Exhibit 1.1.
Overview of the Four-Frame Model.

		Frame		
	Structural	**Human Resource**	**Political**	**Symbolic**
Metaphor for organization	Factory or machine	Family	Jungle	Carnival, temple, theater
Supporting disciplines	Sociology, management science	Psychology	Political science	Anthropology, dramaturgy, institutional theory
Central concepts	Roles, goals, strategies, policies, technology, environment	Needs, skills, relationships	Power, conflict, competition, politics	Culture, myth, meaning, metaphor, ritual, ceremony, stories, heroes
Image of leadership	Social architecture	Empowerment	Advocacy and political savvy	Inspiration
Basic leadership challenge	Attune structure to task, technology, environment	Align organizational and human needs	Develop agenda and power base	Create faith, belief, beauty, meaning

Exhibit 1.2.
Expanding Managerial Thinking.

| How Managers Often Think	How Managers Might Think
Oversimplify reality (for example, blame problems on individuals' flaws and errors).	Think holistically about a full range of significant issues: people, power, structure, and symbols.
Regardless of the problems at hand, rely on facts, logic, restructuring.	Use feeling and intuition as well as logic, bargaining as well as training, celebration as well as reorganization.
Cling to certainty, rationality, and control while fearing ambiguity, paradox, and "going with the flow."	Develop creativity, risk-taking, and playfulness in response to life's dilemmas and paradoxes, and focus as much on finding the right question as the right answer, on finding meaning and faith amid clutter and confusion.
Rely on the "one right answer" and the "one best way."	Show passionate, unwavering commitment to principle, combined with flexibility in understanding and responding to events.

Exhibit 2.2.
Systems Model with Delay.
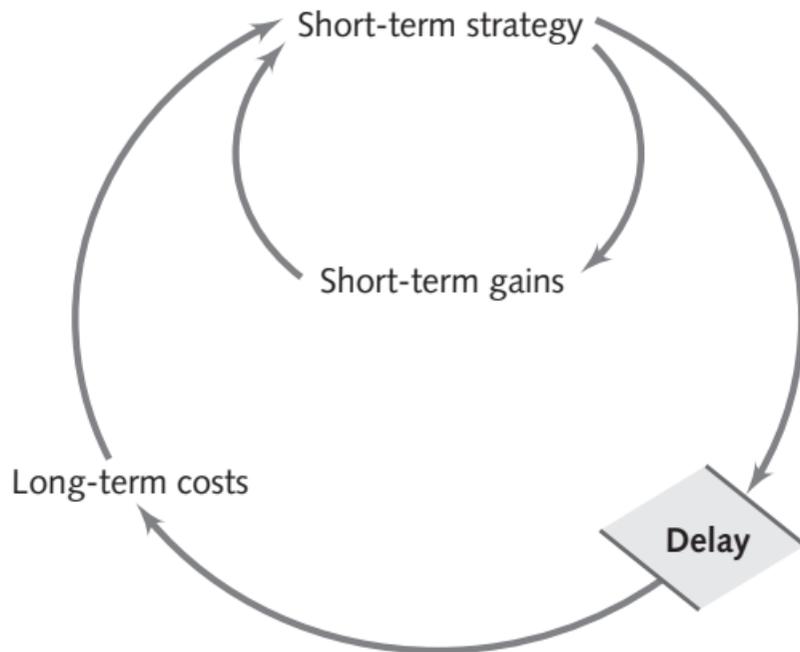
Exhibit 2.3.
Cognitive Biases.

Cognitive Challenge	Solution	Risk
Too much data to process	Filter out everything except what we see as important and consistent with our current beliefs	Miss things that are important or could help us learn
Tough to make sense of a confusing, ambiguous world	Fill in gaps, make things fit with our existing stories and mental models	Create and perpetuate false beliefs and narratives
Need to act quickly	Jump to conclusions—favor the simple and obvious over the messy and complex	Quick decisions and actions lead to mistakes and get us in trouble
Memory overload	Discard specifics to form generalities or use a few specifics to represent the whole	Error and bias in memory reinforce current mind-sets and biases in information-processing

Source: Adapted from Benson, 2016.

Exhibit 3.1.
Basic Structural Options.

Division of labor: Options for differentiation	
	Function
	Time
	Product
	Customers or clients
	Place (geography)
	Process
Coordination: Options for integration	
Vertical	Authority
	Rules and policies
	Planning and control systems
Lateral	Meetings
	Task forces
	Coordinating roles
	Matrix structures
	Networks

Exhibit 3.2.

**Structural Imperatives.**

Dimension	Structural Implications
Size and age	Complexity and formality typically increase with size and age.
Core process	Structure must align with core processes or technologies.
Environment	Stable environment rewards simpler structure; uncertain, turbulent environment requires a more complex, flexible structure.
Strategy and goals	Variation in clarity, suitability, and consistency of strategy requires appropriate structural adaptations.
Information technology	Information technology permits flatter, more flexible, and more decentralized structures.
Nature of the workforce	More educated and professional workers need and want greater autonomy and discretion.

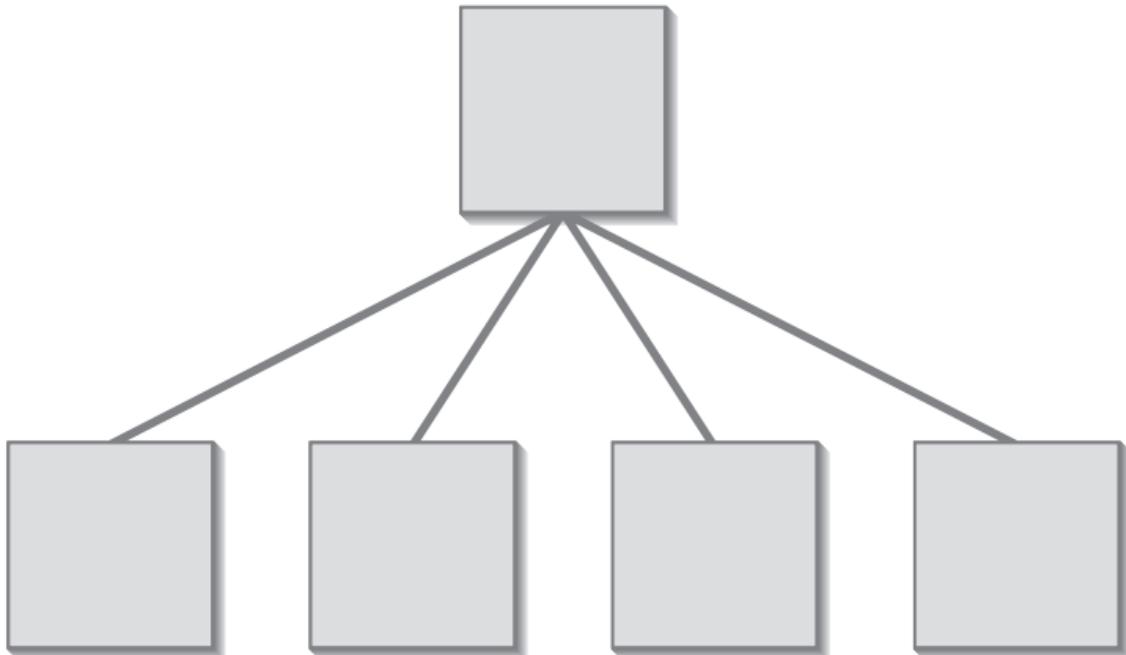# Exhibit 4.1.
Mintzberg's Model.
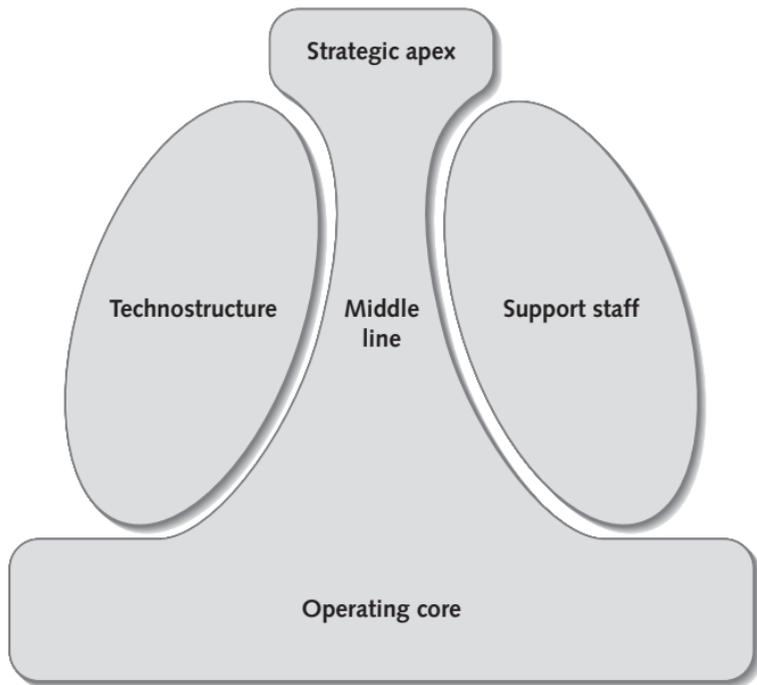
- Strategic apex
- Technostructure
- Middle line
- Support staff
- Operating core

Exhibit 4.2.
Divisionalized Form.
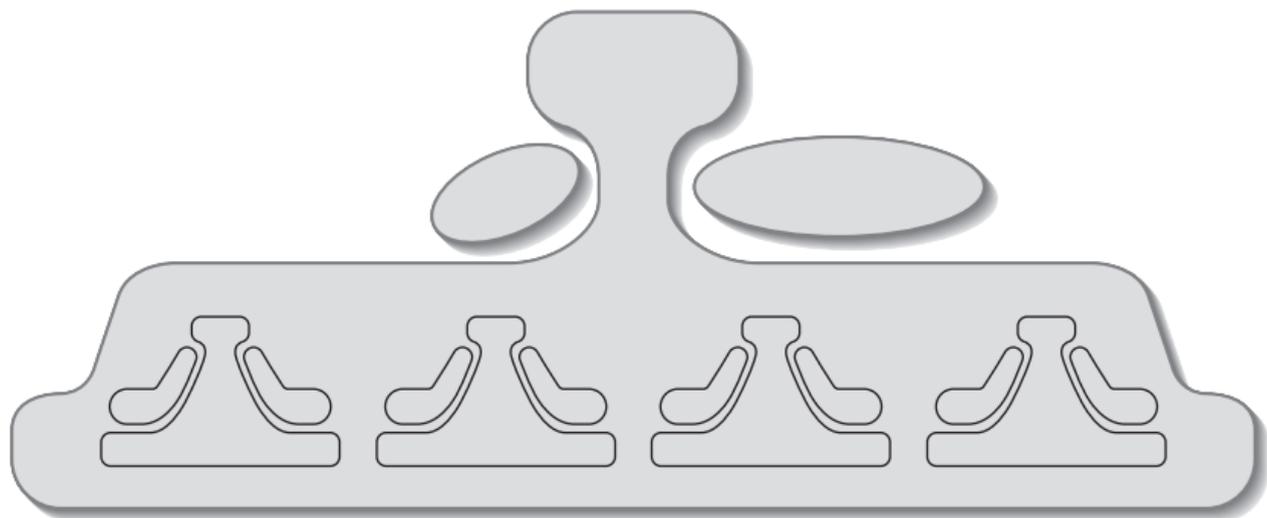
Exhibit 5.1.
One Boss.

Exhibit 5.2.
Dual Authority.
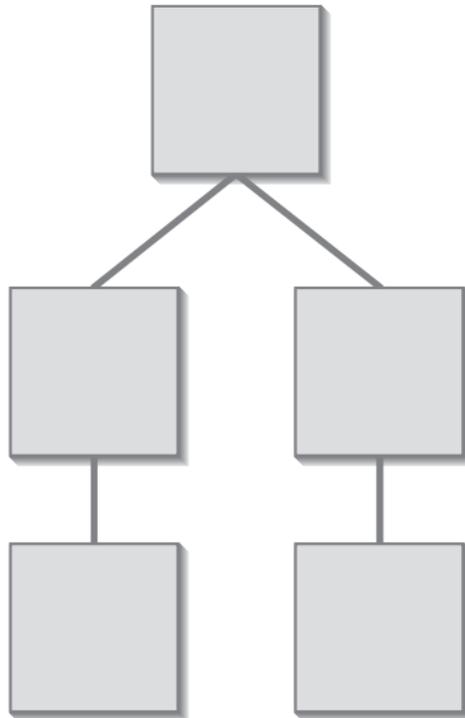
Exhibit 5.3.
Simple Hierarchy.
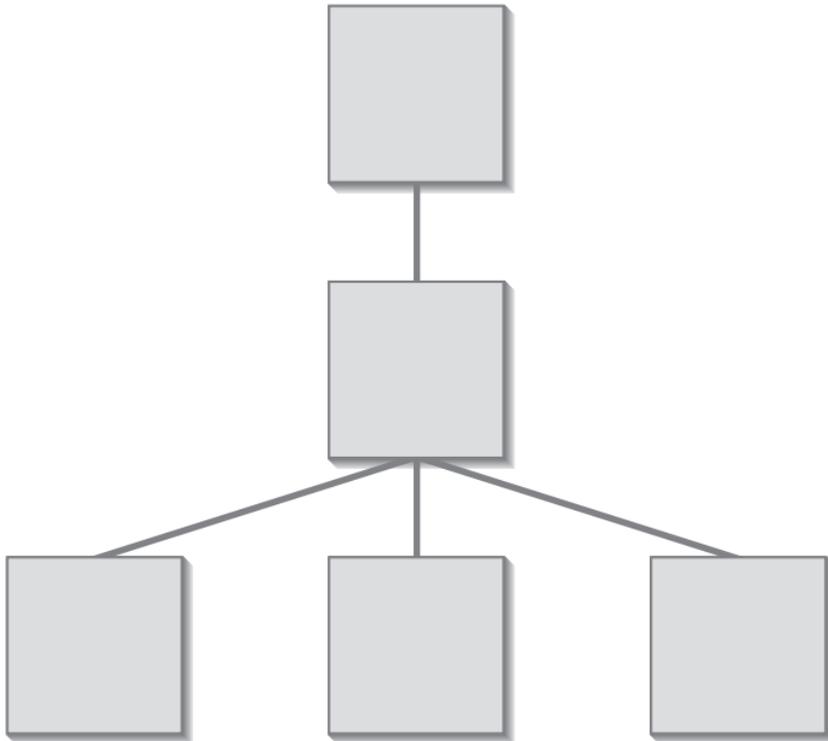
Exhibit 5.4.
Circle Network.
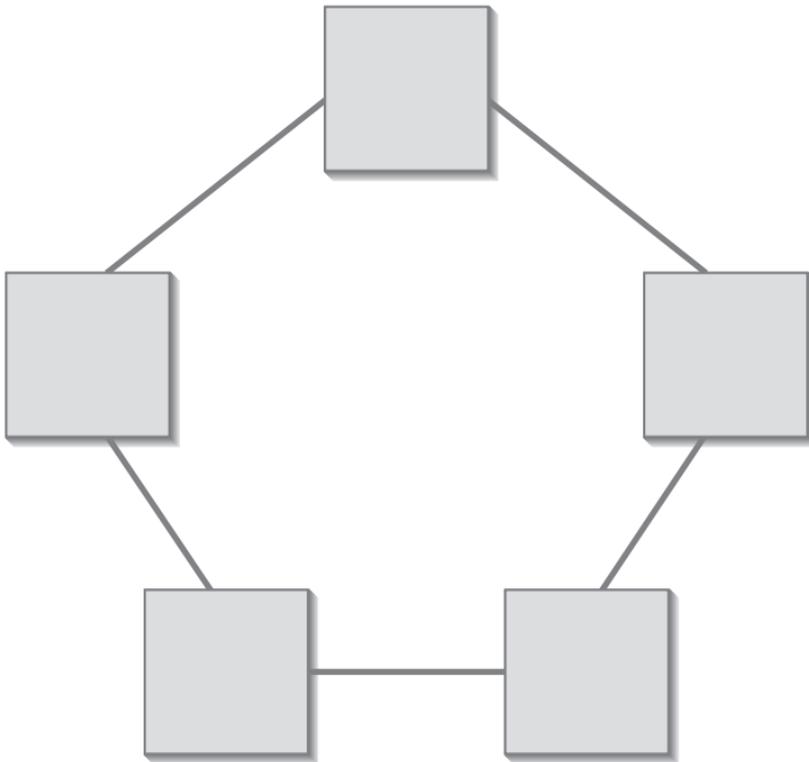
Exhibit 5.5.
All-Channel Network.

Exhibit 6.1.
Models of Motivation at Work.

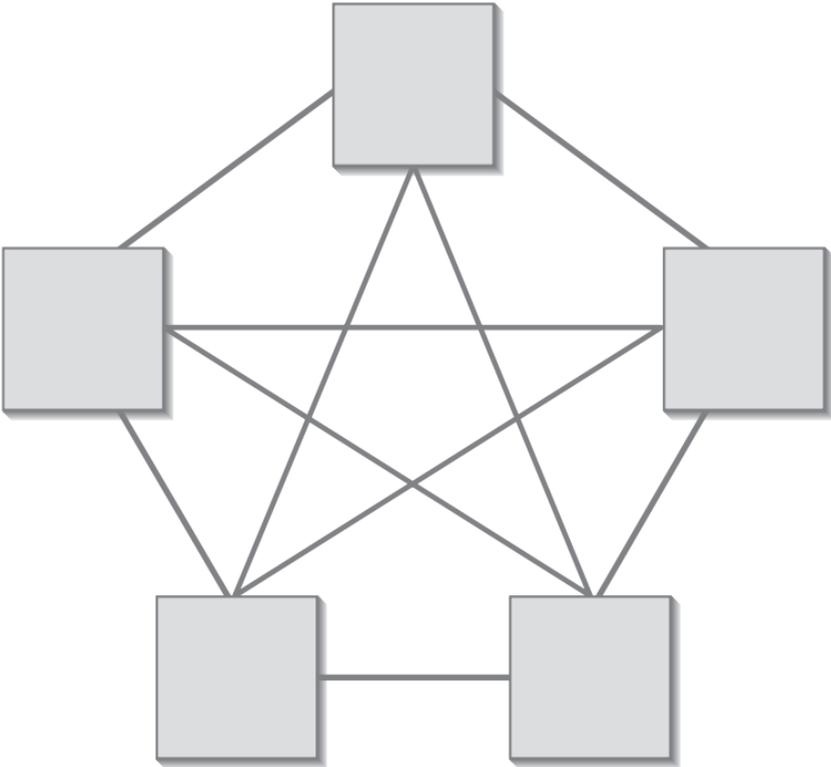| Author(s)	Needs/Motives at Work
Maslow (1943, 1954)	Hierarchy of needs (physiological, safety, love/belonging, esteem, self-actualization)
Herzberg, Mausner, and Snyderman (1959); Herzberg (1966)	Two-factor theory: Motivators/satisfiers: achievement, recognition, work itself, responsibility, advancement, pay Hygiene factors/dissatisfiers: company policies, supervision, interpersonal relationships, working conditions, pay
McClelland (1961)	Three needs: achievement, power, affiliation
Hackman and Oldham (1980)	Three critical psychological states: meaningfulness of work, responsibility for outcomes, knowledge of results
Lawrence and Nohria (2002)	Four drives: D1 (acquire objects and experiences that improve our status relative to others); D2 (bond with others in mutually beneficial, long-term relationships); D3 (learn about and make sense of ourselves and the world around us); D4 (defend ourselves, our loved ones, our beliefs, and our resources)
Pink (2009)	Three drives: autonomy (people want to have control over their work); mastery (people want to get better at what they do); purpose (people want to be part of something bigger than themselves)

Exhibit 6.2.
Maslow's Hierarchy of Needs.
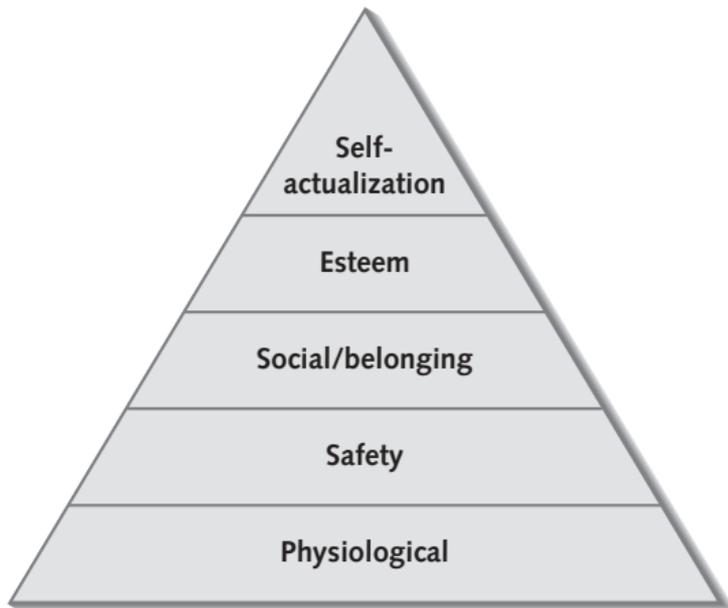
Exhibit 7.1.
Basic Human Resource Strategies.

Human Resource Principle	Specific Practices
Build and implement an HR strategy.	Develop and share a clear philosophy for managing people. Build systems and practices to implement the philosophy.
Hire the right people.	Know what you want. Be selective.
Keep them.	Reward well. Protect jobs. Promote from within. Share the wealth.
Invest in them.	Invest in learning. Create development opportunities.
Empower them.	Provide information and support. Encourage autonomy and participation. Redesign work. Foster self-managing teams. Promote egalitarianism.
Promote diversity.	Be explicit and consistent about the organization's diversity philosophy. Hold managers accountable.

Exhibit 8.1.
Model I Theory-in-Use.

Core Values (Governing Variables)	Action Strategies	Consequences for Behavioral World	Consequences for Learning
Define and achieve your goals.	Design and manage the environment unilaterally.	You will be seen as defensive, inconsistent, fearful, selfish.	Self-sealing (so you won't know about negative consequences of your actions).
Maximize winning, minimize losing.	Own and control whatever is relevant to your interests.	You create defensiveness in interpersonal relationships.	Single-loop learning (you don't question your core values and assumptions).
Minimize generating or expressing negative feelings.	Unilaterally protect yourself (from criticism, discomfort, vulnerability, and so on).	You reinforce defensive norms (mistrust, risk avoidance, conformity, rivalry, and so on).	You test your assumptions and beliefs privately, not publicly.
Be rational.	Unilaterally protect others from being upset or hurt (censor bad news, hold private meetings, and so on).	Key issues become undiscussable.	Unconscious collusion to protect yourself and others from learning.

Source: Adapted from Argyris and Schön (1996), p. 93.

Exhibit 8.2.
Advocacy and Inquiry.

	Low (Inquiry)	High (Inquiry)
High (Advocacy)	Assertive	Integrative
Low (Advocacy)	Passive	Accommodating
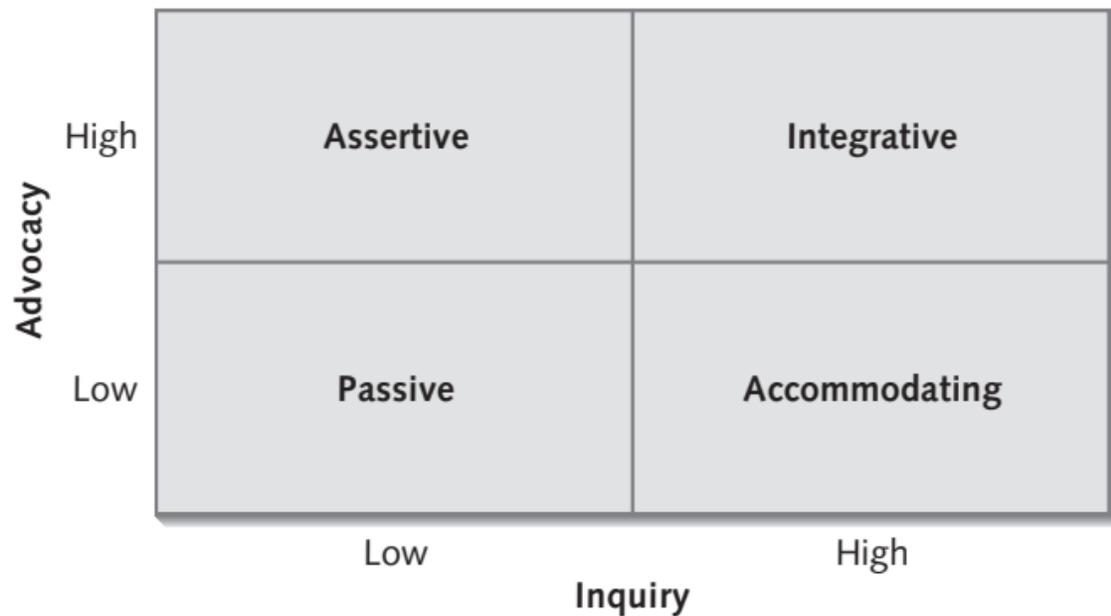
What Susan is thinking:	What Susan and Dale say:
	Susan: We're creating a new trainee position and want to offer it to you. The job will carry a salary increase, but let me tell you something about the job first.
I wonder if his education makes him feel that society owes him a living without any relationship to his abilities or productivity.	*Dale:* Okay. But the salary increase has to be substantial so I can improve my standard of living. I can't afford a car. I can't even afford to go out on a date.
	Susan: You'll start as a trainee working with an experienced underwriter. It's important work, because selecting the right risks is critical to our results. You'll deal directly with our agents. How you handle them affects their willingness to place their business with us.
How can he be so opinionated when he doesn't know anything about underwriting? How's he going to come across to the people he'll have to work with? The job requires judgment and willingness to listen.	*Dale:* I'm highly educated. I can do anything I set my mind to. I could do the job of a supervisor right now. I don't see how risk selection is that difficult.
	Susan: Dale, we believe you're highly intelligent. You'll find you can learn many new skills working with an experienced underwriter. I'm sure many of the things you know today came from talented professors and teachers. Remember, one of the key elements in this job is your willingness to work closely with other people and to listen to their opinions.
That's the first positive response I've heard.	*Dale:* I'm looking for something that will move me ahead. I'd like to move into the new job as soon as possible.
	Susan: Our thought is to move you into this position immediately. We'll outline a training schedule for you. On-the-job and classroom, with testing at the end of each week.
We owe him a chance, but I doubt he'll succeed. He's got some basic problems.	*Dale:* Testing is no problem. I think you'll find I score extremely high in anything I do.

Exhibit 10.1.
The Political Map as Seen by the Techies: Strong Support and Weak Opposition for Change.
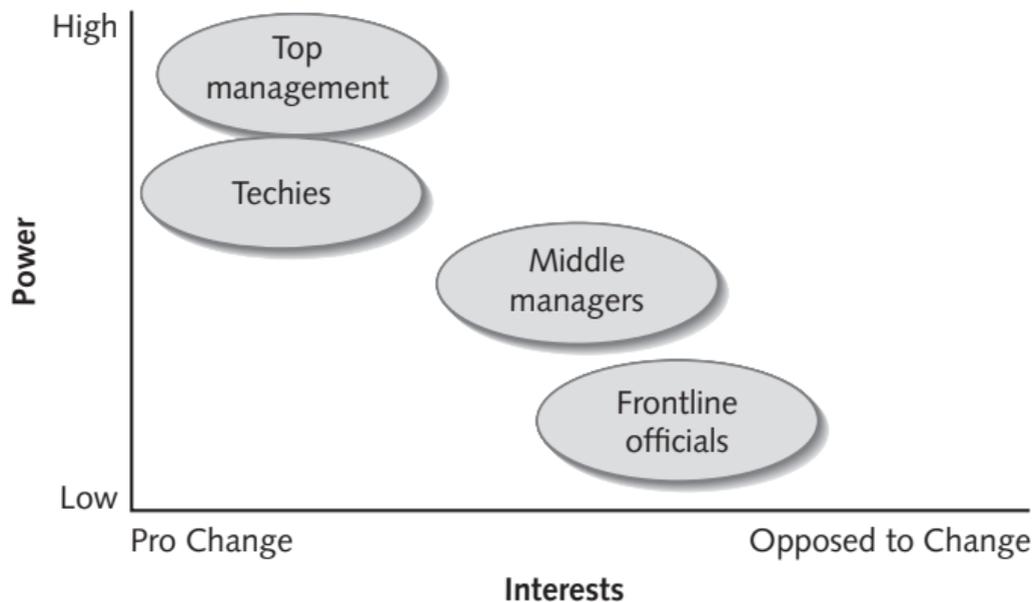
Exhibit 10.2.
The Real Political Map: A Battleground with Strong Players on Both Sides.
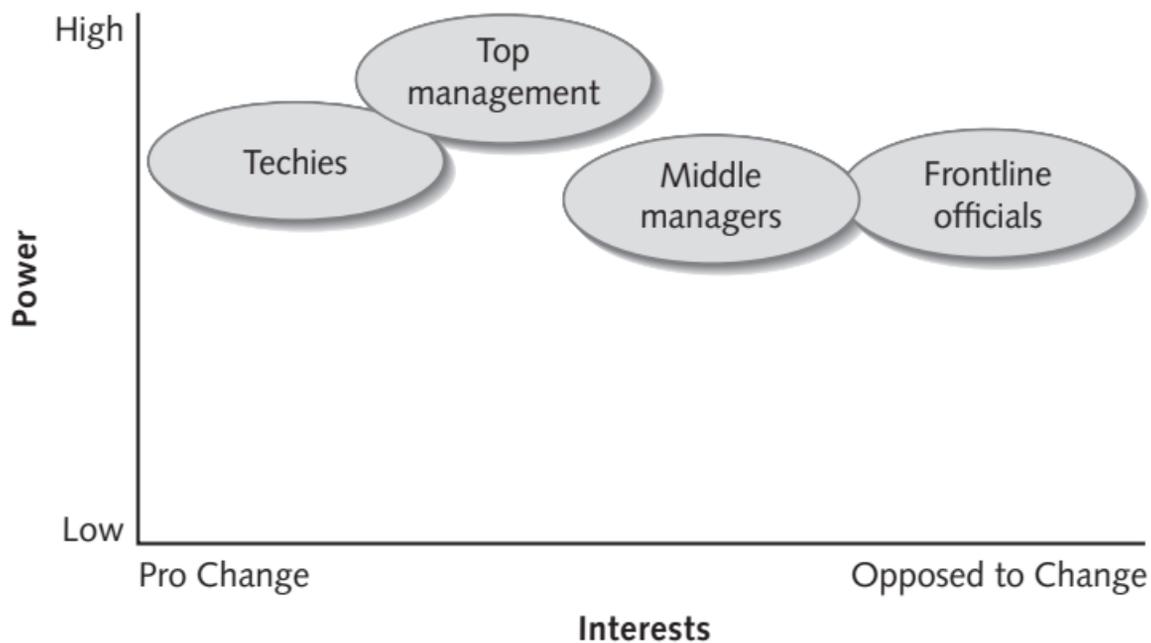
As the Agency Is	As It Might Become
A maze	A well-oiled wheel
Wet noodle	Oak tree
Aggregation of competing tribes	Symphony orchestra
Three-ring circus	Championship team
An unsolvable puzzle	A smooth-running machine
Twilight zone	Utopia
Herd of rampaging cattle	Fleet of ships

Exhibit 15.1.
Four Interpretations of Organizational Processes.

Process	Structural Frame	Human Resource Frame	Political Frame	Symbolic Frame
Strategic planning	Process to set objectives and coordinate resources	Activities to promote participation, build support	Arenas to air conflicts and realign power	Ritual to signal responsibility, produce symbols, negotiate meanings
Decision making	Rational sequence to produce correct decision	Open process to produce commitment	Opportunity to gain or exercise power	Ritual to confirm values and provide opportunities for bonding
Reorganizing	Realign roles and responsi-bilities to fit tasks and environment	Improve balance between human needs and formal roles	Redistribute power and form new coalitions	Maintain an image of accountability and responsiveness; negotiate a new social order
Evaluating	Way to distribute rewards or penalties and control performance	Feedback for helping individuals grow and improve	Opportunity to exercise power	Occasion to play roles in shared ritual

Exhibit 15.1. (*continued*)

Process	Structural Frame	Human Resource Frame	Political Frame	Symbolic Frame
Approaching conflict	Authorities maintain organizational goals by resolving conflict	Individuals confront conflict to develop relationships	Use power to defeat opponents and achieve goals	Use conflict to negotiate meaning and develop shared values
Goal setting	Keep organization headed in the right direction	Open communications and keep people committed to goals	Provide opportunity for individuals and groups to express interests	Develop symbols and shared values
Communication	Transmit facts and information	Exchange information, needs, and feelings	Influence or manipulate others	Tell stories
Meetings	Formal occasions for making decisions	Informal occasions for involvement, sharing feelings	Competitive occasions to win points	Sacred occasions to celebrate and transform the culture
Motivation	Economic incentives	Growth and self-actualization	Coercion, manipulation, and seduction	Symbols and celebrations

Exhibit 15.2.
Choosing a Frame.

Question	If Yes:	If No:
Are individual commitment and motivation essential to success?	Human resource Symbolic	Structural Political
Is the technical quality of the decision important?	Structural	Human resource Political Symbolic
Are there high levels of ambiguity and uncertainty?	Political Symbolic	Structural Human resource
Are conflict and scarce resources significant?	Political Symbolic	Structural Human resource
Are you working from the bottom up?	Political Symbolic	Structural Human resource

Exhibit 15.3.
Characteristics of Excellent or Visionary Companies.

Frame	Peters and Waterman, 1982	Collins and Porras, 1994	Collins, 2001	Collins and Hansen, 2011
Structural	Autonomy and entrepreneurship; bias for action; simple form, lean staff	Clock building, not time telling; try a lot, keep what works	Confront the brutal facts; "hedgehog concept" (best in the world, economic engine); technology accelerators; "flywheel," not "doom loop"	"20-mile march," "Specific, methodological and consistent," "Fire bullets, then cannon-balls"
Human resource	Close to the customer; productivity through people	Home-grown management	"Level 5 leadership;" first who, then what	"Level 5 leadership"
Political				
Symbolic	Hands-on, value-driven; simultaneously loose and tight; stick to the knitting	Big hairy audacious goals; cult-like cultures; good enough never is; preserve the core, stimulate progress; more than profits	Never lose belief or faith; hedgehog concept (deeply passionate); culture of discipline	Fanatic discipline, productive paranoia

Exhibit 15.4.
Challenges in Managers' Jobs.

Frame	Kotter (1982)	Lynn (1987)	Luthans, Yodgetts, and Rosenkrantz (1988)
Structural	Keep on top of large, complex set of activities Set goals and policies under conditions of uncertainty	Attain intellectual grasp of policy issues	Communication* (paperwork, exchange routine information) Traditional management (planning, goal setting, controlling)
Human resource	Motivate, coordinate, and control large, diverse group of subordinates	Use own personality to best advantage	Human resource management* (motivating, managing conflict, staffing, and so on)
Political	Achieve "delicate balance" in allocating scarce resources Get support from bosses Get support from corporate staff and other constituents	Exploit all opportunities to achieve strategic gains	Networking† (politics, interacting with outsiders)
Symbolic	Develop credible strategic premises Identify and focus on core activities that give meaning to employees		

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*Most relevant to managers who were judged "effective" by their subordinates.
†Most relevant to managers who were considered "successful" (achieved rapid promotions to higher positions faster than peers).

Exhibit 17.1.

A Short History of Quantitative-Analytic Leadership Research.

Leadership Theory	Examples	Central Idea	Current Status
Trait theory: how are leaders different?	Galton, 1869; Terman, 1904; Kirkpatrick and Locke, 1991; Zaccaro, 2007	Leaders possess distinctive personal characteristics (intelligence, self-confidence, integrity, extraversion, and so on).	Fell out of favor in the 1950s when reviewers found weak empirical support, but has returned to favor in recent decades.
Leadership style theory: how do leaders act?	Lewin, Lippitt, and White, 1939; Likert, 1961; Fleishman and Harris, 1962	Leadership depends on style (democratic vs. autocratic, task-oriented vs. people-oriented, etc.).	Mixed evidence stimulated move toward contingency theories, which often include leader style variables.
Contingency theory: how do circumstances affect leadership?	Fiedler, 1967; Lawrence and Lorsch, 1967; Evans, 1970; House, 1971, 1996	Effective leadership depends on the characteristics of followers and context: what works in one situation may not work in another.	No single contingency view has found consistent empirical support or wide acceptance, but most modern leadership research incorporates the idea that leadership depends on circumstances.
Leader-member exchange (LMX) theory: what happens in the leader-follower relationship?	Dansereau, Graen, and Haga, 1975; Graen and Uhl-Bien, 2008	Leadership is rooted in the quality of the relationships between leaders and individual followers.	Advocates of LMX theory have been actively conducting research since the 1970s; many LMX propositions have empirical support, but the approach is criticized for complexity and viewing leadership too narrowly.
Transformational leadership theory: how do leaders transform followers?	Burns, 1978; Bass, 1985; Conger and Kanungo, 1998	Transformational (or charismatic) leaders use inspiration, idealized influence, and the like to generate followers' trust and willingness to go above and beyond.	Evidence suggests transformational leadership makes a difference, but more research is needed on when and how it works best.

Exhibit 17.2.
Situational Leadership Model.

High Relationship, Low Task:	**High Relationship, High Task:**
Participate	*Sell (or Coach)*
Use when followers are "able" but "unwilling" or "insecure."	Use when followers are "unable" but "willing" or "motivated."
Low Relationship, Low Task:	**Low Relationship, High Task:**
Delegate	*Tell*
Use when followers are "able" and "willing" or "motivated."	Use when followers are "unable" and "unwilling" or "insecure."

Exhibit 17.3.
GLOBE Country Clusters.
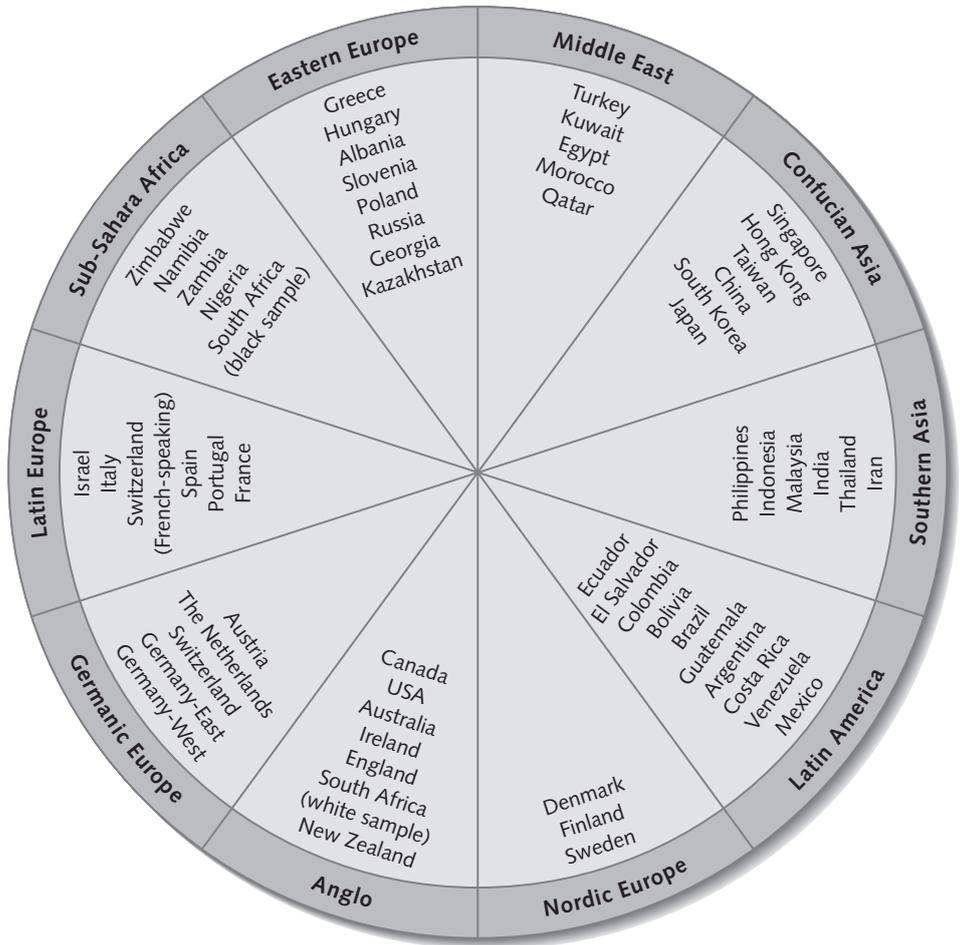
Eastern Europe: Greece, Hungary, Albania, Slovenia, Poland, Russia, Georgia, Kazakhstan

Middle East: Turkey, Kuwait, Egypt, Morocco, Qatar

Confucian Asia: Singapore, Hong Kong, Taiwan, China, South Korea, Japan

Sub-Sahara Africa: Zimbabwe, Namibia, Zambia, Nigeria, South Africa (black sample)

Southern Asia: Philippines, Indonesia, Malaysia, India, Thailand, Iran

Latin Europe: Israel, Italy, Switzerland (French-speaking), Spain, Portugal, France

Latin America: Ecuador, El Salvador, Colombia, Bolivia, Brazil, Guatemala, Argentina, Costa Rica, Venezuela, Mexico

Germanic Europe: Austria, The Netherlands, Switzerland, Germany-East, Germany-West

Anglo: Canada, USA, Australia, Ireland, England, South Africa (white sample), New Zealand

Nordic Europe: Denmark, Finland, Sweden

Exhibit 17.4.
Reframing Leadership.

| | Leadership is effective when | | Leadership is ineffective when | |
Frame	Leader is:	Leadership process is:	Leader is:	Leadership process is:
Structural	Analyst, architect	Analysis, design	Petty bureaucrat or tyrant	Management by detail and fiat
Human resource	Catalyst, servant	Support, empowerment	Weakling, pushover	Abdication
Political	Advocate, negotiator	Advocacy, coalition building	Con artist, thug	Manipulation, fraud
Symbolic	Prophet, poet	Inspiration, meaning-making	Fanatic, charlatan	Mirage, smoke and mirrors

Exhibit 18.1.
Reframing Organizational Change.

Frame	Barriers to Change	Essential Strategies
Human resource	Anxiety, uncertainty; people feel incompetent and needy	Training to develop new skills; participation and involvement; psychological support
Structural	Loss of direction, clarity, and stability; confusion, chaos	Communicating, realigning, and renegotiating formal patterns and policies
Political	Disempowerment; conflict between winners and losers	Developing arenas where issues can be renegotiated and new coalitions formed
Symbolic	Loss of meaning and purpose; clinging to the past	Creating transition rituals; mourning the past, celebrating the future

Exhibit 18.2.

Reframing Kotter's Change Stages.

Kotter's Stage of Change	Structural frame	Human resource frame	Political frame	Symbolic frame
1. Sense of urgency		Involve people throughout organization; solicit input	Network with key players; use power base	Tell a compelling story
2. Guiding team	Develop coordination strategy	Do team-building for guiding team	Stack team with credible, influential members	Put chief executive and organizational heroes on team
3. Uplifting vision and strategy	Build implementation plan		Map political terrain; manage conflict; develop agenda	Craft hopeful vision of future rooted in organization's history
4. Communicate vision and strategy through words, deeds, and symbols	Create structures to support change process	Hold meetings to communicate direction, get feedback	Create arenas; build alliances; defuse opposition	Visible leadership involvement; kickoff ceremonies
5. Remove obstacles and empower people to move forward	Remove or alter structures and procedures that support the old ways	Provide training, resources, support		Public demotion or discharge of opponents
6. Early wins	Plan for short-term victories		Invest resources and power to ensure early wins	Communicate and celebrate early signs of progress
7. Keep going when going gets tough	Keep people on plan			Hold revival meetings
8. New culture to support new ways	Align structure to new culture	Create a "culture" team; broad involvement in developing culture		Mourn the past; celebrate heroes of the revolution; share stories of the journey

Exhibit 19.1.
Reframing Ethics.

Frame	Metaphor	Organizational Ethic	Leadership Contribution
Structural	Factory	Excellence	Authorship
Human resource	Extended family	Caring	Love
Political	Jungle	Justice	Power
Symbolic	Temple	Faith, Belief	Significance

Exhibit 20.1.
Reframing Robert F. Kennedy High School.

Frame	What's Going On?	What Options Are Available?
Structural	Weak integration—goals, roles, responsibilities, linkages unclear	Responsibility charting
	Ill-defined matrix structure	Task force on structure
	Underbounded	Establish his authority as principal
Human resource	Basic needs not met (safety and so on)	Improve safety, security
	Poor conflict management	Training in communication, conflict management
	People feel disempowered	Participation
		Teaming
Political	House-department conflict	Create arenas for negotiation
	Doors and guards issue	Damage control
	Carver–Dula and racial tension	Unite against outside threats
	Outside constituents—parents, board, media, and so on	Build coalitions, negotiate
Symbolic	No shared symbols (history, ceremony, ritual)	Hoist a banner (common symbol: RFK?)
	Loss of faith, religious schism	Develop symbols (meld excellence and caring?)
	Lack of identity (What is RFK's soul?)	Ceremony, stories
		Leadership gifts