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Utilizing Film to Teach Leadership: An Analysis of *Miracle, Rocky IV, and Lincoln*

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*Presenting verbal and visual material can be an effective teaching tool for learners who are being introduced to new leadership material. Film was selected as the multimedia outlet to engage an individual's critical thinking skills while demonstrating different leadership components. This study analyzed three films with the intent of assisting a leadership educator in the process of teaching (a) leading teams, (b) leading change, and (c) transformational leadership. It was concluded that *Miracle* (O'Connor & Ciardi, 2004) was ideal for teaching about leading teams because it exposed the nuances of team dynamics. Additionally, *Rocky IV* (Stallone, 1985) was ideal for demonstrating leading change because the movie focused on breaking cultural barriers and highlighted how individuals prepare for significant change. Finally, *Lincoln* (Lupi, Skoll, King, & Spielberg, 2012) was a valuable film in teaching transformational leadership because the leader in the film was successful at changing the mindsets of people.*

Keywords: leadership, teaching, film analysis

Introduction

The Agricultural Leadership, Education, and Communications (ALEC) 303: Classic Figures in Leadership course is taught every fall to teach undergraduates about historical leadership events and/or individuals and compare those to current leadership events and/or individuals. The course is taught by instructors utilizing film. The use of film as a teaching tool provides students the opportunity to evaluate leadership via both auditory and visual messages (Mayer, 2001). The purpose of this study was to analyze three different films *Miracle* (O'Connor & Ciardi, 2004), *Rocky IV* (Stallone, 1985), and *Lincoln* (Lupi, Skoll, King, & Spielberg, 2012) in the ALEC 303 course to produce teaching information for instructors of leadership. A literature review on film analysis and film analysis in leadership found several studies that identified film as an excellent teaching tool. However, no studies had analyzed these three films in a practical format for teaching leadership concepts. The films presented in this study can be incorporated into leadership courses to assist in the transformation of how students analyze leadership and provide three more leadership case studies to be incorporated into leadership courses.

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Theoretical Framework

The dynamics of leadership revolve around developing one's self and followers, as well as influencing the organization in which one serves (Northouse, 2013). Organizational leadership, in particular, requires the leader to develop working teams which in turn strive to reach organizational goals (Northouse, 2013). The influence of Cohen and Bailey (1997) and Yukl (2013) provided a detailed outline for how to lead a team. Those guidelines include (a) emphasize common interests and values, and use ceremonies, rituals, or symbols as a means to develop collective identification; (b) encourage and facilitate social interaction; (c) tell people about group activities and achievements; (d) conduct process analysis sessions; (e) hold practice sessions under realistic conditions; and (f) use after-activity reviews to facilitate collective learning by the team.

Once the guidelines for teams are established, changes within the organization may need to occur, and the leader, once again, may need to enforce some tactics for change (Kotter, 1996). Those tactics for leading change are “(a) create a sense of urgency about the need for change and communicate a clear vision of the benefits to be gained; (b) identify likely supporters, opponents, and reasons for resistance; (c) build a broad coalition to support the change, and fill key positions with competent change agents; (d) use task forces to guide the implementation of changes; (e) empower competent people to help plan and implement change; (f) make dramatic, symbolic changes that affect the work; (g) prepare people for change by explaining how it will affect them, and help people deal with the stress and difficulties of major change; (h) provide opportunities for early successes to build confidence and monitor the progress of change and make any necessary adjustments; and (i) keep people informed about the progress of change and demonstrate continued optimism and commitment to the change” (Yukl, 2013, p. 84). The dynamics within an organization team may appear trite, but the ultimate goal of the leader in the organization should be to transform individuals into leaders who will positively impact the organization. Thus, this process is referred to as transformational leadership.

The guidelines of transformational leadership for the leader are (a) articulate a clear and appealing vision, and explain how the vision can be attained; (b) act confident and optimistic; (c) express confidence in followers; (d) use dramatic, symbolic actions to emphasize key values; and (e) lead by example (Yukl, 2013). Furthermore, transformational leadership empowers followers to evolve and grow into leaders through inspiration, motivation, and stimulation (Bass & Riggio, 2006). Transformational leaders also inspire followers to recognize their individual strengths and weaknesses in order to enhance performance and align themselves with their goals and objectives while developing a sense of self-identity (Bass & Riggio, 2006).

Bass and Riggio (2006) noted an essential component of transformational leadership is intellectual stimulation, a leader's ability to motivate followers to be innovative, try new

approaches to old situations, and be creative in reframing problems. Intellectual stimulation encourages the leader to analyze problems from multiple perspectives and derive multiple solutions to the problem (Bass & Riggio, 2006). For example, a leader who challenges students to be engaged in leadership and creatively analyze and/or reflect on the experience is actively working on transforming the follower and stimulating thought. Additionally, transformational leaders are also mentors who positively influence the followers' development and individual capacity to lead (Bass & Riggio, 2006). Those developments are fostered through active engagement within the environment and the individual construction of one's own learning (Bass & Riggio, 2006), thus referred to as constructivism. Constructivism posits learning as an active process where one learns through engagement with the environment around them (Bass & Riggio, 2006). The learner possesses the ability to derive meaning from events which occurred within the environment (Dewey, 1916). Dewey (1916) explained that by engaging people in activities within social environments, their emotional and mental dispositions are shaped through observing the behaviors of other individuals engaging in the activities with them. Furthermore, constructivists believe the learner acquires new knowledge by processing relationships through assimilating new data with preexisting data (Kamii, Manning, & Manning, 1991). By processing relationships, learners continually modify their understanding of events and reality by linking prior knowledge to new information, further developing how they think and what they know (Strommen & Lincoln, 1992). Therefore, a learner's knowledge emerges from experiences and situations in social settings, which denote importance and meaning to the learner.

Through constructivism, learners develop critical insight and knowledge of new phenomena by means of actively engaging with objects or events within the environment (Wadsworth, 1979). Three actively engaging educational practices that substantiate learning are simulations and role playing, active discussions, and graphics (Schunk, 2012). Through these venues (especially graphics), a learner is more engaged in the learning process, and the human body can obtain more information (Schunk, 2012). Additionally, Piaget (1926) postulated a learner should be submerged in an environment where opportunities are presented in order to construct personal experiences through the individual development process. Piaget (1926) also believed learning was an active process in a social setting where collaboration takes place, and assimilation with prior experiences helped to shape the learner's present reality.

Shaping one's learning and presenting the learning in a form of reality calls for an understanding of neuroscience, a specialized field dealing with the brain and the nervous system, which works to understand and decipher brain commands and functions (Zull, 2002). One important facet of neuroscience concerns the cerebral hemispheres (Zull, 2002). The cerebral hemispheres consist of the left side of the brain and the right side of the brain, each having different functions relating to the ways people think and process information (Gazzaniga, 1992; Sperry, 1973). The left hemisphere controls and receives input from the right side of the body and predominantly specializes in rule-based reasoning, deductive tasks, logical rationale, and analytical thinking

(Miller, 1997). Furthermore, the left hemisphere sequentially processes information such as mathematics, language, and writing (Champoux, 1999) and is considered to be the verbal side of the brain (Miller, 1997). Additionally, research has indicated the left hemisphere processes the majority of academic content received by the brain, whereas context of information is processed in the right hemisphere (Schunk, 2012).

The right hemisphere is responsible for creativity and is typically unorganized, spontaneous, and artistic; and directs focus on pictures, art, colors, and music (Jourdain, 1997). One way to actively engage the right hemisphere in creative thought and analysis is by using multimedia outlets. Multimedia refers to presenting material in auditory/verbal and visual/pictorial forms (Mayer, 2001). Multimedia outlets can assist an individual in cognitively connecting learning to life events (Schunk, 2012). Schunk (2012) stated, “cognitive neuroscience supports the idea that much can be learned through observation” (p. 46). Additionally, to make learning meaningful, context should be incorporated into the learning process as much as possible (Schunk, 2012).

Mayer’s (2005) cognitive theory of multimedia learning postulated individuals learn and retain information more effectively from combining words and pictures rather than using words alone. Furthermore, multimedia learning begins “within a learner’s information system, a system that contains separate channels for visual and verbal processing” (Mayer, 2005, p. 46) and is activated through five steps: “(a) selecting relevant words for processing in verbal working memory, (b) selecting relevant images for processing in visual working memory, (c) organizing selected words into a verbal mental model, (d) organizing selected images into a visual mental model, and (e) integrating verbal and visual representations as well as prior knowledge” (Mayer, 2001, p. 54). Mayer (2001, 2005) has included PowerPoint, video media, and computer video learning as examples of multimedia. Simultaneously presenting verbal and visual material can be an effective teaching tool for learners who are being introduced to new material (Berk, 2009; Mayer & Johnson, 2008). Therefore, engaging students in constructivist learning environments by utilizing multimedia outlets may be one way to teach leading teams, leading change, and transformational leadership.

Purpose and Objectives

The purpose of this study was to analyze three leadership films with the intent of assisting a leadership educator in the process of teaching (a) leading teams, (b) leading change, and (c) transformational leadership. The objectives of this study were to:

1. Describe how *Miracle* (O’Connor & Ciardi, 2004) demonstrates leading teams;
2. Describe how *Rocky IV* (Stallone, 1985) demonstrates leading change; and
3. Describe how *Lincoln* (Lupi et al., 2012) demonstrates transformational leadership.

Subjectivity Statement

Two researchers were involved in this study: (a) one agricultural leadership lecturer and (b) one professor of agricultural leadership and education. The lecturer completed her undergraduate degree in psychology, her masters degree in agricultural leadership, and is a former student-athlete. The professor recently published works in the areas of leadership development, women in leadership, and supervisory leadership. Both have prior experience with qualitative data collection techniques and have published qualitative works.

Collectively, the researchers believe students construct knowledge through prior knowledge and experiences. In addition, the researchers believe that active engagement with one's environment is a necessity in order to transform and shape one's leadership perspective. Therefore, these beliefs influenced and provided the basis for the theoretical lens chosen for this study.

Methods

The leadership components chosen for analysis were leading teams, leading change, and transformational leadership. Film was selected as the multimedia outlet with the intention of engaging an individual's critical thinking skills while demonstrating different leadership components. In addition, film provides an opportunity to view authentic leadership predicaments (Saldana, 2009). The films selected were *Miracle* (O'Connor & Ciardi, 2004), *Rocky IV* (Stallone, 1985), and *Lincoln* (Lupi et al., 2012). Additionally, these films were analyzed and pilot tested during a fall 2013 and fall 2014 undergraduate leadership class in the Agricultural Leadership, Education, and Communications Department in which leadership is analyzed through a variety of genres including, film, autobiography, drama, fiction, and speeches. The students in the fall 2013 and fall 2014 leadership class were given an outline of specific leadership concepts (leading teams, leading change, and transformational leadership). Each film was shown in its entirety to the students, and they were instructed to select scenes from each movie that would correspond with the specific leadership concepts related to that film. The scenes selected by the students were then discussed in the course, and this discussion provided data to compare with the instructors of the course.

The film, *Miracle*, was selected to effectively demonstrate leadership within teams. *Miracle* is based on a true story of the 1980 United States hockey team that defeated the Soviet Union team and later went on to win Olympic gold over Finland. The coach, Herb Brooks, demonstrated his ability as a leader to make difficult group decisions to develop his players as a team. Furthermore, he convinced the group of twenty-six undisciplined players to believe in his leadership vision that they could defeat the undefeatable, the Soviet Union. Leading teams was the leadership focus for this film, and the researchers utilized the guidelines to leading teams for their evaluation.

The 1985 film, *Rocky IV*, is based upon a prizefighter, Rocky Balboa, and his internal struggles with the controversy between the United States, the Soviet Union, and the cultures that defined both the countries during that era. Rocky was faced with the challenge of fighting Ivan Drago, from the Soviet Union, after Ivan Drago killed his best friend and trainer, Apollo Creed, during an exhibition fight. Rocky challenged Ivan Drago to a fight on Christmas day. Rocky journeyed to the Soviet Union to train for his professional fight on Christmas. The plot of the movie demonstrated a man's internal desire to increase acceptance between cultures and to encourage hard work and dedication. In addition, Rocky changed the organizational climate of the Soviet Union people. Overall, the movie is an inspiring account of how one individual can and will change the organizational climates of culture.

The 2012 film, *Lincoln*, recounts President Abraham Lincoln's efforts to abolish slavery under the 13th Amendment during the U.S. Civil War. In 1865, President Lincoln feared his 1863 signing of the Emancipation Proclamation, an executive order proclaiming the freedom of all slaves in the ten rebellion states during the Civil War, would be thrown out by the courts once the war had concluded. Lincoln was adamant slavery needed to be abolished; however, he was part of the Republican Party, and the steps necessary to abolish slavery required convincing the Democratic side. President Lincoln and the Republican Party had to transform the thinking of the Democratic Party and the nation. Lincoln was a leader first and a politician second; he used transformational leadership to accomplish desired tasks. Throughout the movie, President Lincoln demonstrated the qualities of a transformational leader, showing respect for those around him regardless of their skin color or age and maintaining close relationships with his followers. Transformational leadership was the leadership focus in this film, and the researchers used the guidelines for transformational leadership to evaluate the film.

To fully examine leadership approaches demonstrated in the three films, the study used a qualitative research design (Hays & Singh, 2012). Each researcher independently collected data from the three films. Data were also gathered from in-course observations, leadership documents, and scenes analysis related to each film collected from the fall 2013 and fall 2014 students and researchers. These multiple sources of artifacts provided a bank of data from which themes could be created and interpretations made (Hays & Singh, 2012). Specifically, content analysis was utilized to collect and interpret the data by the researchers. Hays and Singh (2012) outlined specific steps for performing a content analysis study:

1. **Identify research questions and constructs.** The researchers collaborated to develop research questions and/or objectives.
2. **Identify texts to be examined.** The textbook from the course and leadership literature were utilized for this study to check validity coding for leadership literature, film literature, and the films, *Miracle*, *Rocky IV*, and *Lincoln*.

3. **Specify the unit of analysis.** The films, *Rocky IV*, *Lincoln*, and *Miracle*; verbal conversation in those films; and the films' visual scenes were the units of analysis. These multiple sources of data collection provided source validity for the study.
4. **Specify the categories.** The specific categories selected were leading teams, leading change, and transformational leadership.
5. **Generate sample coding.** The sample coding scheme established was to identify scenes in the movie in which the specific leadership concepts existed.
6. **Collect data.** Each researcher collected data independently on the films, *Miracle*, *Rocky IV*, and *Lincoln*.
7. **Purify the coding scheme.** Semantic validity involved examining and comparing the data collected in order to agree on specific content in the films that presented the leadership theory or approach.
8. **Collect data.** Researchers continued to collect data from the movies until the data were exhausted and represented the leadership theory or approach.
9. **Assess reliability and validity of the coding schemes.** Researchers compared data collected and examined how well each piece of data represented the underlying constructs.
10. **Analyze data.** The data were analyzed, and common themes were agreed upon by the researchers.

Once the themes were identified, the literature was reviewed again to verify that the analysis of the films represented the appropriate leadership theory or approach. This process of inductive and recursive analysis requires the research process to be a field of discovery while still reflecting on the process (Hays & Singh, 2012).

Results

Results are presented for each of the three objectives based on the guidelines identified by Cohen and Bailey (1997) and/or Yukl (2013).

Objective 1. Describe How *Miracle* (O'Connor & Ciardi, 2004) Demonstrates Leading Teams

Emphasize common interests and values, and use ceremonies, rituals, or symbols as a means to develop collective identification (Cohen & Bailey, 1997; Yukl, 2013). Part of being on a team is establishing common interests and values. This was displayed in the movie when the U.S. hockey team traveled to Norway to play the Norwegian team. While there, the U.S. team was not focused on the game. Players on the bench were more interested in looking at the women in the crowd, and the players on the ice were not competing or working hard enough during the game. After the game was finished and the U.S. team lost, Coach Brooks made the

team get on the line and do sprints on the ice as a team. While the players did ice sprints, Coach Brooks emphasized they were going to play like champions; play like teammates; cooperate; and play with the same shared values, priorities, and strategies. The players did ice sprints for hours, even after the lights in the arena were turned off, until one player, Mike Eruzione, stood up, said his name, and said he played for the United States of America, symbolizing that he had come to the realization he played on a team, and part of being on that team required cooperation, shared goals, and common interests. This scene is also applicable to developing collective identification through symbols. The U.S. jersey became a symbol of the group's identity and solidified what it meant to have membership on such an elite team (scene start/stop time 37–46:54). An additional scene that displays a team emphasizing shared interests and values is when Coach Brooks walked into the locker room of the U.S. hockey team right before they were about to play the Soviet Union and gave a motivational speech stating the goals for the game, the strategy that would be implemented during the game, and that it was the U.S. hockey team's time to win (scene start/stop time 1:24:25–1:25:36).

Encourage and facilitate social interaction (Cohen & Bailey, 1997; Yukl, 2013). After Rob McClanahan and Jack O'Callahan got into a fist fight on the ice, Coach Brooks stood up and said that from that point on they needed to move forward as a team, and part of doing that required them getting to know one another. Therefore, Coach Brooks made a few of the players say their names, from where they came, and for whom they played (scene start/stop time 22:06–23:46). Another scene that exhibits social interaction is when the team was doing group stretching. Group stretches before or after practices are a great way to interact with all team members (scene start/stop time 55:39–56:38). Additionally, after the Christmas party, the players went outside and played football together where social interaction occurred (scene start/stop time 1:05:30–1:07:06).

Tell people about group activities and achievements (Cohen & Bailey, 1997; Yukl, 2013). In order to keep from feeling alienated, a few members of the team inquired about the plans for the new team member added to the roster late. The players demanded to know from the coaching staff why the new player was added and if he would stay. Coach Brooks made the decision to tell the players he added the new player because he would contribute to the team. This scene was an example of telling people about group activities (scene start/stop time: 1:00:34–1:03:01). Furthermore, part of leading a team is keeping members of the team informed about their performance. Coach Brooks did just that when he let Jim Craig, the goalie, know that he was not planning to let him play due to his lack of effort on the ice and said he knew Craig had more to give than what he was (scene start/stop time 1:16:27–1:18:00).

Conduct process analysis sessions (Cohen & Bailey, 1997; Yukl, 2013). Conducting open discussions with the intention of improving a team is essential. Two scenes displayed discussions where suggestions were made about the overall decisions for the team. The first was

when Coach Brooks and Coach Patrick were in Coach Patrick's office and Coach Brooks suggested that pushing players too hard was making the players tired and it was not a good idea because it would not improve the players' performance (scene start/stop time 36:00–37:38). The second scene was when a few players asked to talk with Coach Brooks and Coach Patrick about the addition of a new team member late in the season. The players felt the new player should not be a part of the team because he was not making the roles of the other team members easier and therefore was not contributing to the team's overall success (scene start/stop time 1:00:36–1:03:01).

Hold practice sessions under realistic conditions (Cohen & Bailey, 1997; Yukl, 2013).

Practice sessions improve team performance and prepare team members for potential difficult tasks in the future. Many practice sessions were held throughout the movie where the players were pushed to work together and perform complex tasks. This enhanced the team members' confidence so when they played in games, they could rise to the occasion and respond using what they had learned in practice (scene start/stop times 20:08–23:46; 32:50–35:33; 50:57–53:07; 59:11–59:39).

Use after-activity reviews to facilitate collective learning by the team (Cohen & Bailey, 1997; Yukl, 2013). When the U.S. hockey team watched game film, collective learning from experience was taking place. The game film allowed the players to analyze their game and discover what they had to do to improve (scene start/stop time 48:20–50:56). During the half time against Sweden in the Olympics, Coach Brooks went into the locker room and assessed the first half of the game telling the players that they were playing horribly and needed to improve their performance in order to win. Furthermore, Coach Brooks used dramatic actions and words to get the team "fired up" so the team would get back on track and improve from the first half (scene start/stop time 1:24:25–1:25:36).

Objective 2. Describe How *Rocky IV* (Stallone, 1985) Demonstrates Leading Change

Create a sense of urgency about the need for change and communicate a clear vision of the benefits to be gained (Yukl, 2013). The Soviet Union and the United States during the filming of *Rocky IV* were enemies. Therefore, Apollo Creed (U.S. professional boxer) initiated an exhibition fight with Ivan Drago (Russian professional boxer). During the exhibition fight, Apollo Creed died; this created a sense of urgency for Rocky Balboa (another U.S. professional boxer and Apollo Creed's manager) to challenge Ivan Drago to a boxing match in the Soviet Union. The death of Apollo Creed initiated the vision for Rocky Balboa to change the relationship between the U.S. and Soviet Union (scene start/stop time 15:10–33:47).

Identify likely supporters, opponents, and reasons for resistance (Yukl, 2013). Rocky Balboa decided to train to fight Ivan Drago in the Soviet Union on Christmas Day. He explained

to his wife (Adrian) the reason he will be fighting Ivan Drago, and she became negative about Rocky's decision. Rocky clearly explained to Adrian why he was drawn to fight Ivan Drago and identified supporters, opponents, and reasons for resistance (scene start/stop time 35:27–41:25).

Build a broad coalition to support the change and fill key positions with competent change agents, use task forces to guide the implementation of changes and empower competent people to help plan and implement change (Yukl, 2013). Rocky Balboa refused to let Adrian convince him to not fight Ivan Drago in the Soviet Union and reflected on his life as a professional boxer, husband, friend, and father. In addition, he took Paulie (Adrian's brother and Rocky's manager) and Tony "Duke" Evers (Rocky's corner man) to the Soviet Union. Paulie and Duke assisted Rocky in the training process for the fight (scene start/stop time 41:17–50:08).

Make dramatic, symbolic changes that affect the work (Yukl, 2013). Rocky Balboa flew to Russia to train for his upcoming fight with Ivan Drago. Rocky requested a nonluxury living facility for the duration of his training. This request enabled Rocky to make a dramatic change to his training unlike Ivan Drago. The symbolic changes to training for the upcoming fight left Rocky Balboa in a better position to be mentally and physically strong enough to complete his work (scene start/stop time 50:57–58:34).

Prepare people for change by explaining how it will affect them and help people deal with the stress and difficulties of major change (Yukl, 2013). Rocky Balboa returned from his training run to find Adrian standing on the porch of his house in the Soviet Union. She realized it would be difficult to watch Rocky fight Ivan Drago but accepted the reason for the fight – to make a major change in the way the U.S. and Soviet Union interacted (scene start/stop time 58:48–1:02:47).

Provide opportunities for early successes to build confidence, and monitor the progress of change and make any necessary adjustments (Yukl, 2013). Rocky Balboa was training in the Soviet Union and was assigned two Soviet Union individuals to follow him throughout his training. On one specific training outing, Rocky recognized he must make adjustments to better prepare himself for the upcoming fight. Therefore, Rocky navigated from his normal training route (leaving the Soviet Union individuals unable to keep up) and explored other aspects of the Soviet Union (the mountains) in an effort to build his confidence for the fight with Ivan Drago (scene start/stop time 1:02:47–1:04:22).

Keep people informed about the progress of change and demonstrate continued optimism and commitment to the change (Yukl, 2013). The final fight between Rocky Balboa and Ivan Drago was an intense battle between two professional fighters who were also fighting for their country. At the beginning of the fight, the Soviets were completely against Rocky and the U.S. However, as the intensity of the battle between Rocky and Ivan Drago continued, the Soviets

began to change their perspectives of Rocky and the U.S. At the conclusion of the fight, Rocky addressed the audience and stated, “If I can change and you can change, everybody can change” (scene start/stop time 1:04:22–1:27:17).

Objective 3. Describe How *Lincoln* (Lupi, Skoll, King, & Spielberg, 2012) Demonstrates Transformational Leadership

Articulate a clear and appealing vision and explain how the vision can be attained (Yukl, 2013). In the movie, *Lincoln*, President Lincoln articulated a clear and appealing vision while in a meeting with his wartime cabinet. President Lincoln communicated the reasons that he wanted to abolish slavery, why it was important to him, why it was important for the country, and why the wartime cabinet needed to make passing the 13th Amendment a priority (scene start/stop time 23:15–30:45). In addition, President Lincoln continued to articulate his vision. Lincoln stood before a few of his cabinet members and emphasized that despite the rumors people were hearing about a Confederate peace offer to end the war, it was more important to pass the 13th Amendment before accepting any peace offer. President Lincoln insisted his activists needed to talk with members of the House of Representatives and procure at least two more votes to secure the passage of the 13th Amendment (scene start/stop time 1:43:43–1:46:34).

Act confident and optimistic (Yukl, 2013). President Lincoln displayed a very confident and optimistic attitude about the passage of the 13th Amendment throughout the movie by never giving up on his vision. However, his confidence and optimism was most evident when he was in a state of unrest with himself and yet stood firm in his beliefs by sending General Ulysses S. Grant a telegram asking him to remain prepared for military action and not allow the passage of the peace commissioners to Washington DC. President Lincoln made this decision with the hope and optimism that holding the peace commissioners off a few days would give the House of Representatives time to vote and possibly pass the 13th Amendment (scene start/stop time 1:17:38–1:18:51).

Express confidence in followers (Yukl, 2013). Throughout the movie, there were a multitude of times President Lincoln’s cabinet members, activists, and fellow party members visually displayed doubt about the vision; however, President Lincoln reassured them that he had confidence not only in the vision but also in the people carrying out the vision. President Lincoln went to the house of one of his activists, William Bilbo, and encouraged him by saying Bilbo could get a few remaining undecided democrats to vote in favor of the 13th Amendment. President Lincoln gave Bilbo instructions on attaining the votes while at the same time expressing confidence that Bilbo could get the unattainable task accomplished (scene start/stop time 1:35:36–1:39:52).

Use dramatic, symbolic actions to emphasize key values (Yukl, 2013). In order to make a statement about the importance of not passing the 13th Amendment, Fernando Wood stood before the House of Representatives and used dramatic actions and tone of voice to emphasize his beliefs. Furthermore, Wood fabricated the situation by calling President Lincoln a dictator to make the point that passing the 13th Amendment was not the right thing to do (scene start/stop time 35:16–39:12). Additionally, President Lincoln often told stories throughout the movie that were intended to be symbolic of the overall vision he was trying to get people to see. In one scene of the movie, Lincoln told a story of Euclid and his law of axioms in order to relate to the people around him and get them to see things in a different, yet symbolic way that emphasized the importance of passing the 13th Amendment (scene start/stop time 1:15:29–1:17:26).

Lead by example (Yukl, 2013). At times, leading by example can mean one's actions speak louder than words. Towards the end of the movie, Thaddeus Stevens stood before the House of Representatives and said, "I don't stand for equality of all things, only for the equality of all things under the law." Stevens used a play on words in order to stand up for what he believed was right and not upset too many people so that the Republican party might procure the necessary votes to pass the 13th Amendment (scene start/stop time 1:19:32–1:23:16).

Discussion

The three films discussed in this paper are based on the researchers' and students' analysis of each film. Students who participated in the course were instrumental in assisting with the scene selections from each film to coincide with components of leading teams, leading change, and transformational leadership. The students' scene selections were discussed in class and then submitted to the researchers. Once the course had been completed, the researchers compared the scene selections with their own analysis and selected the scenes that best fit each leadership concept. The qualitative approach in this study, content analysis, was utilized to provide the *educator* teaching materials with which to teach. Therefore, the discussion of this research is intended for the *educator* to add to his or her *toolbox* when teaching about leadership.

The three films utilized in this study, *Miracle* (O'Connor & Ciardi, 2004), *Rocky IV* (Stallone, 1985), and *Lincoln* (Lupi et al., 2012), provide educators a template for teaching three leadership components: (a) leading teams, (b) leading change, and (c) transformational leadership. Educators could show the entire film in a leadership course and connect the leadership concepts identified in this paper to the film. Also, if the educator decided to only show specific clips from the film to highlight leadership concepts, then the educator could utilize the start/stop times identified in this paper to show the clip and discuss the specific leadership concept(s). Either way, the educator has specific scenes from a film case study to implement into his or her course.

Miracle is ideal for teaching about leading teams because it exposes the nuances of a team, what comprises a team, and what a team goes through from beginning to end to be successful. *Rocky IV* is ideal for demonstrating leading change because the movie focused on breaking cultural barriers between the U.S. and the Soviet Union. In addition, the movie highlights how individuals prepare for significant change. Additionally, *Lincoln* is a valuable film in teaching transformational leadership because it provides students a glimpse of what it took to get the 13th Amendment passed. Students could observe President Lincoln practicing transformational leadership while trying to change the mindsets of people against the process of change.

In order to use the films as an effective teaching method, the neuroscience of the brain was taken into account. As Zull (2002) stated, neuroscience is a field specifically dealing with the brain and the nervous system, working to decipher commands, functions, and the world around us. Furthermore, it is important to note the brain is made up of two cerebral hemispheres, the left and the right, each having different functions (Sperry, 1973). Throughout the duration of the films, students are presented *the opportunity* to actively engage both sides of the brain – the left hemisphere through verbal cues and the right hemisphere through visual cues (Miller, 1997). Simultaneously engaging both hemispheres allows the human body to obtain and process more information (Schunk, 2012). By understanding the neuroscience of the brain, educators have an advantage in creating teaching methods beneficial for students' learning and acquisition.

Learning through role playing or simulations, the learner could develop critical insight from experience (Schunk, 2012). With film, students are not only learning more about leadership and the components of leadership but are getting first-hand experience through film. *Miracle* presented a form of reality of what it means to be a part of a team and could allow students the opportunity to experience the nuances of a team through visual representation including practices, games, and team adversity. In a short amount of time, students could be exposed to what the 1980 U.S. Olympic hockey team experienced to achieve success.

Utilizing film to teach leadership can engage students in learning situations where visual and verbal cues are already incorporated. For example, in the beginning scene of *Rocky IV*, Apollo Creed's death was visually and verbally depicted on the screen. However, the sense of urgency residing in Rocky Balboa to challenge Ivan Drago to a boxing match in honor of his friend and his country could only be seen through visual delineation. Correspondingly, throughout *Lincoln*, President Lincoln's intentions regarding the 13th Amendment and the hardships he endured were made very clear through his words, facial gestures, or exaggerated hand movements; President Lincoln's speeches and discussions with the people and his cabinet solidified those intentions.

Typically, leadership is taught by means of lectures and textbooks; however, by teaching leadership through film, instructors are utilizing transformational leadership in order to inspire students to look at leadership through a new lens. Bass and Riggio (2006) noted an essential

component of transformational leadership is intellectual stimulation. Therefore, educators could use the information in this paper to intellectually simulate students in the process of analyzing leadership.

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