be prepared to give the speech in class.

Class 14. The Complete Leader.

• Required reading: Bolman and Deal, Chapters 16, 20, and 21.

Study Questions: (1) What is good leadership, in your opinion? (2) What are your organizational leadership aspirations? (3) What price are you willing to pay for power and leadership in organizations?

COURSE IV. POWER AND LEADERSHIP IN ORGANIZATIONS—GRADUATE SCHOOL OF EDUCATION AUDIENCE

Overview

The course will focus on leadership and power in organizations. We will explore the relationships among different forms of power, different approaches to leadership, and different organizational contexts.

The course is particularly intended for those who aspire to leadership: who want to make a positive difference in an organization or institution. The course will provide a series of opportunities to think more deeply and systematically about leadership and to increase your personal capacities as a leader. How well you use those opportunities will depend on your own energy, initiative, and wisdom. Those qualities are as essential to learning about leadership as they are to leading. The student role sometimes encourages qualities of acquiescence and deference, but you are not likely to learn much about leadership while sitting and waiting for the course or the instructor to make something happen for you.

Bolman and Deal’s four-frame analysis of organizations will be used as a conceptual framework. The course will examine leadership through each of four lenses: rational-structural, human resource, political, and symbolic.

Assignments and Grades

Grades will be based on a combination of developmental examinations and a final paper.

DEVELOPMENTAL EXAMINATIONS

Developmental examinations will be conducted in class, and each will include the following steps:

1. Individual examination.
2. Group examination. (Group members will meet in class immediately after completing the individual examination and develop a consensual answer to each of the questions on the individual exam.)
3. Grades and feedback from teaching staff.
4. (Optional) Groups may file written appeals in cases where they believe that they have been graded incorrectly. (Both individuals and groups may appeal clerical or computational errors, but only groups may make substantive appeals.)
5. Teaching staff responds to appeals (if any).

There will be three developmental examinations. Each will count as 20 percent of a student’s course grade: 10 percent based on the student’s individual grade and 10 percent based on the group’s grade. The developmental exams will test primarily for understanding of the ideas and concepts in the course readings and for ability to apply those concepts in practice. Dates for exams are indicated in the syllabus.

**FINAL PAPER**

The final paper will be built around either (1) a personal leadership project conducted during the spring semester as a way to test and develop your own leadership capacities or (2) a study of one or more leaders in action. (Further information on the final paper will be distributed early in the term.) The final paper may be either an individual or a group project. Grading criteria will be the same in either case. Any group of two or more individuals may choose to do a group paper; the grade for that paper will be assigned to each individual who participated in its production.

**GRADING**

Individual grades will be determined as follows:

- Developmental Exam I: 20 percent (10 percent individual, 10 percent group).
- Developmental Exam II: 20 percent (10 percent individual, 10 percent group).
- Developmental Exam III: 20 percent (10 percent individual, 10 percent group).
- Final Paper: 40 percent.

**STUDY GROUPS**

Everyone will be a member of a study group of about six members. Study groups will meet from time to time for discussions of cases and readings and exploration of individual learning. They will also take the group exams. Study group meetings will normally occur during class, but groups may choose to meet outside of class as well.

**Class Schedule and Assigned Readings**

Class 1. Introduction.

Class 2. The Idea of Leadership.

Study questions: (1) What is leadership? (2) If you were Lam, would you have accepted the principalship at Mackey? (3) How would you prioritize the issues that she faces? (4) What should she do?

Class 3. Theories for Action.

- **Required reading:** Bolman and Deal, Chapters 1, 2, and 8.
- **Study question:** (1) If you were Anne Barreta, what would you do about Harry? Would you talk to him about the rumored love affair? If so, how would you approach the meeting?
- **First developmental examination.**

Class 4. Leadership and Structure I.

- **Required reading:** Bolman and Deal, Chapters 3, 5, and 20. Case: First National Citibank Operating Group (B).
- **Study questions:** (1) What were the major structural problems in the Citibank Operating Group? What did Reed and White do about them? (2) What grade would you give them for the success of their efforts?

Class 5. Leadership and Structure II.

- **Study questions:** (1) What were the most significant structural issues facing Art Webb when he became commissioner? What did he do about them? (2) What is your assessment of Webb’s effectiveness?

Class 6. The Human Side of Leadership.

- **Study questions:** (1) How well has Karen Leary handled her relationship with Ted Chung so far? What, if anything, should she have done differently? (2) As Leary, you told Chung that you would think about his threatened resignation overnight. How will you approach your meeting with him tomorrow morning?

Class 7. Leadership and Human Resources.

- **Required reading:** Bolman and Deal, Chapters 6 and 7.
- **Second developmental examination.**
Class 8. Leading from the Middle.


- **Study questions:** (1) Why was Donna Dubinsky initially successful? (2) What went wrong? (3) Was the ultimatum a good idea?


- **Study questions:** (1) Why is Betty Tyler having such a tough time at Florence School? (2) What should she do now?

Class 10. Political Leadership II.


- **Study questions:** (1) Politically, what happened at the University of Missouri? (2) What, if anything, should Ron Bunn have done differently? (3) What should Bunn do now?

Class 11. Symbolic Leadership I.

- **Required reading:** Bolman and Deal, Chapters 12, 13, and 14.

- **Third developmental examination.**

Class 12. Symbolic Leadership II.


- **Assignment:** Develop a brief speech (five minutes or less) to be given to the audience of your choice for the purpose of enlisting their energy and support on behalf of some goal or vision that is important to you.


- **Required reading:** Bolman and Deal, Chapters 19, 20, and 21.
Background

Organizations dominate our lives. We are born in hospitals and will likely grow old in retirement communities. Our final disposition will be managed by funeral homes. In between, we are reared in families; educated in schools; worship in churches, synagogues, or mosques; serve in the military; and earn a livelihood in a business or nonprofit enterprise. Most of our dealings as consumers or clients are with complex organizations of one kind or another. We rarely deal with one person operating alone. In the field of medicine, for example, the individual physician working on a for-fee basis is becoming a thing of the past. Getting health care is now a matter of navigating a complex system of multiple organizations. Other fields show a similar pattern. When we count up the hours we spend in organizations of various types, our time alone pales in significance.

Our ongoing struggle is to achieve some dominion over the multitude of organizations that dominate our lives. When organizations work, they allow us to accomplish things we could never achieve in isolation. But when they become dysfunctional, organizations are a constant source of frustration and aggravation. This has never been truer than today with the issues generated in recent years by Enron, WorldCom, and the Catholic Church. As employees, managers, organization members, stockholders, clients, customers, or policy makers, all of us have from time to time pondered the cost/benefit ratio of cooperative efforts. Employees and customers balk at red tape and rigid polices. Managers and leaders scratch their heads in amazement at the slippage between polices, commands, and actual behavior. Worshipers puzzle at the behavior of the clergy. Stockholders see waste and incompetence eating away at their investments. Policy makers constantly rail at “implementation problems”—the shortfall between legislative intent and actual reform.

Purpose of the Course

The primary objective of the course is to enhance our understanding of organizational dynamics and behavior. Our goal is a level of awareness that helps penetrate the complexities of organizations and may offer some novel pathways for making them better. Each student should leave the course with improved knowledge of himself or herself, of how to navigate the intricate inner workings of organizations of all types, and of how to deal with influences of the external social and economic environment.

Conceptual Framework

The course highlights four generic problems of organizations:
1. The problem of control—the ongoing tension between specialized efforts and coordinated activity.

2. The problem of commitment—balancing organizational goals and individual needs.

3. The problem of influence—the struggle of getting things done outside formal channels against opposition.

4. The problem of legitimacy—achieving meaning and securing external confidence and faith.

Every organization, across sectors, must deal with these four generic challenges. Organizations that confront the problems and manage the dilemmas will probably succeed. Those that either cannot or do not will experience chaos, alienation, trench warfare, and anomie. To secure the blessings of cooperative activity without the all-too-frequent curses, we need leaders who understand formal structure, individual needs, power, and conflict, as well as culture and symbols. The framework of the course encompasses and deals with four generic problems simultaneously from both a classical and applied theoretical orientation. Leaders also need to understand themselves—their strengths and limitations. The course will highlight an inner dialogue of head and heart.

Course Sequence

The course is offered in four weekend sessions.

- **First weekend:** We highlight the context of organizations—types, systemic characteristics, and theoretical foundations. In addition, we summarize the major schools of thought, showing how Theory (with a capital T) affects how leaders think—their personal theories (with a small t).

- **Second weekend:** We explore the four generic problems of organizations, drawing on both classical and applied approaches.

- **Third weekend:** We delve into the paradoxes of power and spirit in organizations.

- **Fourth weekend:** We illustrate the challenges and problems of real-life organizations through student-initiated fieldwork. In addition, we look more closely at organizational change.

Readings

The reading assignments include the following works:


**Instructional Methods and Grading**

A variety of instructional methods will be used throughout this course, including:

- Presentations and lectures by the instructor.
- Case studies.
- Video analyses.
- Group discussions and problem solving.
- Student presentations.

Your grade will be determined as follows:

- Group project: 6 points.
- Personal contribution to course: 2 points.
- Reflective essay (optional): 2 points.

Grades: A = 9–10, B = 7–8, C = 6 or below.

**Class Schedule and Assignments**

**Weekend 1—Getting Organized**

Friday, 6:00 P.M.—9:00 P.M.

*Topics:*
  - Introduction
  - The course
  - Issues
  - Instrument

Saturday, 9:00 A.M.—4:00 P.M.

*Topics:*
  - Overview of field
  - Perception
  - Frame debate
  - Properties of organizations
  - Organizing for field work

*Reading for Weekend 1:*
Bolman and Deal, *Reframing*, Part One
Shafritz and Ott, chapters to be announced

**Weekend 2—Frameworks**

Friday, 6:00 P.M.—9:00 P.M.
*Topics:*
- The structural frame

*Reading:*
- Bolman and Deal, *Reframing*, Part Two
- Shafritz and Ott, chapters to be announced

Saturday, 9:00 A.M.—4:00 P.M.
*Topics:*
- Human resource frame
- Political frame
- Symbolic frame
- Integrating the frames
- Reframing leadership
- Fieldwork

*Reading:*
- Bolman and Deal, *Reframing*, Parts Three–Five and Chapters 15–17
- Shafritz and Ott, chapters to be announced

**Weekend 3—Power and Spirit**

Friday, 6:00 P.M.—9:00 P.M.
*Topics:*
- Leadership journey
- Change and leadership—a dramatic interlude

*Reading:*
- Bolman and Deal, *Leading with Soul*, Chapters 1–6
- Bolman and Deal, *Reframing*, Chapters 19 and 20
- Shafritz and Ott, chapters to be announced

Saturday, 9:00 A.M.—4:00 P.M.
*Topics:*
- The gifts of leadership
- Confronting the paradoxes of power

*Reading:*
- Bolman and Deal, *Leading with Soul*, Chapters 7–16
- Pfeffer, *Managing Power*

**Weekend 4**

Friday, 6:00 P.M.—9:00 P.M.
*Topics:*
- Group reports

Saturday, 9:00 A.M.—4:00 P.M.
GUIDELINES FOR PERSONAL CASE PAPER

PURPOSE

Your personal case paper should describe an organizational event or experience that was significant or challenging for you. The personal case should be a description, not an analysis or interpretation, of the events. In subsequent papers, you will have the opportunity to analyze and interpret your case.

APPROACH

Case writing is very much like telling a good story. When writing about a case in which you were involved, it usually works best to write in the first person. Describe what happened as you saw it, including your own thoughts and feelings (but make sure that your thoughts and feelings are labeled as such).

It is usually best to focus the paper around a particular experience or series of experiences, rather than trying to cover many months or years. A single critical event (or sequence of events) usually works best. Examples include the early stages of a challenging project, a critical meeting, a tough decision, or a major conflict. Like a good drama, a good case rarely arises from a situation in which everything was smooth and easy. Obstacles, conflict, or dilemmas are likely to be the ingredients that make a case interesting.

ORGANIZATION OF THE PAPER

The following are suggestions that have often been helpful to students in the past. You should feel free to organize the paper differently if you feel that another format enables you to develop your case and tell your story more effectively.

1. Set the stage with a relatively brief description of the organizational setting and your role in it. Provide information that you think will help the reader understand the most important elements in the situation. (This will require selectivity: part of the art of case writing is separating the essential facts from the mass of information that might be included.)
2. Focus on direct description of events. If there was a significant meeting, provide a description of what people actually said and did in it. (A script representing part of the conversation is very helpful in such cases.)

3. Think about the following as possible elements:
   a. Structural issues (for example, structure, goals, technology, size).
   b. “People” issues (for example, issues of management style, group process, interpersonal relations).
   c. Politics (Was there conflict? About what? Between whom?).
   d. Symbols (think about organizational culture, symbols, myths, and rituals; were there questions about what really happened or about what it really meant?).

4. A good case often ends with a question or unsolved problem (for example, What should I do now? How could I solve this problem?).

5. You may choose to disguise the identity of the organization and the individuals. Use fictitious names wherever you feel that it is appropriate. If you are concerned about confidentiality, put the word CONFIDENTIAL in capital letters on the first page. We will strictly honor all such requests. The purpose of the case is to facilitate your learning, and we want to do whatever we can to protect the integrity of your experience in the course.

6. We will provide feedback on your written case, and you are free to amend or rewrite it before you use it for your case analysis paper.

**Final Paper: Personal Case Analysis**

**Overview**

The final paper asks you to do a four-frame analysis of your personal case situation. The purposes of the paper are to provide you with opportunities to:

1. Work with and integrate the four frames as a useful tool for diagnosis and action.
2. Integrate your learnings from the course and apply them to a real-life situation from your work experiences.
3. Reflect on your own professional practice.

**Assignment**

First, use the *structural, human resource, political,* and *symbolic frames* to analyze (1) what happened in your personal case and (2) what alternative courses of action were suggested for you by each of the four frames. Devote equal attention to each of the four frames.
Second, rethink your role in the case in light of the four-frame analysis. In other words, what would you now do differently if you could relive your personal case? Why? How useful were the four frames in helping you to clarify alternative courses of action for yourself in this case situation?

**Criteria for Grading**

Papers will be graded on the following:

1. Quality and thoroughness of analysis.
2. Clear focus, organization, writing, and presentation.
3. Internal consistency of the arguments.
4. Accurate and effective use of theory to reflect on and provide new insights into personal case experiences.

**Cautions**

Common errors include the following:

1. Providing description of case events (what happened) rather than analysis of the events—good analysis tells why things happened.
2. Trying to discuss every single aspect of the case—it is better to write thoroughly about a few well-defined topics than superficially about many.
3. Making inferences and generalizations without providing data from the case to support the generalizations, examples to help define them, and/or theory references to ground them (for example, you might say that everyone in the case wanted “involvement” and “participation”—How do you know that? What evidence do you have? What do you mean by involvement and participation?).
4. Ignoring theory and writing only about opinions—good papers take a set of theoretical ideas and show how those ideas can be applied to some specific aspect of the case.
5. Ignoring one’s own interpretations and restating theory after theory from the readings—good papers use theory to support insights and to cast a new light on personal experiences and observations.
GUIDELINES FOR ORGANIZATIONAL FIELD STUDIES

ORGANIZATIONAL FIELD STUDY 1

Choice of Site

A group may choose any organizational site of interest to the members. The site may be formal (a school, public agency, or business firm) or informal (a club, voluntary organization, or hospital waiting room). If you have questions about the appropriateness of a particular site, check with a member of the teaching staff. (Sites within the university or school are convenient but sometimes present problems in writing the paper because they and the people in them are too close, and the analysis may be distorted by fear of saying the wrong thing.) If your group wishes, you may choose to study more than one site (particularly if you want to look at the same issue or problem across several organizations). The limit of one day of field study for each individual applies across all sites.

Approach to the Site

Usually, you will need to negotiate an agreement with the organization, though such an agreement may not be necessary if you are studying a public arena (for example, a restaurant, a retailer, a city council, or a public board). Mutual understanding is important if you are studying “backstage” in a system or if you wish to interview members of the organization.

We ask that you approach the organization in a spirit of caring and respect for the people there. At a minimum, you want to be sure that they do not feel harmed or “ripped off” as a result of your presence. Even better is for members of the organization to feel that your presence was a positive experience for them. For example, some groups in the past have agreed to provide a report of their analysis to members of the client organization (either in person or in writing). Usually, the report that you give to the host organization will not be the same as the one you write for class, since they serve different audiences and purposes. It is important that you be clear about what you will or will not provide.

We do not advise you to promise to provide consulting help (student groups often lack the skills and the experience in working together to undertake such work), but a discussion of your impressions might be very useful if your study site is interested.

Methods of Study

There are four major ways to collect data for your study:

1. Direct observation of organizational events and behavior.
2. Analysis of documents (memos, reports, handbooks, publicity releases, and so one).

3. Conversations or interviews with participants in the organization (who might include managers, employees, clients, and so on).

4. “Intervention” or field experiment; that is, taking some action to see how the organization responds. (A simple example would be to order an item that is not on the menu at a restaurant.) Intervention is very useful for answering questions of the form “What would happen if . . . ?” But intervention raises ethical issues: We don’t want to encourage activities that might be damaging or unreasonably disruptive to the system.

You may choose one or a combination of methods. The method that you use should be appropriate to the organization and to what you hope to learn. Whichever method you use, it is important to take good field notes either during or immediately after your visit to document your observations.

Goals

Since you are limited to a maximum of one day per person studying the site, you cannot (and are not expected to) do an extensive study. Instead, the purpose is to learn as much as you can about an organization in a relatively brief scouting expedition and to use organization theory to describe and interpret what you learn.

Your group’s product will be a paper (twenty-five pages or less) that uses organization theory to describe and analyze how the organization works and why it is the way it is. You should structure the paper in the way that best communicates your analysis. Your paper should include a brief account of your methodology (observations conducted, individuals interviewed, documents studied, or interventions made). This may be included in the introduction or added as an appendix. In the past, many groups have adopted the following structure:

1. Introduction: description of setting, introduction of the major themes or central arguments of the paper, and description of how the group conducted the study.

2. Structural analysis.

3. Human resource analysis.

4. Political analysis.

5. Symbolic analysis.

6. Conclusion: discussion of elements in sections 2 through 5, synthesis of findings, and recommendations for organizational change.
ORGANIZATIONAL FIELD STUDY II

This section presents (1) questions groups can use in conducting a frame-based organizational field study and (2) requirements for a paper and presentation describing the results of the field study.

Questions for Analysis

In conducting organizational field-based analysis, groups may find the following sets of questions helpful.

STRUCTURAL FRAME

1. What are the stated goals of the organization? Who determined them?
2. Do people in the organization agree about what the important goals are? What is the level of agreement or disagreement?
3. What obvious goals (taboos, etc.) seem to provide direction?
4. How are responsibilities allocated?
5. What roles have been established? How complex is the role structure? What is the organizational chart like?
6. Are the roles well defined or ambiguous?
7. Do some role groups show higher turnover rates than others?
8. Among which roles do you find important relationships?
9. What types of interdependencies exist?
10. How are interdependencies managed?
11. What does the hierarchy of authority look like? Is it centralized or decentralized? Are there many layers or a few?
12. How are activities coordinated?
13. What is the main basis of authority (position, expertise, reward, etc.)?
14. How clear are authority relations? Do any authority role groups show higher turnover rates than others?
15. How are decisions typically made? Who is responsible, and how are others involved? How are problems identified, defined, and resolved?
16. Where do conflicts arise, and what formal mechanisms are established for resolving disagreements?
17. Are there task forces, committees, coordinators, and other lateral communication networks?
18. How many meetings are held each day? Who attends? What is discussed? How are meetings structured?

19. In what areas do explicit policies exist? Do people know what the policies say? Are policies reflected in behavior? Who are the policy makers?

20. Is evaluation based on performance or outcomes?

21. Who evaluates whom? What are the evaluation criteria, and how widely are they known? How frequently is performance observed and appraised? What information is used? In what ways are formal evaluations communicated? Are evaluations linked to formal rewards and penalties? What is the relationship between goals and evaluation criteria?

22. What is the nature of the core technology? Of the managerial technology?

HUMAN RESOURCE FRAME

1. How diverse are the social and educational backgrounds and skills of the people in the organization? What are their social styles? What is the range in ages?

2. How diverse are employee needs? What is the match between needs and roles?

3. How do people feel about their work? What seems to motivate them? Do people look healthy and happy? Do they appear to enjoy their work?

4. How do people seem to relate to one another? How do they handle interpersonal conflicts? Do they listen to one another?

5. What kinds of training and education are provided or supported?

6. Do people feel able to influence their work and larger organizational issues?

7. What kinds of small work groups or informal cliques seem to exist? How were they formed? How do people treat each other in these smaller settings?

8. Is there an informal hierarchy of power and prestige? How does it relate to the formal structure?

9. What are the existing levels of turnover, absenteeism, sabotage, goldbricking, and employee grievances?

10. Is the company unionized? How active is the union? Who are its leaders?

11. Do people jab and tease each other?

12. What is the correspondence between verbal messages and nonverbal signals?

13. Do people socialize outside the work place? What are the sociometric patterns?

14. Are most people in the organization single or married? How high is the divorce rate?

15. What are the drinking patterns? Do most people smoke, or are the majority nonsmokers?
POLITICAL FRAME

1. Who are the recognized people of power? How centralized does the power and strategic order seem to be? Does the power apply across issues, or is it restricted to specific issues or areas?

2. What is the primary basis of power (tenure, expertise, charisma, persuasion, access to resources, fear)? What is the relationship between power and authority? Where is discretion greatest?

3. What issues produce conflict? How are powerful people mobilized? How do they exercise their power? How are conflicts resolved?

4. Are there obvious coalitions? On what basis are they formed? How are they formed? How stable are the coalitions? Are coalitions exclusive? Do coalitions form and disband around specific issues?

5. How do people of power relate to people who are relatively powerless, and vice versa? Is there evidence of inappropriate use of power?

6. Do people feel they have access to power holders? Do they feel efficacious in influencing power holders? What form of influence is used most often?

7. Is there much bargaining or negotiation around events, or are issues decided in back rooms?

8. What are the main arenas in which power is exercised? Is it visible or covert? Are there obvious winners and losers? Are put-downs and innuendos commonplace? Who speaks to whom about what?

9. Where are people physically located? Does the allocation of space fit with the distribution of power? Who can enter whose space without knocking? Who ends meetings or conversations? Around what events are patterns of deference most obvious?

10. What are the key symbols of power?

SYMBOLIC FRAME

1. What does architecture say about the culture? What is on the walls? How does the building make you feel? How is space arranged? How is the parking lot organized? What kinds of cars do people drive?

2. How do people look and act when they arrive? How do they look and act when they leave?

3. What is the organization’s history?

4. What are the organization’s core values? How are they displayed? Do they seem to make sense? How widely known and shared are the values? Do they have meaning for people? Do they appear to arouse sentiment? How have they changed over time?
5. Is there a visionary hero or heroine at the helm? In the recent or distant past? What is he or she like? Does he or she represent and embody the core values? Inspire emotion in people? Is his or her picture displayed on the wall? Is he or she portrayed in well-known stories?

6. Who are other heroes and heroines? Do people know who they are? Are they of a particular type? Are they anointed and celebrated formally? Across the heroes and heroines, can you see patterns consistent with stated values?

7. What seem to be the most potent symbols? What do these seem to represent?

8. What do social rituals of greeting and exit say about the culture? How deep are work rituals? How does symbolic activity mesh with core values? Are ritual and values consistent with one another? What are the key management rituals (the meeting, planning, memos)? What goes on in hazing rituals as new members are brought into the culture? Are rituals convened around important transitions? What do rituals symbolize? How stylized is the behavior in rituals? How different is it from everyday behavior?

9. How does the organization’s implicit purpose compare with its explicit purpose?

10. How often are ceremonies held? Who attends? What is the sequence of events? What role do heroes and heroines play? What symbols are recognized or exchanged? What costumes do people wear? How do they compare with regular work costumes? What do people eat? What do they drink? What emotions does the ceremony evoke?

11. What stories are told? Are they told across the culture? Who are the storytellers? What status are they accorded? What are the stories about? How do stories relate to company values?

12. How well known and active is the informal network? Who is the priest or priestess? What is this person’s relationship to the CEO? Who are the gossips? The spies? What events make the actors in the informal network visible?

13. How cohesive are subcultures within the organization? What do subcultures form around (function, length of tenure, gender, race)? How do subcultures relate? Do people find more meaning in subcultures than in the larger culture? Can you see a core set of values across the subcultures? What happens when the members of different subcultures attend the same meeting or ritual? Do they bond or blast each other?

14. What metaphor of culture type—tough guy, bet-your-company, work hard/play hard, or process—seems to capture the essence of the culture?

15. What metaphors do you frequently encounter in everyday language?

PHYSICAL SETTING

1. How would you describe the location of the organization?
2. What are the outstanding aspects of the design of the setting? How efficient is it given the organization’s mission?
3. How is the safety of employees affected by the physical setting, equipment, and so forth?
4. Are any health issues raised for employees as a result of the setting or the processes performed?
5. How does the physical setting provide for the social needs of employees?
6. How does the setting affect communications patterns?

EXTERNAL ENVIRONMENT

1. How stable is the environment? How often do major changes or demographic shifts occur? How predictable are the changes?
2. How complex is the environment (i.e., with how many different groups must the organization deal)?
3. What are the political coalitions in the environment? Are they stable, or do they shift depending on the issues?
4. How dependent is the organization on resources from the environment? What resources does it require?
5. What strategies does the organization use to influence or isolate itself from the environment?
6. What resources does the organization provide to the environment? How dependent is the environment on the organization? How tangible are the resources the organization provides?
7. How do the various parts of the organization (human resource, political, structural, symbolic) relate to the environment?
8. What is the marketplace for the organization like? What competition does the organization encounter?
9. What governmental pressures (laws and regulations) does the organization experience?

LINKAGES TO THE ENVIRONMENT

1. What is the nature of the organization’s linkages to the environment? Who is responsible for monitoring them? How regularly is the environment formally monitored?
INTERRELATIONSHIPS

1. In what ways do the frames interact with each other and with the physical setting and the environment?
2. How do different parts of the organization interact to determine what goes on?
3. What happens if the various interactions cause problems?

**Guidelines for Paper and Presentation**

Groups are to present their field-based analysis of an organization in two ways: (1) a paper and (2) a fifteen-minute in-class presentation.

**THE PAPER**

Each group will submit one paper consolidating its findings. You may structure the paper in any way you choose. However, the grade you receive will depend on the clarity and cohesiveness of the paper. A collection of parts does not make a whole in this case. The paper should include:

1. A description of the organization giving the reader enough background to follow your analysis.

2. Structural analysis highlighting problems of control (i.e., goals, roles, how people work together, hierarchy of authority, ways of coordinating activities, etc.). Choose from the structural frame the concepts that apply best to the organization’s formal work arrangements.

3. Human resource analysis focusing on commitment (i.e., satisfaction of human needs, employee satisfaction, informal relationships, levels of trust, employee participation, mastery versus mystery, forms of communication, etc.). Once again, choose the concepts that apply best.

4. Political analysis revealing the “influence” aspects of the organization: What individuals or groups have power, the sources of their power, coalitions and their interests, where conflict occurs and how it is typically resolved, etc. Again, choose the concepts that contribute best to an understanding of the political dynamics you observed.

5. Symbolic analysis concentrating on the organization’s cultural patterns and its problems of legitimization (i.e., its history, core values, myths, heroes and heroines, rituals, ceremonies, stories, network of informal players, artifacts, specialized language, employee commitment, etc.). Select the concepts that apply best.

6. Based on your analysis, is there a dominant frame in the organization you analyzed? What are the organization’s strengths? Are there areas that obviously need improvement? What strategies for improvement would you recommend?
7. This portion of your paper is very important in helping the reader to understand the team’s ability to evaluate through the four frames and to reframe. Choose an important issue, and then develop a strategy for reframing the problem. Describe in detail the steps you would take, the anticipated results, and what the overall effect might be.

THE PRESENTATION

Unlike the paper, the presentation need not cover everything you observed or your entire analysis. Since you have only fifteen minutes, you will need to come up with a creative way of getting the main points across to your colleagues: a video, a skit, stories, role playing, or the like. The presentation will be judged on how well it captures the true essence of the organization, how creative it is, what it adds to the class’s learning, and what level of audience interest it is able to maintain. The presentation must actively involve each member of the team.

DETAILED ROLE DESCRIPTIONS FOR RFK HIGH SCHOOL

David King (A)

Over the course of his career as an administrator, King has developed a clear philosophy of leadership, which has been effective for him and which fits his own personal style. King believes that the primary function of a leader is to clarify the goals of a school and to provide people with a clear structure within which they can work. When people are not sure what they are supposed to be doing, there is likely to be confusion, frustration, and conflict. An effective school is one in which each individual is clear about his or her responsibility and contribution and in which there are clearly established policies and lines of authority. “The key thing is the structure,” says King. “Once you’ve got the right structure, and the people understand it, a school can function the way people want it to.”

People who know King credit much of his success to his hard work, clarity about where he wants to go, and ability to create structures and procedures that enable people to do what they need and what the school needs. “Dave King doesn’t get caught up in personalities or a lot of emotional baggage. He knows his job is to create a school where kids can learn and teachers can teach, and he never loses sight of that goal.”

David King (B)

Over the course of his career as an administrator, King has developed a clear philosophy of leadership, which has been effective for him and which fits his own personal style. King believes that what happens in a school all comes down to people and that the job of a leader is to motivate, support, and empower both staff
and students. When people feel that the school is responsive to their needs and supportive of their goals, he says, you can count on their commitment and loyalty. Administrators who are authoritarian and insensitive, who do not communicate effectively, can never be effective leaders in a school. “I want every teacher, parent, and kid to know that the administration listens, that we care, and that we want to involve them in building a school that we can all be proud of.”

People who know King credit much of his success to his personal warmth, his openness, and his sensitivity to the feelings of both students and staff. “Dave King is one of the most genuine, caring people I’ve ever known. He has an amazing combination of gentleness and underlying strength. When you talk to him, you always feel he’s really interested in you and what you have to say. “He’s not wishy-washy—he’ll tell it like it is. But you always get the sense that people come first with Dave King.”

**DAVID KING (C)**

Over the course of his career as an administrator, King has developed a clear philosophy of leadership, which has been effective for him and which fits his own personal style. “The only school administrator who’s going to survive in urban schools these days is someone who recognizes political reality and knows how to deal with it” summarizes Mr. King’s philosophy. He believes that a school and its community include a variety of different interest groups, each with its own agenda. There are not enough resources to give everyone what they want, and there is bound to be conflict. The job of the leader is to recognize the major constituencies, develop ties to their leadership, and manage conflict so that it is as productive as possible. “You can’t give everyone everything they want. You can try to create arenas where they can negotiate their differences and come up with reasonable compromises. Even more important, a building leader has to work at articulating what everyone in the school has in common. The message I try to get across is let’s not waste our energies fighting with each other, when we have plenty of enemies outside that we can all fight together. If we don’t get our act together internally, we’re going to get creamed by the folks outside who have their own agendas.”

People who know Dave King credit his success to a combination of diplomacy, negotiation skills, and toughness. “When you first meet Dave, you might get the impression that he’s not all that tough, but don’t be fooled. He’s too smart to get out on limbs if he doesn’t have to, and he won’t lead a charge until he’s sure he’s got people behind him. But he can be a street fighter any time he needs to be.”

**DAVID KING (D)**

Over the course of his career as an administrator, King has developed a clear philosophy of leadership, which has been effective for him and which fits his own personal style. King believes that the most important part of a leader’s job is inspiration—giving people something that they can believe in. “Who’s going to get
excited about a school that everyone says is a mess? What you get excited about is a place that’s special, a place with a unique identity, a place where you can feel that what you do is really important. I believe, and I want everyone in this school to believe, that if we work together, we can build the best high school in the state. That’s something that you can’t prove with test scores and attendance records. You have to build an idea of what makes this place special, and it helps to have a flair for drama.”

King believes in looking for dramatic, visible symbols that can get people excited and give them a sense of the mission of the school. He joins students at lunch in the cafeteria and asks them what school is like for them. He makes appearances in classrooms and challenges students to dare to be great. He rides on school buses in the morning and leads cheers at basketball games.

People who know King credit his success to his commitment to education, his flair for drama, and his personal charisma. “The man’s a dynamo. You walk into his office—the door is open to anyone—and you feel the energy. You only have to spend ten minutes with him, and you feel like you’d follow him anywhere.”
APPENDIX A. SOURCES FOR CASES


- **CasePlace.org** is a free, online searchable database, developed by The Aspen Institute’s Business and Society Program. CasePlace.org is designed to locate cases, references, commentary, and supplemental teaching materials published by and for business educators and business executives, especially cases that deal with pressing social and environmental issues. The cases come from sources including Harvard Business School Publishing, The Darden Case Collection, Richard Ivey School of Business, University of Western Ontario, Canada, and European Case Clearinghouse and cover a wide array of disciplines, including marketing, finance, accounting, and management. Cases are easy to search by keyword and by themes such as human rights, stakeholder relationships, and crisis management. The URL is [http://www.caseplace.org](http://www.caseplace.org).

- **Darden**: Case Collection, Darden Graduate School of Business, University of Virginia; telephone, (800) 246-3367; Webstore.darden.virginia.edu. A searchable catalog is available online, and registered users can preview cases.

- **Hartwick**: Hartwick Humanities in Management Institute, Hartwick College, Oneonta, NY 13820; telephone, (800) 942-2737; e-mail, hhmi@hartwick.edu; Web, [http://www.hartwickinstitute.org/academic.htm](http://www.hartwickinstitute.org/academic.htm). Hartwick maintains a large collection of cases covering major historical figures (Abraham Lincoln, Cleopatra, Malcolm X, etc.) and major works of fiction (*Billy Budd*, *Antigone*, *Death of a Salesman*, etc.)

- **HBS**: HBS Case Services, Harvard Business School, Soldier’s Field Road, Boston, MA 02163; telephone, (800) 545-7685; fax, (617) 783-7666; Web, [hbsp.harvard.edu/product/cases](http://hbsp.harvard.edu/product/cases). The case catalog is available online, and includes cases from the Harvard Business School and many other sources (including Darden, Ivey, Kellogg, Kennedy School, Stanford etc.). Registering at the site enables instructors to download review copies of most cases, teaching notes, articles, and so forth.


- **Ivey**: Richard Ivey School of Business, University of Western Ontario; telephone, (800) 649-6355; Web, [http://www1.ivey.ca/cases/](http://www1.ivey.ca/cases/). A searchable catalog is available online. This is the largest collection of business cases outside the United States and includes many cases set in Canada, Asia, or Europe.
KSG: John F. Kennedy School of Government, Case Services, Harvard University, JFK Street, Cambridge, MA 02138; telephone, (617) 495-9523; Web, http://www.ksgcase.harvard.edu/. A searchable catalog is available online, and registered users can download many cases in PDF format. The KSG collection includes cases in a broad range of government and public policy contexts, including public education, in North America and beyond.


### APPENDIX B. SOURCES FOR VIDEOS

**Online Sources**

The internet contains a vast array of video content. The challenge is sorting through it all to find videos that work for your teaching purposes.

- A simple and direct way that can often works with a search engine is to enter 'search term' + 'video.' This tends to work best with specific terms such as "Steve Jobs video."
- www.youtube.com. YouTube is a giant video flea market. It often takes some search effort to find the items you want, but once you find them it is easy to share the links with students, or download video clips and use them in class.
- www.ovguide.com is a comprehensive guide to movies, television and online video sources.
- Amazon.com carries a large array of movies and other video material under "Movies and TV."

**Popular Videos**

- Amazon.com.

**Historical Footage**


Training and Development Films

- Carousel: Carousel Films, Inc., 250 Fifth Avenue, Suite 204, New York, NY 10001; telephone, (800) 683-1660; fax, (212) 683-1662.
- IU: Lending Library, East Asian Studies Center, Indiana University, Memorial Hall West 207, 1021 E. 3rd St., Bloomington, IN 47405-7005; telephone, (812) 855-3765; fax, (812) 855-7762; e-mail, easc@indiana.edu; Web, http://www.indiana.edu/.
- NBC: NBC Film Archives, 30 Rockefeller Plaza, New York, NY 10112. Some videos can be streamed from the site. If you register on the site (free), you can download videos that display a "Download Streamer" button. http://www.nbcuniversalarchives.com.
- NFBC: National Film Board of Canada, 350 Fifth Ave, Suite 4820, New York, NY 10118; telephone, (212) 629-8890; fax, (212) 629-8502; e-mail: NewYork@nfb.ca; Web, http://www.nfb.ca/e/.
- PF: Psychological Films, 3334 East Coast Highway, Suite 252, Corona del Mar, CA 92625; telephone, (949) 640-4029 or, toll-free in U.S.A., (888) 750-4029; fax (949) 640-5029; e-mail, psychedfilms@earthlink.net; Web, http://www.psychedfilms.com/.
- Pyramid: Pyramid Film Productions, P.O. Box 1048/WEB, Santa Monica, CA 90406; telephone, (800) 421-2304 or (310) 828-7577; e-mail, info@pyramidmedia.com; Web, http://www.pyramidmedia.com/.
- LearnCom carries videos on DVD on a wide range of management topics. Search by topic at: http://www.learncom.com/topics.do