

## CHAPTER 17. REFRAMING LEADERSHIP

### CHAPTER 17 OVERVIEW

#### Chapter 17 Summary

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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 power, 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.

In their exploration of leadership, the authors describe research and popular approaches, such as the Managerial Grid and the Hersey/Blanchard situational leadership model. They also examine issues related to leadership and gender, addressing whether women lead differently from men and why they have had limited success in achieving the highest positions.

Because leadership is complex, leaders need multiple frames. Each frame offers a different perspective on leadership, summarized in Table 17.3 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

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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: (1) understand your own frame and its limits; (2) capitalize on your strengths and work to improve weaknesses; and (3) build teams that supply leadership in all four modes—structural, human resource, political, and symbolic.

## Chapter 17 Key Terms

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**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.

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## **Chapter 17 Major Case Examples**

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- Queen Elizabeth II and the death of Princess Diana
- Mayor Rudy Giuliani revisited
- Major corporation developing a new management training program
- Karren Brady, managing director of the Birmingham City Football Club
- Alfred Sloan and Roger Smith at General Motors
- Martin Varsavsky, founder of Urban Capital, Viatel, Jazztel, and EinsteiNet
- Federal Express revisited
- William Hewlett at Hewlett-Packard Corporation
- Patricia Carrigan at GM Lakewood
- Jan Carlzon at SAS
- Carly Fiorina at Hewlett-Packard Corporation
- Lee Iacocca at Chrysler
- Franklin D. Roosevelt and Adolf Hitler
- Principal Diana Lam in Boston
- Martin Luther King
- Ronald Reagan
- Chinese Communist Party chief Hu Jintao

## **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,” beginning on page 22.

## **Chapter 17: A Focus on Defining Leadership**

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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. 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:

- David Alpert ([A] [HBS 947-1050] and [B] [HBS 988-1051]) looks at the leadership challenges facing a middle manager (a product manager in a consumer foods company).
- Mary Kay Cosmetics (HBS 9-481-126, videos 9-887-534 and 9-887-535) introduces the cosmetics company and its charismatic founder.
- Peter Olafson ([A] [HBS 9-475-025], [B] [HBS 9-475-026], [C] [HBS 9-475-027], [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 9-375-152) 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 9-675-124], [C] [HBS 9-675-125], and [D] [HBS 9-675-126]) 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 through use of a film or video clip.

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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.
- PBS offers a series of presidential biographies: a set titled *The American President* and individual videos on Washington, Jefferson, Lincoln, Grant, Roosevelt, Wilson, Truman, Kennedy, Carter, Reagan, and Clinton (available at <http://www.pbs.org/presidents/>).
- *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/index.html/>).
- *Lewis and Clark: The Journey of the Corps of Discovery* is a powerful study of leadership under adversity and uncertainty. Available in multiple formats at <http://www.pbs.org/lewisandclark/>.
- *The Civil War Legends*, a series of documentaries available from Critics' Choice Video, explores the leadership of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, and Stonewall Jackson during the Civil War.

In addition, popular films offer a wide spectrum of implicit definitions of what “real” leadership is. Suggested popular films include *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.

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- *Marie*—Sissy Spacek in the lead role blows the whistle on corruption in Tennessee’s parole system.
- *Silkwood*—Meryl Streep becomes a whistleblower in a nuclear plant.
- *Erin Brockovitch*—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 naif to battered wife to superstar.
- Other possibilities include *9 to 5*, *Norma Rae*, and *The Diary of Anne Frank*.

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 *Ghandi* or by Mr. Miyagi in *The Karate Kid*.

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- 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.
- The chapters on alpha and beta leadership in Betty Friedan's *The Second Stage* (New York: Summit Books, 1981).
- Judy Rosener's article "Ways Women Lead" in *Harvard Business Review* 68:6.
- Sally Helgesen, *The Female Advantage: Women's Ways of Leadership* (New York: Doubleday, 1990).
- Virginia Valian, *Why So Slow?* (Cambridge: M.I.T. Press, 1998). Valian emphasizes gender schemata and accumulated advantage in a research-based examination of why women don't make it to the top.
- Barbara Harragan's reissued classic *Games Mother Never Taught You* (New York: Warner Books, 1992).
- 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.
- Camilla Stiver, *Gender Images in Public Administration*, 2nd ed. (Newbury Park: Sage, 2002).

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## **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 or Blake and Mouton 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: Films or Videos Focusing on Leadership Theory**

Another option is to use the four frames as a guide for analyzing the theory and beliefs that underlie one or more of the popular training and development films on leadership. Films good for this activity include the following:

- *Millennium: Leadership Is...* (CRM) focuses on the idea of leadership and why leadership is critical in modern organizations.
- *Leadership: Style or Circumstance* (CRM) contrasts task-oriented and people-oriented leadership.

## **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 Table 17.3 in the chapter, they can offer opportunities for students to develop their skills in reframing and their facility in translating their

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knowledge of the four frames into a diagnostic model for understanding effective and ineffective leadership.

Also see Exercises 17.2 and 17.3 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.

<b>Frame</b>	<b>Leader's Attention</b>
Structural	Goals and mission; organization's relationship with the environment; clarity and consistency of roles and structure; appropriate rules and policies
Human resource	People and their needs; ways to facilitate individual productivity; interpersonal relationships; good and frequent communications; motivation, commitment, and satisfaction
Political	Advocacy, negotiation, coalition building; providing arenas for conflict and disagreement to surface
Symbolic	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

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:

- *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

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automaker Renault, which then sent him to try to rescue Nissan. (A shorter version of this story is in HBS case 9-303-042.)

- *More Than a Motorcycle: The Leadership Journey at Harley-Davidson*, by Rich Teerlink and Lee Ozey. The book provides a leaders' eye view of a major turnaround effort at the legendary American motorcycle company.

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 know recognize the range of issues they face.

### *Business Cases*

- Nervewire, Inc. (HBS 9-402-022, video 9-403-806, supplementary cases 9-402-020 and 9-402-021) 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 9-303-042) 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 9-403-064] and [B] [9-403-065]) describes a CEO's effort to change a major software company from a "siloeed" to a collaborative organization.

### *School Cases*

- Transformation of Seattle Public Schools—1995–2002 (HBS 9-802-197), Seattle Public Schools—1995–2002: The Freedom Agenda ([A] [HBS 9-803-037] and [B] [HBS 9-803-038]), and Seattle Public Schools—1995–2002: The Performance Agenda ([B] [HBS 9-803-038]) 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 9-803-039] and [C2] [HBS 9-803-040]), are described in the notes for Chapter 11.
- Cambridge: Paula Evans and the Redesign of the Cambridge Rindge and Latin School (HBS 9-402-003) and Bobbie D'Alessandro and the Redesign of the Cambridge Rindge and Latin School (HBS 9-402-002) describe an effort to transform an urban high school from the perspectives of the principal and the superintendent of schools.

### *Public Sector Cases*

- Aung San Suu Kyi ([A] [KSG 1685.0] and [B] [KSG 1686.0]) tells the story of how Suu Kyi, the daughter of the assassinated hero of Burma's revolution, was transformed from a writer and mother living in England to a political leader and

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central figure in the battle in Myanmar between an authoritarian military regime and democratic forces.

- **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**

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For a focus on structural leadership, instructors might kick off with the Alfred Sloan–Roger Smith example in the chapter. (The training and development film *Alfred P. Sloan, Jr.* [FI], in which Sloan discusses his life in business, is an excellent complement. Scenes from the satiric documentary *Roger and Me*, widely available in VHS format, 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 Jack Welch at GE, Lou Gerstner at IBM, and John Reed at Citibank. *Fortune* provided a close-up of Gerstner in “The Holy Terror Who’s Saving IBM” (*Fortune*, April 14, 1997, pp. 68–81). Cases illustrating Welch’s and Reed’s leadership styles, along with other relevant cases, are suggested in “Chapter 17: Cases Focusing on Structural Leadership: General Cases.” Welch’s book *Jack: Straight from the Gut* provides a first-hand account of his thinking and leadership approach.

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- 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 in the following section, “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 interested in additional information, cases, and suggestions for teaching implementation skills should see the Harvard Business School course module *Implementing Strategy: The Role of Top Management* (HBS 9-983-001) or the short note, “Three Keys to Implementation” (HBS U0302A).

- 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 in the following section, “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.

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## 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:

- GE's Two-Decade Transformation: Jack Welch's Leadership (Multimedia Case) (HBS 9-301-040) 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 9-391-144, teaching note 5-392-052) 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 9-391-248, video 9-392-508).
- Citibank: European Strategy (HBS 9-392-021) and Citibank: European Organizational Challenges (HBS 9-392-022) 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 earthmoving equipment:

- Komatsu Limited (HBS 9-385-277) 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 5-388-130).
- A more recent pair of cases, Komatsu Ltd. and Project G ([A] [HBS 9-395-001] and [B] [9-395-002]), trace the company's evolution under four different CEOs and examine efforts to turn Komatsu from a primarily Japanese to a global corporation.

### *Implementation Skills*

Good implementation cases include:

- Novartis Pharma: The Business Unit Model (HBS 9-101-030) depicts the challenges facing a global, Swiss-based pharmaceutical company in implementing a new matrix structure that combines business and functional units.

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- Corning Glass Works: Electronic Products Division ([A] [HBS 9-477-024], [B] [HBS 9-477-073], and [C] [HBS 9-477-074]); there are excellent teaching notes for this series.
- Rank Xerox U.K. ([A] [HBS 9-192-071], [B] [9-192-072], teaching note HBS 5-396-116) describes a business process change effort at Rank Xerox. The change seemed successful, but when a new manager arrived, it was hard to identify concrete results. The A case lays out the situation he found, and the B case describes what he did about it.

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 9-600-098, teaching note 5-301-073) 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 9-390-037) 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 better skilled in managing participation, collaboration, and communications than 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.

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- *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* (third edition), by James Kouzes and Barry Posner (Jossey-Bass, 2002), 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.)
- Another popular book with strong material on human resource leadership is *A Passion for Excellence*, by Tom Peters and Nancy Austin (New York: Random House, 1985). Chapters 13, 14, and 15, in particular, contain a wealth of anecdotal examples of human resource leadership in action.
- 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

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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**

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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.
- 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:

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- 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**

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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 videocassette, and the video biography of Saddam Hussein *Who Is Saddam Hussein and Why Is He Defying the*

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*World?* provide useful background for exploring Bush's political strategies and leadership. In addition, a good account of the behind-the-scenes maneuvers leading up to the war appeared in "The Road to War," *Newsweek*, January 28, 1991, pp. 54–65. 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 highly 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."

- Excerpts from interviews with Admiral Rickover in Marx, Frost, and Jick's *Management Live: The Video Book* (Prentice-Hall, 1991) and multiple 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 both 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:

- Mike Pertschuk and the Federal Trade Commission (KSG C16-81-387A) and sequel (KSG C16-81-387S) deal with a public-sector leader who was unsuccessful in dealing with political pressures.
- Job Corps (HBS 9-375-152) is a contrasting example detailing Bill Kelly's sophisticated and successful strategies to turn around a federal agency that was nearly dead when he was appointed its director.
- The Prince and the Principal (A, B, and C) (available on-line at [http://bloch.umkc.edu/classes/bolman/prince\\_and\\_principal.htm](http://bloch.umkc.edu/classes/bolman/prince_and_principal.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 in "Chapter 17: Cases Focusing on Four-Frame Leadership.")
- The University of Geneva (IEM) is a higher-education case describing how the rector of a Swiss university used political savvy to win a major battle with the Swiss telephone monopoly.

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- University of Missouri (available on-line at [http://bloch.umkc.edu/classes/bolman/university\\_of\\_missouri.htm](http://bloch.umkc.edu/classes/bolman/university_of_missouri.htm)), another higher-education case, describes an unsuccessful effort to redirect resources in the university.
- University of Pennsylvania (HBS 9-375-211) depicts President Martin Myerson's efforts to respond to political forces aligned around the issue of equal employment opportunity.

## **Chapter 17: A Focus on Symbolic Leadership**

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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 dreaded and 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 (Columbia Point, Boston, Mass. 02125) are sources for Kennedy's inaugural address and his 1960s oration at the Berlin Wall, as well as speeches by Martin Luther King, Robert Kennedy, and other key public figures during the Kennedy era. These are also widely available from on-line book and video distributors.

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Any of these films and videos can be used in its entirety 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.

- *Leadership*, by Rudolph Giuliani and Ken Kurson, opens with Rudy’s own account of September 11 and moves into leadership principles such as preparation, accountability, and strong self-definition.
- 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.
- Another possibility is Max De Pree’s *Leadership Is an Art* (Ann Arbor: University of Michigan Press, 1988).
- 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.

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- *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 leadership case examples for exploring symbolic leadership.

## STUDENT EXERCISES FOR CHAPTER 17

### EXERCISE 17.1

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#### **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

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#### **Focus:** Four-Frame Leadership: Diagnosing Leadership Challenges and Developing Leadership Skills

Bolman and Deal's Management Resources Corporation: An Organizational Simulation ([http://bloch.umkc.edu/classes/bolman/organization\\_simulation.htm](http://bloch.umkc.edu/classes/bolman/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

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**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.