

Teaching Lewin's model on change management: Lessons from the *Cool Runnings* film

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ABSTRACT

Popular films afford a creative and effective teaching method to stimulate robust student interaction and engagement of concepts in ways that enhance learning outcomes. This paper describes a study of the effective use of a purposefully selected, fact-based film as an instructional case analysis to identify and examine the critical aspects of a change management process. This research applied a case study method that used pre- and post-surveys of university undergraduate students in an active learning setting. Results of this study showed that the teaching innovation produced a 76% increase in students' understanding and comprehension of change management principles and related power dynamics in a volatile environment.

Keywords: Change management, Organizational change, Case method, Active learning, Learning outcomes, Films

INTRODUCTION

Organizational change and its dynamics comprise important concepts for management students. Management educators seek to apply organizational change concepts through innovative and engaging means. Students in their daily interactions with society almost certainly have experienced the challenges associated with change and volatility, yet still may be unable to identify the concepts and drivers of change, and the factors required for dealing with rapidly changing environments.

Organizational scholars have proposed various models of change (see, e.g., Pettigrew et al., 2001; Burnes, 2004; Burke, Lake, & Paine., 2008; Dunphy, Griffiths, & Benn, 2007). Contemporary models increasingly reflect the nonlinear dynamics of organizational change (Jansen, 2012). Yet, a model that has stood the test of time is Lewin's Change Model (see Lewin, 1943; Lewin, 1946; Lewin, 1947). Lewin's Change Model constitutes an important conceptual framework that illustrates how managers can change embedded practices within an organization. Lewin proposed that a change agent must acknowledge the current organizational state and then prepare to move the organization into a new, desired state. Hence, successful change requires breaking a well-established custom or social habit through a process commonly described as *unfreezing, moving, and refreezing* as presented in Figure 1 (Appendix).

While Lewin's Change Model might seem straightforward, it could be complicated for students to understand the stages of organizational change and their dynamics, and to see how the principles apply in practice, especially in delicate situations involving race relations and power dynamics. For those reasons, an active learning approach can prove valuable.

This paper describes a novel use of the case method for teaching and an innovative technique that applies a popular movie to illustrate Lewin's Change Model. Motion pictures can provide a common cultural frame of reference to areas of study and can enhance a student's understanding and comprehension of the instructional material (O'Boyle & Sandona, 2014). The film must illustrate the essential elements involved in the principles and dynamics of organizational change, and how change management can play out. The case method teaching approach applied in this study also incorporates the dynamics of, and differences between, planned versus emergent organizational change (see Dunphy et al., 2007). The approach also opens opportunities for integrating *micro-topics* that can arise from the dynamics of change.

Selecting a relatable and entertaining film as the case to analyze is crucial for engaging students. The film adopted for this study on teaching change management is *Cool Runnings* (see Turteltaub, 1993). The film tells the fact-based story of an Olympic bobsled team from Jamaica. Facing nearly insurmountable challenges, the crew members had to adapt as a team rapidly and effectively. This illustration showcases how a popular film can serve as a valuable and entertaining tool to exhibit how the Model functions.

FILM SYNOPSIS

The film is based on true events and opens with Derice Bannock, a Jamaican sprinter, seeking to qualify for the 1988 Summer Olympics. Bannock participates in the qualification with two other sprinters, Junior Bevil and Yul Brenner. When a shot rings out to start the race, all three take off. Near the end, Junior trips and takes down Yul and Derice, along with their dreams of being Olympians.

Later, Derice goes to the office of Barrington Coolidge, the President of the Jamaica Olympic Association, and begs for another chance. During their exchange, Derice notices a photo of his father, Ben Bannock, standing on a podium next to gold medal winner Irving Blitzer. Derice asks about the photo. President Coolidge reveals that Blitzer had an idea of turning four Jamaican sprinters into a bobsled team. Realizing he could qualify for the 1988 Winter Olympics as a bobsledder, Derice recruits Sanka Coffie, his best friend and titleholder of a pushcart derby. Derice and Sanka also seek out Irving Blitzer. They find Blitzer in a bar, frustrated at his life's misfortunes, but he refuses to help them. When Blitzer realizes Derice is Ben Bannock's son, he relents and agrees to help.

Blitzer, Derice, and Sanka set out within the island of Jamaica to recruit a bobsled team. They hold a team recruitment night but cannot convince anyone to join due to the sport's danger and the climate's severe cold. Eventually, Junior and Yul show up – enough to form a four-person crew. Blitzer begins training the team. They also seek financial support from Coolidge, but in his past life Blitzer had cheated in previous Olympic Games. Coolidge declines to invest in the team. Yet, Derice and his teammates are undeterred and begin to raise money around the island. They come up short until Junior, from a wealthy family, sells his car to finance their trip to Calgary.

In Calgary, the Jamaican team must procure a bobsled and learn how to bobsled on ice. Blitzer purchases an old sled from his former team to prepare for the race. The Jamaicans struggle to master the bobsled and adapt to the icy conditions. Meanwhile, they encounter prejudice from other Olympians about their race and country of origin.

The Jamaicans work hard to improve their technique and ultimately achieve a qualifying time. Back at the hotel, celebrating their success, the team finds out they have been disqualified. Despite their efforts and success in having overcome so many obstacles, the team members feel powerless in their situation and are losing hope that change can happen.

Blitzer realizes the team's disqualification is punishment for his offense in a past competition. He arranges to meet with the Olympic Committee, presided by his former coach. Blitzer persists and makes an emboldened plea to the Olympic Committee. The Committee decides to reinstate the Jamaican team and allow them to compete.

During the Olympic opening ceremony, President Coolidge joins other Jamaicans at a bar to watch the Jamaican team wave their country's flag as proud Olympians. But the first race in which the team participates becomes a catastrophe. They finish in last place. The team members' confidence is shaken; they seem unable to find the rhythm they need to perform effectively as a team. Sanka demonstrates leadership influence by delivering an inspiring speech on being Jamaican. He tells Derice the team must as Jamaicans find a way forward and succeed.

The team members refocus, and the teamwork drastically improves. In the next race, the Jamaicans place eighth in the world, winning global recognition and support.

During the team's third and final race, the team is performing well, but the blades of the old bobsled detach, and they crash. Derice encourages his teammates not to quit. They pick up the sled and walk it across the finish line. As they cross, the crowd watching them breaks into thunderous applause. The team also wins the grudging respect of their peers who had disparaged them. The team returns to Jamaica as heroes and as viable competitors in the next Winter Olympics.

APPLICATION

The right film can serve as a creative and effective teaching method that stimulates robust student interaction and engagement, and that enhances learning outcomes in a new way. *Cool Runnings* is a film well-suited for teaching change management and leading change, particularly in upper-division undergraduate classes and graduate classes.

While the film is significantly fictionalized for entertainment purposes, the narrative is grounded in actual events. Instructors have within this film an ample array of scenes to illustrate the application of Lewin's Change Model and the dynamics of leading change at team-level. Instructors can present the whole film or select specific scenes to highlight important concepts. More in-class time should be reserved if watching the entire film together because guided discussion will be essential for learning outcomes. Alternatively, instructors can recommend students view the film on their own, either through popular streaming services or checking out a copy from the school's library and go directly into discussion during available class time. If watching the film in its entirety would be unfeasible, instructors can use selected scenes to view and guide discussion in class. But if feasible, watching the whole film during class can more thoroughly immerse the students both cognitively and affectively, and thereby can spur more thought for in-depth analysis of key concepts and dynamics, and for more emotional impact as an experience. Using the "whole movie" approach provides a shared experience among students, departs from the standard routine, and allows them to participate in an active learning event (Holbrook, 2009).

This case approach using films for teaching change management is well-suited for both face-to-face and online instruction. Questions can be used as discussion board prompts, major written assignments, or online media presentations. As an example, when teaching this course online, one of the authors has turned the questions into presentation prompts and asked the students to prepare a PowerPoint or other media presentation and present it for interaction by student colleagues. The instructor (whether online or face-to-face) can finish the lesson by uploading (or showing) a brief presentation highlighting possible answers to key questions and using selected scenes (as provided within the tables below).

Preliminary Activity Survey

Before a lecture session introducing the change management topic begins, the instructor administers an anonymous preliminary activity. This is a survey consisting of one open-ended question. The question asks the student's knowledge regarding change management. This preliminary exercise should take about five to ten minutes. In the present study, once all students had completed the survey, the responses were collected and evaluated later by the instructor.

Showcasing the Film

After the preliminary activity, the instructor showcases the selected film. For purposes of this study, four hours were set aside when showcasing the film and discussing it in class. Table 1 (Appendix) presents the steps needed to cover the exercise. As suggested, the instructor starts with a lecture on the concepts of organizational change and the change management stages of *unfreezing*, *moving*, and *refreezing*. Additional lecture time presents the differences between planned change versus emergent change, and the nature of interpersonal conflict that arises from

change (By, 2005). When the lecture is complete, the instructor provides the questions and a concept primer outlined in the Handout 1 (Appendix). The students can also use the handout to take notes during the film and journal their reflections.

Within the case method as applied in this study, students viewed a selected film relevant to change management. Before watching the film, the students reviewed the handout provided by the instructor. Once the film ended, the instructor provided a brief overview of the case method approach and instructed students to prepare for engaging in a robust debate to be guided by their answers to the case study prompts.

Case Method Teaching Approach

The use of the case method in teaching and case analyses in management represent well-established approaches for enhanced learning (see, e.g., Barnes, Christensen, Hansen, & Hansen, 1994; Greenhalgh, 2007; Jansen, 2012). The case method teaching approach uses learning activities by which instructors and students engage key concepts by using words, interpretation, narratives, and problem-solving skills (Greenhalgh, 2007). In addition, cases provide an opportunity for students to prepare for class discourse through the questions that the instructor provides (Barnes et al., 1994).

After the film, an instructor may then prompt a discussion by asking an initial question, such as from Table 2 (Appendix). The instructor can use the corresponding selected scenes identified in Table 2 to guide the conversation and integrate key terms from the concept primer. Next, students engage the instructor and each other by responding to the questions and by identifying from the film examples of Lewin's three stages. The discussion would thus begin with examples of "unlearning" certain mental models and behavioral patterns embedded, in this case, within the Jamaican team in the larger context of the Olympic institution.

As the students' discussion develops through all three of Lewin's stages of change in the context of the bobsled team, the instructor can shift the discussion toward the concepts of planned versus emergent change, again using selected scenes, as suggested in Table 3.1 (Appendix). The team context is especially appropriate for management analysis because organizational teams embody inherent dynamic potential for sustainable innovation, long-term adaptation, and competitive advantage in response to rapidly changing conditions (Dean, 2022).

Similarly, one can introduce the concepts of organizational conflict, resistance to change, and related social issues by using the questions and scene selections suggested in Table 3.2 (Appendix). These questions help generate discussions on the impact of power dynamics within organizations, the influence of organizational cultures, and the differences in national contexts as all of these factors into various scenes depicting social conflict generated by change (see Maurer, 1996; see also Fred, 2012).

Further, a question from Table 4 (Appendix) highlights additional management concepts and corresponding scene selections relating to organizational conflict and certain micro-topics of management. This prompt connects the change management issues with a discussion of social issues, such as diversity, socioeconomic backgrounds, and privilege, and these tend to influence change management practices. As class members participate, they can engage each other's ideas and defend their own positions and points of view (Cheng, Ritzhaupt & Antonenko, 2019).

The learning activity concludes with students taking a high-level view of the bobsled team within its Olympic organizational and broader institutional context. Students consider how

the main events throughout the film illustrate each element of the three-step change model (see Burnes, 2020). From the high-level perspective, students can assess the overall progression and likely duration of the organizational and institutional changes.

The researchers conducted a preliminary survey of twenty-five students in an undergraduate business course regarding their initial understanding of change management. The students' ages were between twenty and twenty-two and consisted of twenty males and five females. In the next section, this paper presents the study's results.

RESULTS

The initial, pre-activity survey of the students in this study elicited responses from all 25% respondents. When analyzing the students' answers, 20% of the responses were deemed sufficient as definitions of "change management," while the other 20 students' responses fell short of adequately defining "change management."

After the learning activity, a post-activity survey was administered using the same single, open-ended question before showcasing the film and ensured that all responses were anonymous. After our analysis, we found that 68% of students were deemed sufficient as definitions of "change management." 28% percent of students provided responses that contained detailed definitions and specific examples of supporting their position.

For a comparison that demonstrates enhanced learning outcomes, at the beginning of this learning activity only 20% had an adequate understanding of change management. When this activity concluded, 68% percent of students provided an adequate understanding of change management. This constitutes an increase of 48% percent. Additionally, 28% of students demonstrated an even deeper understanding of the topics, earning an above-adequate score on their responses.

ANALYSIS

This study demonstrated how the right popular film can serve as a creative and effective teaching method to stimulate robust student interaction and engagement. This application of the case method teaching approach using film illustrated a relevant case of change within an uncertain, turbulent organizational and institutional environment.

In traditional management case analysis, the students focus on identifying and describing the internal dynamics related to the major functional areas of an organization. Case study materials often include a published handout. This handout is then distributed to students to read and assess for class discussion. While this may work for students who read the material, instructors are limited by students' failure to prepare and thus the discussion can fall flat if only a handful of students prepare and participate. By using a popular film as the central focus, this study presented through a creative medium important so-called "topics in action" – meaning students can see the dynamics of change management playing out on-screen within a "real-world" narrative (see Toquero, 2020).

The case method in this study directly drew its illustrations from the *Cool Runnings* film. This film has several advantages for teaching management students. First, students can engage with material in a fun interactive way. This film highlights the personal and professional challenges of volatile change and the process of responding to the change using unconventional resources to achieve a goal (Cannon & Doyle, 2020). Second, the film depicts serious social

conflicts that deal with race, power dynamics, and ethical situations (Liu, 2021). These depictions were highlighted during the case method approach by the students and discussed at length how the topics can act as drivers of change. Third, students can take theoretical concepts and recognize them within real-world examples through the case method approach, which provides a rich discussion on the concepts' perceptions, translations, and implementations within the real world (Rhew & Arendt, 2021). Finally, due to its global popularity and universal themes, this film illustrates change management in different settings across various regions of the world (Adikaram, 2018; Urick & Sprinkle, 2019), within a team setting (Kisfalvi & Pitcher, 2003), and at varying levels of education (e.g., graduate students).

The questions presented in the related instructional materials proved effective in stimulating among students a robust, comprehensive discussion. Observations during discussions affirmed that student peers passionately defended their positions and opinions. Some students, to support their positions, also supplemented their arguments by incorporating additional examples of organizational change beyond the film, for example, from other courses and from their lived experience. The *Cool Runnings* film and subsequent discussion increased engagement, encouraged deeper reflection, and enabled broader integration for a better overall understanding of organizational change principles and dynamics (see Boeker, 1997; Greenberg & Baron, 2003). Learning outcomes from the innovative teaching method reflected better recognition and deeper analysis of change management concepts and challenges than had been revealed by the pre-activity survey results.

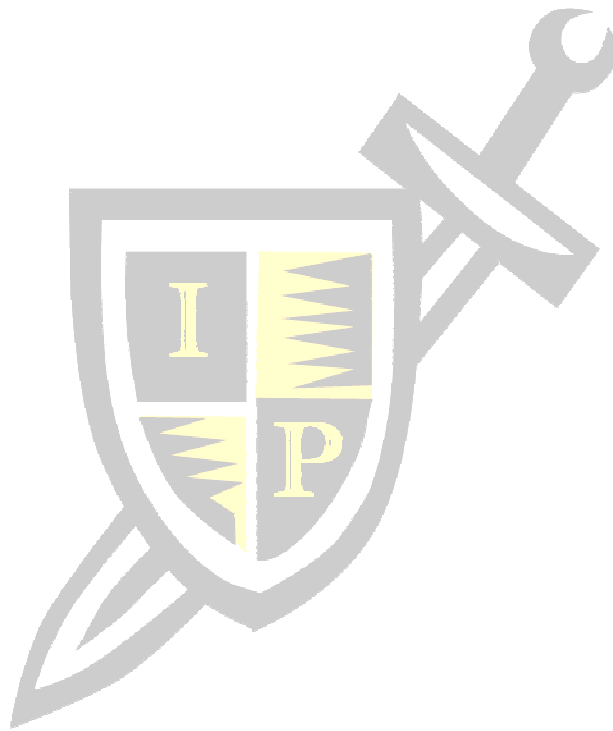
This study recognizes certain strengths and limitations that instructors should consider in using a popular film for a case study teaching approach. A major strength of the present method is that a popular film, if chosen well, is intrinsically entertaining for an audience of students. As noted, well-produced films engage viewers not only cognitively, but also affectively. Movies combine visual and audio media to deliver a strong, memorable narrative for lasting impact. This stands in stark contrast to the much lesser impact of content delivered mainly by written materials, or solely through visual or audio means.

Conversely, certain limitations arise from using a film such as *Cool Runnings* as an approach to teaching change management. First, a film's runtime – in this instance 98 minutes – may preclude an instructor from showing it in class, or else the viewing and the discussion may be separated by some days. Also, due to copyright restrictions, each student in a class may have to find and borrow, or perhaps pay to rent or purchase an individual copy of the film. Instructors may be able to provide film segments to fit within a copyright limited use exception for educational purposes, but segments lack the impact and detail of a full film. A further limitation is that for films that are not documentaries, the story essentially serves as a kind of metaphor for organizations and their dynamics. Students can miss the touch points for understanding organizational change. The content of fictionalized films may lack sufficient authenticity for real-world value. This suggests a need to assess whether the change management concepts and dynamics derived from a given film are valid, reliable, and transferable. An instructor can create space within the discussion to address with students some of the limitations of a given film and by connecting the case method with other delivery methods within the course.

CONCLUSION

This paper presents a unique application of Lewin's Change Model viewed through a popular movie. Films can afford substantial educational benefits when used interactively through

a case method for teaching business students. The study described in this paper used the fact-based film *Cool Runnings* to teach creatively and effectively the stages of Lewin's Change Model, as well as other key concepts and dynamics of organizational change. The film illustrated change management through the story of an Olympic bobsled team that rapidly adapted and successfully met the challenges posed by the team's organizational and institutional environment. Results from this study reflected that this innovative learning activity dramatically improved students' engagement and comprehension of the concepts and dynamics of organizational change management.



APPENDIX

Figure 1. Lewin's Three-Stage Model of Change [Lewin, 1947]

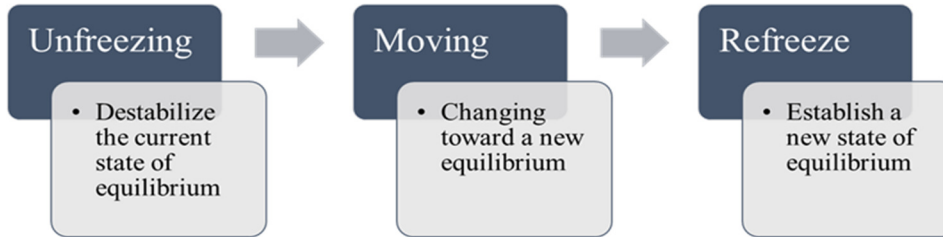


Table 1. Activity Application Guide

Time	Activity
40-60 minutes	Administer the pre-survey. Once the survey is complete, review Lewin's Change Management model. Highlight planned vs emergent change and discuss how change can lead into social conflicts. Provide question prompts before watching the film. See Appendix A.
5-10 minutes	Provide an overview of the film. Mention that it is based on a true story and creative liberties were taken in the making of the film.
98 minutes	Watch the film. It is important to encourage note taking during this part of the activity.
15 minutes	Once the film is over, introduce the Case Method approach and mention that in the next class period, students will drive the discussion, but the instructor will steer the discussion to ensure no major deviation from topic. Provide concept primer handout that includes literature for review before the next class (Handout 1).
60 minutes	Discuss the film while highlighting selected scenes from Tables 2-4 using the Case Method approach. Administer post-survey assessment of the activity.

Table 2. Model Recognition Discussion Guide

Question: Identify and describe the concepts of “unfreezing” “moving” and “refreezing” from scenes in *Cool Runnings*

Time stamp	General Concept	Scene Description	Discussion
00:09:03-00:11:25	Unfreezing	Derice loses the sprinting qualifier and has to reassess his Olympic goals. He meets with President Coolidge and learns about the Bobsled concept.	This scene represented Derice having to “unfreeze” from the path that would take him to the Summer Olympics, and finds an opportunity to create a new path to the Winter Olympic Games.
00:18:03-00:22:50	Moving	Derice and Sanka recruit Irving Blitzer as coach. All three set out to form the Jamaican Bobsled team.	Derice, Sanka, and Irving Blitzer are moving to formalize a new pathway to achieve simultaneous goals of a) becoming Olympians and b) testing the theory of Jamaican sprinters as bobsledders.
00:26:28-00:29:30	Moving	The team begins practicing in a makeshift bobsled in Jamaica to learn the basics of bobsled.	This scene depicts the team as one unit moving toward a new mental norm represented as bobsledding. Here, the team is building the basic experience necessary to operate a bobsled.
01:04:21-01:08:00	Refreezing	The team's progress improves and it is time for them to qualify for the Olympic Games. They set up at the starting line and push off. They finish the qualifying round in the required time allotment and earn their spot in the Olympics.	This scene illustrates the first emergence of refreezing. It represents the mental hurdle they had to overcome to see themselves as Olympians and competitors in a sport they once knew nothing about.
01:21:15-01:25:17	Refreezing	The team begins their quest for a medal in the Olympics but struggle with finding their identity in the sport. This confrontation allows the team to find themselves and at the next Olympic race moved from last place to eighth.	The cultural identity portion helps to solidify the refreezing process for the team to find their own identity and position amongst the world's best bobsled organizations.
01:28:00-1:34:07	Refreezing	On the final lap, a screw comes loose causing the bobsled blades to come off, ultimately crashing the sled and leaving the team stranded on the last leg of the course. Rather than, give up, Derice encourages his team to finish the race. They get out of the sled pick it up and walk it across the finish line to thunderous applause from their peers and the audience.	The drive to finish what they started and compete at a level the world thought was impossible earned the respect of their peers, fellow citizens, and the world. Their identities moved from sprinters to bobsledders.

Table 3.1. Planned vs. Emergent Change Guide

Question: Identify and describe planned vs emergent change using scenes from *Cool Runnings*

Time stamp	General Concept	Scene Description	Discussion
00:10:33-00:11:15	Emergent	President Coolidge describes the theory Irving Blitzer had about recruiting sprinters to become bobsledders and use their speed to push the bobsled	This scene represented the emergence of a new strategic approach toward the goal of being an Olympian. Derice recognizes an unplanned path he could take that would allow him to become what he wanted to be.
00:18:33-00:22:50	Planned	Derice conducts a recruiting event to recruit Jamaican sprinters for the new bobsled team.	Derice, Sanka, and Irving Blitzer are moving to formalize a new pathway to achieve simultaneous goals of a) becoming Olympians and b) testing the theory of Jamaican sprinters as bobsledders by formalizing the team through a recruiting event.
00:30:30-00:33:09	Planned	The team plans to raise money by seeking out sponsorship and doing local fundraisers for the \$20,000 dollars needed to participate in the qualifying rounds of the Winter Olympics.	The team plans to raise funds by a number of different strategies. Derice seeks out investment/sponsorships from the corporations in Jamaica. Yul enters an arm wrestling contest. Sanka sings on the streets. None of those methods were successful until Junior sold his car.
00:33:10-00:34:00	Emergent	When fundraising does not go according to plan, Junior sells his car to finance the team to travel to Canada for the Olympic Trials.	Junior sold his car to successfully secure the funds to travel to Canada. This strategy was not planned and emerged as the only viable solution which secured their spot in the qualifying rounds for the Winter Olympics.
00:39:10-00:40:31	Emergent	Irving Blitzer travels to Canada without a sled and seeks out a former teammate to secure the sled so his team can qualify for the Olympics	Unable to purchase a sled in Jamaica, Irving Blitzer seeks out an old friend and teammate on the US National Team to discuss the option of purchasing one of their trainer sleds. Blitzer was ultimately successful after a brief conversation with his former teammate reminding him of all Blitzer did to help his career

Table 3.2. Social Conflict Discussion Guide

Question: What areas of *Cool Runnings* illustrate social conflict and resolution as it relates to planned vs emergent change?

Time Stamp	General Concept	Scene Description	Discussion
00:11:27-00:13:20	Emergent	After meeting with President Coolidge, Derice tries to convince Sanka to join the team but Sanka is resistant due to the winter nature of the sport. Sanka does not like winter weather and has no desire to be in snow or ice	At first, Sanka does not want to participate on the team because the sport takes place in the winter. Derice uses his friendship and long-standing relationship with Sanka to convince him to join and accept the change.
00:20:20-00:20:52	Planned	The recruiting of teammates does not go so well until Yul Brenner shows up and gets into a confrontation with Derice and tries to beat up Junior when he shows up.	Despite their differences, Derice reminds them that the only way they are getting off the island to qualify for the Olympics is with all team members intact focused on competing. While Yul is not happy about the situation, he backs down and agrees to join and learn about the sport.
00:29:35-00:30:35	Planned	Irving Blitzer confronts President Coolidge requesting \$20,000 so the team can qualify for the Olympics. Coolidge resists and challenges Blitzer on his assumption of the Jamaican Bobsled and says he will not fund the team.	The current social conflict stems from Blitzer challenging the norms of Jamaica and the industry recipe of the Bobsled sport. This conflict causes resistance to the change the team is trying to create across the country and with the Jamaican Olympic Committee. As a response to this resistance, the team seeks external procurement.
00:30:34-00:34:00	Emergent	The dynamic of a Jamaican Bobsled team did not resonate with the Jamaican populous. Derice is laughed out of every business when he seeks sponsorship.	Junior solved the conflict by selling his car to finance the trip for the whole team. At first Derice refuses to accept the money, but Junior explains that if he had not tripped Derice and Yul, they would already be at the Olympics. Then Derice explains that the team will accept the money.
00:55:43-01:12:00	Emergent	Junior and Yul are in the hotel room about to leave for the bar when Junior gets a telegram from his father immediately telling him to come home. Junior has mixed feelings because he has never had to stand up for himself against his father. Just then, an East German bobsled confronts junior for being too loud and tells him that he does not belong in this sport and that Junior and his teammates should go home.	This conflict is solved by Yul taking Junior into the men's bathroom and forcing Junior to look in the mirror and to tell Yul what Junior sees. Junior responds very passively at first until Yul tells Junior that he sees a man of confidence, pride and power. Junior acts surprised but then Yul says to Junior that it is not about what others see, what matters is what Junior sees. After a quick pep talk, Junior demands an apology from the East German. When the East German refuses, a fight breaks out. While this conflict was resolved through violence, the team dynamics issue seemed to resolve itself and the Jamaican team was able to unite.
01:09:44-01:13:00	Emergent	After qualifying for the Olympics, Irving Blitzer's former coaches tries to change the rules to disqualify the Jamaican team.	Irving Blitzer arrives at the head office of the Olympic committee and challenges their ruling. Through discussion, he finds that the committee wanted to "avoid embracement" if the Jamaicans failed to perform. However, Irving Blitzer's old coach was on the committee and he confronts his old coach about his act of cheating in a prior Olympics. He accepts responsibility and then pleads that the committee not make the same mistake. Irving Blitzer is able to convince the committee and they re-admit the Jamaicans back into the Olympics.

Table 4. Concepts in Management Discussion Guide

Question: What other concepts in management apply to the *Cool Runnings* film?

Time stamp	General Concept	Scene Description	Discussion
00:20:33-00:22:35	Conflict Management; Team Dynamics	Recruitment for the team started with an information session. All potential teammates left after seeing the high risk to life and freezing environment. Yul walks in late and explains to Derice he is no one's teammate, but if he has to be on a bobsled to get off the island and become an Olympian, he is willing to work with the group.	This scene provides many underlying issues that shape the team dynamics, personality, and conflicts throughout the film. All teammates are confronted with their own personalities and have to work together to embrace the different characteristics to create a cohesive team that trusts one another.
00:22:58-00:24:40	Personality	Irving Blitzer selects each member of the team for an assigned position in the bobsled based on the individual's personality.	As Blitzer is selecting each person for their respective position, he goes through aspects of their personality to highlight why they will be best suited for their position.
00:33:05-00:34:05	Leadership; Team Dynamics	The team is trying to raise funds to attend the qualifying round for the Olympics. Through all their efforts, they are significantly short the funds needed to attend. Junior walks into the group and empties out a large bag full of money, stating he sold his car to pay for the trip. Junior explains to Derice that he wants him to have the money. Derice corrects him by emphasizing this gesture is for the team and not the captain.	This scene emphasizes personal sacrifice for the team so the entire team can meet a goal and move on to the next step necessary in achieving the set vision.
00:58:27-01:00:20	Team Dynamics; Personality	Junior and Yul are discuss the tension between Junior and his father. There is an exchange between the East Germans and Yul takes Junior into the bathroom to talk about characteristics he sees in Junior. Yul goes on to explain that it does not matter what he sees, the only thing that matters is what Junior sees and believes.	Throughout the course of the movie, the team dynamics between Yul and Junior evolve from hostile and confrontational to that of mutual respect and understanding. This transition happens through various gestures junior does throughout the film, from selling his car, to encouraging Yul to go after his dreams when Sanka makes fun of him.
01:25:02-01:27:32	Leadership	Derice has a discussion with Blitzer about why he cheated during his Olympic career. The discussion turns to failed leadership and a desire to win and prove to be the best.	Blitzer emphasizes open and honest dialogue that puts him in a vulnerable position by talking about a moral failing. Instead of ignoring the question, he talks to Derice about his moral and personal shortcomings so Derice does not fall into the same mentality.

Handout 1. Concept Primer and Learning Activity Handout

General Concepts

- Unfreezing – the process denoting an “unlearning” of imbued logics and patterns of behavior based on a previously accepted stable field (Lewin, 1947; Spender, 1989; Pettigrew, 1990; Cummings & Worley, 1997; Hadida & Paris, 2014; Bartunek & Woodman, 2015; Bezjian et al., 2020; Burnes, 2020).
- Moving – the action used to move toward the learning and understanding of a new direction (Schein, 1996).
- Refreezing – the solidification of the new imbued logics and patterned behavior that establishes a new equilibrium (Schin, 1996; Van der Heijden, 2000; Kaminski, 2011; Giddens, 2013).

Planned vs. Emergent Change

- Planned change – moving an organization from one fixed position to another using a set of planned steps (Dunphy et al., 2007).
- Emergent change – rapid form of change that happens organically and starts from the bottom of an organization and works its way up (Bamford & Forrester, 2003; Burnes, 2004; By, 2005).
- Change, either planned or emergent, gives rise to social conflict (Rosenbaum, More, & Steane, 2018).
- Social conflict can manifest in (Cannon & Doyle, 2020; Liu, 2021):
- Power dynamics – during times of organizational change, influence among internal groups may manifest through power dynamics and influence tactics (Burns, 2004).
- National culture – conflicts can arise from differences in cultural perspectives or ethnic backgrounds (Lewin & Kim, 2004).
- Socio-economic backgrounds – regional upbringings play a role in perception and outlook regarding organizational change and functionality (Medley & Akan, 2008).

Related Management Concepts

Micro-topics of management include:

- Personality – personality types are often correlated with an individual's preferred method of learning (Yang, Secchi, & Homberg, 2018).
- Leadership – a selected philosophical approach used to cultivate action toward a common goal (Naqshbandi & Tabche, 2018).
- Team dynamics – imbued logics and psychological influence that affects team behavior and performance (Kisfalvi & Pitcher, 2003; Dean, 2022).
- Team leadership – insights and tools for organizational team leaders in developing, leading, and supporting teams that can perform effectively under uncertain, turbulent conditions (Dean, 2022).
- Conflict management – the action of preventing negative aspects of conflicts through measured steps that create awareness for each perspective involved in the conflict (John-Eke & Akintokunbo, 2020).

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