The Fifth Frame

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Abstract

Bolman and Deal (2017) presented four traditional frames of reference through which the complexity of an organization and its issues can be discerned. They identified the (a) structural, (b) human resources, (c) political, and (d) symbolic frames as the classifications for understanding the challenges in the body of an organization. For the purposes of this article, we, the authors, have defined, summarized, and provided examples of each of the four frames. Furthermore, we developed the idea for and assessed the use of a new frame that accounts for a less tangible but critical element of an organization's essence. We discuss the eudemonia frame as one that people use to understand the perceived harmonious synergy of an organization and its relation to many critical components. The proposed new frame serves as a grounding force enabling anyone utilizing the four frames to recenter and refocus their interpretation of a complex issue in an organization's core. It serves as an additional lens through which organization members may calibrate thoughts and analysis to ensure a greater level of synergy between the perception of the individuals and the overall well-being of the organization as its own entity. Much like a tuning fork can be struck against a variety of objects to align sound frequencies, we believe through our experiences that the fifth frame can be

applied to all frames of thinking to gauge alignment of strategic thinking, decision making, problem solving, collaboration, and success in any organizational context.

Keywords: educational leadership, eudemonia, frames of reference, harmonious resonance, organizational theory, synergy

As students in New England College's Futuristic Organizational Theory doctoral class, we studied Bolman and Deal's (2017) theory of the four frames (I.e., structural, human resource, political, and symbolic) through which issues and challenges of organizations can be understood. Through our study of the frames, we developed an idea for a fifth theoretical frame. We discussed the benefit of adding a frame called "eudemonia." In essence, we believe that leaders can use this frame to understand the experiences of organization members as they perceive the synergy or harmonious resonance of all components of the organization. Based on our experiences, this universally experienced tone of open mindedness, approachability, positivity, and wellness, as it is experienced by the organization as a whole, becomes the frequency to which each element of the organization tunes. While we considered other terms for the name of this frame, we felt it was necessary to capture a holistic sense of wellness and jocundity. The metaphor we chose for understanding this frame is the tuning fork of the organization. Essentially, this frame overlays the other four frames as a comprehensive lens for understanding how all aspects of the framework, and the organization, are tuned to an effective harmonious resonance experienced by the members of the organization.

The authors of this article believe the landscape of education in the 21st century abounds with complexities, nuances, and challenges that were previously inconceivable. We believe that in a day and age where educational leaders are faced with an array of contexts and circumstances that involve a variety of stakeholders, ever-evolving demands, and limited resources, the need for strategic thinking, collaboration, and innovation cannot be over emphasized (Fullan & Kirtman, 2019). Sasnett and Ross (2007) wrote, "Bolman and Deal noted

that leaders view organizational experiences according to leadership styles or frames. They

define the four frames of leadership as structural, human resources, political, and symbolic" (p.

1). The addition of the eudemonia frame to Bolman and Deal's (2017) organizational framework

serves to provide a space for people to address the synergy of all components of their

organization and establish metrics of measurement to determine the perception of members as

it relates to the harmonious resonance they are experiencing (see Figure 1).

Figure 1

Interconnected Nature of the Eudemonia Frame
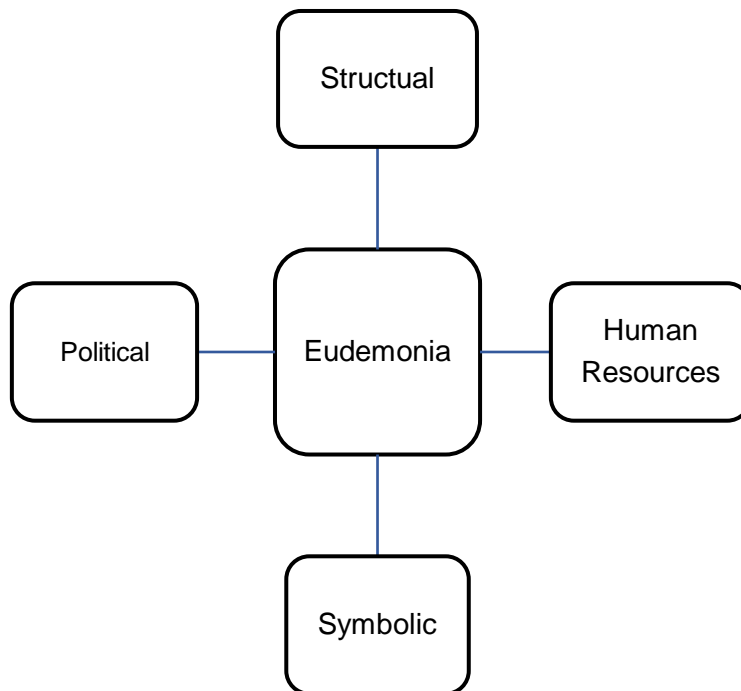
Note. This figure is a conceptualization of the interconnectivity of the eudemonia frame with the

other frames discussed by Bolman and Deal (2017).

The Four Organizational Frames of Leadership

Structural Frame

According to Bolman and Deal (2017), the structural frame focuses on clear organizational goals and the roles and relationships of individuals and groups within an organization. In the structural frame, the priority is to help the people and groups in the organization meet the goals and mission of the organization in the most effective ways possible. Organization members who view problems through the structural frame try to minimize personal distractions in favor of focusing on the organization's mission and goals (Bolman & Deal, 2017). Organizational leaders attempt to increase productivity and effectiveness by getting the right people in the correct roles and utilizing the appropriate structures to assist each person or group in meeting their goals. People use the structural frame to create and maintain structures and policies that assure the effective coordination of organizational goals, strategies, technology, and people (Bolman & Deal, 2017). Prioritizing effective structures ensures that human resources, training, communication, time, and money, are used effectively. The structural frame establishes the mission, goals, and expectations for the organization, people, and the design of the work to enhance the organization's accomplishments (Bolman & Deal, 2017).

Organization members who develop effective structures to assess and positively deal with issues that arise are more likely to assist the organization in its success (Martin, 2020). Institutional structures, and understanding when to change those structures, work more effectively when goals are clear, when cause-and-effect relationships are well understood, and when there is little conflict, uncertainty, or ambiguity (Bolman & Deal, 2017). The structural frame focuses on the "how" of change. People using the structural frame primarily focus on strategy, clarifying tasks and responsibilities, setting measurable goals and deadlines, and creating systems and protocols that enhance the work of the organization's members (Bolman & Deal, 2017). Within the scope of the structural frame, the organization itself can be thought of as

a well-oiled machine, requiring precision movements of many cogs. As such, leaders and their teams need to be direct, focused, and methodical (Bolman & Deal, 2017).

Political Frame

The political frame aids people in viewing organizations as ongoing contests of opposing viewpoints that arise from individual and group interests (Bolman & Deal, 2017). Bolman and Deal (2017) acknowledged there is a large percentage of people around the globe who have negative views about politics and politicians. More importantly, Bolman and Deal (2017) pointed out that, "a jaundiced view of politics constitutes a serious threat to individual and organization effectiveness" (p. 185). In a podcast interview for Nestell and Associates (2022), Bolman stated the political framework typically has two conditions. The first condition is a scarcity of resources, such as money, and the second is that some individuals or groups have different thoughts on how resources should be distributed. This can lead to conflict, which leads to power becoming a key resource (Nestell & Associates, 2022). According to Bolman and Deal (2017), organizations are made up of individuals and groups of people who compete for resources. Individuals may be in one or several groups within the organization that have opposing interests, values, and/or beliefs on how the resources should be allocated. These opposing views create a need or wanting for power and control, which may cause individuals or groups to attempt to coerce, build coalitions, and/or negotiate to achieve their agenda. The political frame, according to Bolman and Deal (2017), is where leaders and other members of the organization deal with the need for power within the organization to reach goals and objectives, which puts politics at the apex of many decisions that are made.

From our, the authors, experiences in schools, we believe the political frame plays an integral part in the education system. When a school district has leaders who respond in positive ways to the individuals and groups within that organization, there is a general cohesiveness, which, in turn, leads to better student outcomes (Bolman & Deal, 2017). When

leaders bargain for and allocate scarce resources effectively, we have found positive results often occur. The political framework plays a role in developing school and district policies, allocation of funds, and the creation of coalitions within the school system. From the political frame perspective, working effectively with different groups and bringing those groups together in their efforts is important for the success of the organization (Bolman & Deal, 2017). Hattie (2012) found in their review of educational research, that when a school creates a sense collective efficacy (i.e., a group feeling that together the group can and will be more successful than working just individually), then the school functions more effectively (e.g., students perform better, the culture of the school is more positive). After collecting 7 years of student achievement data in one school district, Hoogsteen (2020) identified collective efficacy as an important factor in sustaining progress, raising student achievement, and closing the achievement gap among diverse populations. In terms of the political frame, this group sense of power, or the ability to achieve a goal, benefited students (Hattie, 2012). It appears that in Hoogsteen's (2020) research, power adhered to the collective group and through bargaining and other positive strategies, teachers, students, and administrators created a more cohesive, synergetic school. Based on our research and experience, when individuals and groups are working in this type of environment and are seeking the same outcome with scarce resources, there can be positive outcomes.

Human Resource Frame

Bolman and Deal (1991) discussed the human resource frame as, "focusing on human needs and assuming organizations that meet basic human needs will work better than those that do not" (p. 151). According to Manix et al. (2021) leaders who validate feelings and relationships often inspire their employees to perform their jobs at a higher level and with a sense of empowerment. Effective human resource leaders tend to look at problems through interpersonal terms and search for ways to harmoniously adjust the organization to fit the

people, or they help the people adjust to fit the organization's synergy (Tan et al., 2015). Tan et al. (2015) also explained that from their research they found leaders who valued the human resource frame also valued relationships and feelings and sought to lead through facilitation and empowerment.

The human resource frame is a critical lens to use within education, because education is a social experience in which people must interact with each other to be more successful (Sousa, 2020; Vygotsky & Cole, 1978). The schools in which we have worked all have had vision and/or mission statements to describe their founding purpose and significant organizational commitments. These documents are supposed to describe the "why" and "what" the school, as an organization, wants to accomplish (Bolman & Deal, 2017). To accomplish the stated goals of a school, one important task of school leaders, from a human resource perspective, is to organize the work and the people doing the work (e.g., students, teachers) so the school can be effective in meeting the mission and/or vision of the school (Bolman & Deal, 2017). Tan et al. (2015) noted organization leaders must fit the right people to the right job. In addition, the researchers explained how leaders must hire people who believe in and will facilitate the shared vision and mission for a school to run harmoniously. The staff within the school set the tone for how the day will run for students and how successfully the year will end (Bolman & Deal, 2017). An effective leader is like the conductor of an orchestra. They must ensure all are playing together and in the right key.

As in education, a leader of any organization must help to create ways to have the right people in the right roles (Bolman & Deal, 2017). When a leader is given a program to manage, one of their priorities must be to recruit and hire staff willing to work together to create a shared vision (Sinek, 2009). Then within their area of responsibility, each individual works to find and support the right personnel to do the job and achieve the program goals. Each leader throughout the organization must develop effective ways to meet and communicate so that

workers feel supported and believe everyone is on the same team (Fullan & Kirtman, 2019).

Also, leaders must use the information they receive and be receptive to the ideas and input

generated from all members of their teams (Bolman & Deal, 2017).

Symbolic Frame

Bolman and Deal's (2017) symbolic frame includes three central components: meaning,

belief, and faith, all of which are at the core of any individual's synergy or organization's

harmonious resonance. Often, organizations create and use symbols to exemplify positive

images of the organization because, "Symbols carry powerful intellectual and emotional

messages; they speak to both the mind and the heart" (Bolman & Deal, 2017, p. 243). Leaders

and followers use myths, vision, stories, heroes and heroines, rituals, and ceremonies to

symbolize their 'why," or the reason they invest time and energy into their responsibilities

(Bolman & Deal, 2017). Like a temple, which is Bolman and Deal's (2017) metaphor for the

symbolic frame, these symbols represent more than what is on the surface. They remind

organization members about what they stand for and help them feel special about what they do.

According to Bolman and Deal (2017), with these well-established symbols are positive and

meaningful, people carry history, values, and group identities into future tasks. It is through

these positive symbols, whether tangible or not, that leaders and followers produce a culture in

which everyone might feel connected and purposeful (Bolman & Deal, 2017). If these symbols

are not positive and effective, then symbols can divide people. Thus, one of the important jobs

of leaders is to ensure that the symbols of the organization carry the important positive

messages to all members of the organization (Bolman & Deal, 2017).

In the corporate world, BMW was the perfect example of the ways in which a business

can use the symbolic frame to enhance performance and improve culture. In the 1950s, BMW

almost went bankrupt when they invested in two new car models that did not find success in the

consumer market (as cited in Bolman & Deal, 2017). Instead of closing the business's doors,

the executives invested in a new mindset, one saturated with positive symbols: the need for

openness, breaking down barriers among workers, and generating commitment (as cited in

Bolman & Deal, 2017). When BMW established these values, and symbols, they used them as

a focus for hiring the right people, a process that only included those who shared the same new

values as BMW. Once hired, designers, workers, engineers, and managers trained new

employees in the "BMW Way." The result was a successful business (as cited in Bolman &

Deal, 2017).

Bolman and Deal (2017) wrote about a gentleman named Joe Vallejo, who served as a

custodian at a junior high school in California. According to Bolman and Deal, not only did Joe

complete his daily job responsibilities, he also provided many other services to students and

their families, including giving feedback to teachers, acting as a liaison between families and the

school, and helping to reach compromises at parent-teacher conferences. After he retired, the

school commissioned a patio to be named in his honor, which is still there today, even after his

passing. Staff and families keep his legacy alive through the stories they carry into the future.

Therefore, he serves as a symbol that binds the school and community together. Educational

organizations can use symbols in many ways, but all stakeholders need them to have a positive

sense of identity, connectedness, and purpose (Bolman & Deal, 2017).

The Unifying Frame: Eudemonia

Eudemonia, stemming from the Greek eudaimonia, is a term that describes the overall

state of being regarding the wellness of a specific entity (Moore, 2019). Eudemonia is a complex

concept in that it ". . . has the whole element of subjectivity built into it. It is simultaneously both

less and more prescriptive and dives quite deeply into the ideas of virtues and virtue ethics"

(Moore, 2019, p. 4). In organizations that have members who strive to produce products,

experiences, or services that meet the ethical needs of that organization, eudemonia describes

the transverse state of ethical well-being. Bastos (2022) described eudemonia as well-being

related to "optimal experiences and functioning" (p. 3). This description aligns with the vision of many organizations. Bastos went on to elaborate that a eudemonia existence means to "know what goals you have . . . (and) express your goals" (p. 27), which when well developed, align with the stories and other artifacts of the symbolic frame. Also, Bastos expressed that eudemonia means "developing your best potentials" (p. 27), which often happens within the human resources frame, "engaging in activities" (p. 27) which relates to the political frame, and "focusing on capabilities and skills" (p. 27), which can be most often seen in the structural frame of an organization. We believe eudemonia is most effective when it is directly related and helpful to each of the other four frames.

Many people may be able to identify an organization in which they have been involved where the eudemonia frame needed intervention and focus. For example, an organization with a negative eudemonia context may be labeled a toxic work environment, have a high turnover rate of workers, may have to deal with a union strike, experience a vote of no confidence, or deal with constant changes in leadership. In these cases, people may describe the organization as having a negative feeling. They may label their time with the organization as something they dreaded or a place in which they struggled to find purpose or make connections. One cause of this may be the lack of harmonious resonance or synergy in the organization which led to a misalignment with the workers' anticipation of what participating in an organization would feel like. The environment and climate of the organization may have felt uncomfortable, unsupportive, hostile, or even toxic. From our experiences in schools, in these organizational cultures, it can be difficult to pinpoint what is making the experience challenging; nonetheless, the feeling remains intensely undesirable. We believe that the eudemonia frame should be directly connected to each of the other four frames to develop an organization's harmonious resonance.

Using the Eudemonia Frame With Other Frames

Naturally, we believe the most important question about the eudemonia frame is, "How can the eudemonia frame be used to help any school (or any other organization) develop and maintain an efficient, effective, and harmoniously resonant organization?" We, the authors, have developed questions that can be used to help any organization include the eudemonia frame independently and with each of Bolman and Deal's (2017) four frames. In addition to our eudemonia organizational questions, we encourage leaders to adapt and develop other questions and implementations for their specific organization.

We have developed 3 questions that any organization can use to study any issue from the perspective of some or all of the frames. Bolman and Deal (2017) suggest reviewing multiple frames when addressing important issues. Our idea is to employ these questions and adapt them for each frame. We also have given examples of our questions in each section for using eudemonia in combination with each frame. For the purposes of this article, we use the organization we know the best, schools. Our eudemonia frame questions are developed to address what we believe are five critical areas of organizational work: (a) ability of people to accomplish their jobs effectively, (b) the climate of the organization, (c) professional development or retraining when systems or jobs change, (d) enhancing employee voice, and (e) living up to the organization mission and/or vision. These five elements can help any organization review each frame and enhance the effects of that element by addressing the synergy and harmonious resonance for the organization (and all of the people in the organization). Our eudemonia questions include:

   (a) Enhancing the effective of all workers

       1. What are we doing that enhances the work of our teachers and students?

       2. What more should we doing, that would enhance the work of our teachers and students?

3. What detracts from or complicates the work of our teachers and students?

(b) Building a positive organizational climate

1. What are we doing that helps the school in our quest to create a positive climate for teachers and students?

2. What more should we be doing, that would help the school in our quest to create a positive climate for teachers and students?

3. What complicates or detracts from the school in our quest to create a positive climate for teachers and students?

(c) Facilitate the effective implementation of changes

1. When the school creates change, what mechanisms are be in place to retrain and support our teachers and students to implement those changes?

2. When the school creates change, what new mechanisms should we put in place to retrain and support our teachers and students to effectively implement those changes?

3. When our school creates change, what mechanisms are in place that complicate the ability of our teachers and students to implement those changes?

(d) Development of voice for all people in the organization

1. What mechanisms are in place to help teachers and students develop and use their voice?

2. What mechanisms should we put in place to help teachers and students develop and use their voice?

3. What mechanisms are in place that detract from the ability of teachers and students to develop and use their voice?

(e) Enabling all people to live up to the mission and/or vision

1. What mechanisms are in place to help administration, teachers, and students live up to our mission and vision?

2. What mechanisms should we put in place to help administration, teachers, and students live up to our mission and vision?

3. What mechanisms are in place that detract from or make it more difficult for administration, teachers, and students to live up to our mission and vision?

These questions can be utilized to help any organization answer three critically important questions for the growth of the organization (in our case, school). These three questions include:

(a) What are we doing as a school that we should continue to do?

(b) What are we not doing as a school that we should be doing?

(c) What are we doing as a school that we should stop doing?

We developed these questions such that any organization can implement the same basic questions for each frame. Naturally, the organization must identify areas of need so the responses to these questions can be most effective (That is a topic for another article). Naturally, these are not the only questions that might be asked, but these questions, we believe are a great place to begin the process.

Structural and Eudemonia Frames

When one considers the structures within an organization, one can consider the policies, procedures, schedules, day-by-day operations, systems, and structures that are in place. These structural elements are generally designed with the intent to ensure that an organization's everyday functioning is conducive to meeting and achieving desired goals. (Bolman & Deal, 2017). Conversely, a disconnect between structural elements and an individual's synergy or organization's harmonious resonance can create discord, deplete precious time and resources, and hinder progress toward achieving intended outcomes and goals (Bolman & Deal, 2017).

Within an educational setting, for example, a school's goals usually include ensuring equitable

practices and structures are in place so that all students can learn and meet grade level learning

outcomes (Boaler, 2019). However, when instructional practices, course offerings, student

schedules, and structural deficiencies exist that enable some but not all students to meet these

goals, a disconnect between the structural and eudemonia frame is evidenced (Robinson,

2017). Similarly, a car manufacturing organization may have the goal of mass producing their

quality product to maximize profit on the market. However, should the same manufacturer lack

the infrastructure and staffing needed to operate machinery, conduct quality control tests, and

ensure the proper materials exist to manufacture the vehicles, the goals of the manufacturer

cannot be realized.

As the authors developed the eudemonia frame, one of our goals was to set up a

mechanism so that structural deficiencies can be identified and addressed in a way that also

fosters individual synergy and collective, harmonious resonance within the community. The

strike of the metaphorical eudemonia tuning fork enables any stakeholder in an educational

organization to realize that revision to instructional practice, student scheduling, and course

offerings might be necessary to better align with the overall purpose and harmonious resonance

of the organization. A striking of the same metaphorical tuning fork reverberates the disconnect

between the day-to-day structures of car manufacturing and the manufacturer's overall purpose.

Subsequent actions may address staging deficiencies, solutions to material shortages, and new

processes that streamline quality control testing. Be it within an educational community, a car

manufacturing corporation, or elsewhere, the structural calibration with the eudemonia frame

affords groups and individuals the ability to use one's gifts to help others, thereby raising each

individual's sense of synergy and efficacy within any organizational context. (Bolman & Deal,

2017).

The authors of this article have developed questions to assist schools in reviewing the structural framework as it connects to the eudemonia framework. These questions come from our beginning thoughts about the process of integrating the eudemonia frame into the structural frame developed by Bolman and Deal (2017). We developed questions in relation to a school organization, and these questions can be adapted for any organization. Our structural questions for education include:

A. Enhance the work of teachers and students:

   1. What policies, structures, and procedures do we have in place that enhance the work of our teachers and students?

   2. What other policies, structures, and procedures should we put in place to enhance the work of our teachers and students?

   3. What policies, structures, and procedures are in place that detract from the work of our teachers and students?

B. Create a positive climate

   4. What policies, structures, and procedures are in place that help the school in our quest to create a positive climate for our teachers and students?

   5. What policies, structures, and procedures should we put in place to help the school in our quest to create a positive climate for our teachers and students?

   6. What policies, structures, and procedures are in place that complicate or detract from the school in our quest to create a positive climate for teachers and students?

C. Effectively implement change

   7. When our school creates change, what policies, structures, and procedures are in place to retrain and support our teachers and students to implement those changes?

8. When our school creates change, what policies, structures, and procedures should we put in place to retrain and support our teachers and students to implement those changes?

9. When our school creates change, what policies, structures, and procedures are in place that complicate the ability our teachers and students to implement those changes?

D. Develop teacher and student voice

10. What policies, structures, and procedures are in place that help teachers and students develop and use their voice?

11. What policies, structures, and procedures should we put in place to help teachers and students develop and use their voice?

12. What policies, structures, and procedures are in place that detract from the ability of teachers and students to develop and use their voice?

E. Live up to our mission and/or vision

13. What policies, structures, and procedures are in place to help our administration, teachers, and students live up to our mission and vision?

14. What policies, structures, and procedures should we put in place to help our administration, teachers, and students live up to our mission and vision?

15. What policies, structures, and procedures are in place that detract administration, teachers, and students from living up to our mission and vision?

Political and Eudemonia Frames

The political framework plays an integral role in any organization. There is often daily conflict between the power, the coalitions, and the interest groups due to their differences in values, beliefs, information, interests, resources, and perceptions of reality. The political framework within the public school system is typically unbalanced (Bolam and Deal, 2017).

Educational equity for students, classroom sizes, curriculum, staff salary, and teacher workload are a few pieces of public education that can be lopsided toward one or more groups. When there is an offset between interest groups, there can be disproportionate visions and general angst within the system (Bolam and Deal, 2017). For example, when federal or state testing agencies report poor standardized assessment scores, then teachers and administrators may request better testing methods. If no changes are made, there can be an imbalance in power, resulting in poor harmonious resonance and synergy. Contrarily, when the federal and state testing systems send out surveys and representatives to ascertain the problems and listen to and respond positively to educators, there can be a synergistic positive harmony within the political framework.

We believe the eudemonia framework can help create a balance within the political framework. When those who have authority and power truly comprehend the issues among different coalitions and then make amenable changes, leaders can create harmonious resonance (Bolam and Deal, 2017). The eudemonic tuning of the fork can reverberate when there is synergy among individual perceptions, coalitions, and individuals within the public-school setting. When those in power assess the pulse of different coalitions through positive bargaining agreements, attend to the needs of identified coalitions, and seek out any issues that may be surfacing, they develop a positive political framework (Bolam and Deal, 2017). As an additional benefit, they may increase synergy and create positive outcomes for more students and staff within the school system they serve.

The authors of this article have developed questions to assist schools in reviewing the political framework as it connects to the eudemonia framework. These questions come from our beginning thoughts about the process of integrating the eudemonia frame into the political frame developed by Bolman and Deal (2017). Our questions include:

A. Enhance the work of teachers and students:

1. What coalitions and/or political procedures are in place that add to the school's ability to fairly and effectively distribute limited resources to enhance the work of our teachers and students?

2. What coalitions and/or political procedures should we put in place that will add to the school's ability to fairly and effectively distribute limited resources to enhance the work of our teachers and students?

3. What coalitions and/or political procedures are in place that limit or detract from the school's ability to fairly and effectively distribute limited resources to enhance the work of our teachers and students?

B. Create a positive climate:

4. What types of coalitions and/or political procedures are in place that help the school in our quest to create a positive climate for teachers and students?

5. What types of coalitions and/or political procedures should we put in place that would help the school in our quest to create a positive climate for teachers and students?

6. What types of coalitions and/or political procedures are in place that detract the school from our quest to create a positive climate for teachers and students?

C. Effectively implement change:

7. When our school creates change, what coalitions and political procedures are in place that help our teachers and students to implement those changes?

8. When our school creates change, what coalitions and political procedures should we put in place that would help our teachers and students to implement those changes?

9. When our school creates change, what coalitions and political procedures are in place that detract from the ability of our teachers and students to implement those changes?

D. Develop teacher and student voice:

10. What coalitions and political procedures are in place in our school that help teachers and students develop and use their voice?

11. What coalitions and political procedures should we put in place in our school that would help teachers and students develop and use their voice?

12. What coalitions and political procedures are in place in our school that detract from the ability of our teachers and students to develop and use their voice?

E. Live up to our mission and/or vision:

13. What coalitions and political procedures are in place in our school that assist our school in living up to our mission and vision?

14. What coalitions and political procedures should we put in place in our school that would assist our school more in living up to our mission and vision?

15. What coalitions and political procedures are in place in our school that help our school to live up to our mission and vision?

Human Resource and Eudemonia Frames

Villajos et al. (2019) postulated a theory that "Human Resource (HR) practices can contribute to the development of idiosyncratic deals (negotiation of individual HR practices) that might facilitate employees' creativity, and eudemonic well-being in the long term and, thus, the sustainability of these organizations" (p. 1). Eudemonia can be defined as happiness, welfare, well-being, and sometimes the science of happiness (Moore, 2019). Villajos et al. noted that positive HR practices may be linked to improved performance and increased well-being. When employees participate in human resource practices, their leaders consider their needs and

inclinations. This participation can prevent problems and create a more supportive environment, thereby creating a state of creating eudemonic well-being (Villajos et al., 2019). In essence, eudemonia and the human resource frames are inextricably linked because they are tied together by a focus on everyone's synergy and the organization's harmonious resonance, which both contribute to overall well-being (Villajos et al., 2019).

The authors of this article have developed questions to assist schools in reviewing the human resource framework as it connects to the eudemonia framework. These questions come from our beginning thoughts about the process of integrating the eudemonia frame into the human resource frame developed by Bolman and Deal (2017). Our questions include:

A. Enhance the work of teachers and students:

1. What human resource structures and processes are in place that enhance the work of our teachers and students (e.g., ways to empower teachers and students)?

2. What human resource structures and processes should we put in place that could enhance the work of our teachers and students (e.g., ways to empower teachers and students)?

3. What human resource structures and processes are in place that complicate the work of our teachers and students (e.g., ways to limit the power of teachers and students)?

B. Create a positive climate:

4. What human resource structures and processes are in place that enhance the school's ability to create a positive climate for our teachers and students?

5. What human resource structures and processes should we put in place that would enhance our school's ability to create a positive climate for our teachers and students?

6. What human resource structures and processes are in place that limit the school's ability to create a positive climate for our teachers and students?

C. Effectively implement change:

7. When we create change in our school, what human resource structures and processes are in place that help our teachers and students to implement the changes we demand?

8. When we create change in our school, what human resource structures and processes should we put in place that would help our teachers and students to implement the changes we demand?

9. When we create change in our school, what human resource structures and processes are in place that detract from our teachers' and students' ability to implement the changes we demand

D. Develop teacher and student voice:

10. What human resource procedures and policies are in place in our school to help teachers and students develop and use their voice?

11. What human resource procedures and policies should we put in place in our school to help teachers and students develop and use their voice?

12. What human resource procedures and policies do we have in place in our school that detract from our teachers' and students' ability to develop and use their voice?

E. Live up to our mission and/or vision:

13. What human resources policies and procedures are in place to assist our school in living up to our mission and vision?

14. What human resources policies and procedures should we put in place that would assist our school in living up to our mission and vision?

15. What human resources policies and procedures are in place that detract from our

school's ability to in live up to our mission and vision?

Symbolic and Eudemonia Frames

The symbolic frame in any organization encompasses the ways in which symbols

portray meaning, belief, and faith (Bolman & Deal, 2017). Symbols can be just about anything,

but Bolman and Deal (2017) highlighted myths, vision, values, heroes and heroines, stories and

fairy tales, rituals, ceremonies, metaphors, humor, and play as the prominent vessels for

symbolic meaning. Together and separately, these symbols hold all kinds of meanings with

positive and negative connotations. We believe that ideally, symbols embody and portray the

mind and heart, or eudemonia, of an organization. Leaders and followers must continuously use

symbols as ways to tune into the harmonious resonance of their organization. To achieve this

synergy, they need to use their tuning fork to check the frequency at which they serve their inner

purpose.

When considering the symbolic frame and its connection to eudemonia, for the authors

of this article, there are a few types of symbols that stand out from the rest, primarily because

we believe they create happiness and well-being through a sense of purpose (Maslow, 1971).

An individual's "why" or purpose of action can be found in myths, vision, values, and heroes and

heroines. Bolman and Deal (2017) described myths, vision, and values as symbols that, "imbue

an organization with deep purpose and resolve" (p. 248). Myths are typically the stories behind

the development of any organization, and they help to reiterate purpose and meaning. For

example, when Southwest Airlines Chief Executive Officer (CEO) Herb Kelleher readied the

company's first plane for flight and met resistance from a Texas sheriff, he ordered his staff to

fly the plane anyway, and even made an offbeat comment about leaving tire tracks on the

sheriff's uniform, if necessary (Bolman & Deal, 2017). In a way, Kelleher's fantastical

declaration, as well as the myth itself, set the course for Southwest Airlines and became a

symbol that displayed the company's purpose and "why" regarding persistence. Kelleher's story became a symbol all organization members could discuss and use to feel the harmonious resonance it takes to achieve a goal.

Furthermore, myths help to build values and vision, which are all symbols found in this frame that the authors believe epitomize eudemonia. Essentially, values help people feel special regarding what they do every day (Bolman & Deal, 2017). The values that matter most are the ones that organization members live and breathe—the ones directly connected to their purpose, happiness, well-being, and synergy. In any organization, vision is created when members shape their values and purpose into what their organization will look like in the future. Vision embodies an organization's resolve (Bolman & Deal, 2017).

The Malala Fund, founded in 2013 by Malala and Ziauddin Yousafzai, is a non-profit that holds its vision at its core and makes all decisions based on how each step will take that vision into the future. In essence, their harmonious resonance, that sense of collective synergy, impacts every single decision. Their purpose for action is the education of all girls world-wide, with a vision that one day, all girls will have access to free secondary education. To achieve this vision, the organization invests in education activists, advocates to hold leaders accountable, and raises girls' voices for all to hear (Malala Fund, n.d.). Each of these actions moves their vision forward.

The authors of this article have developed questions to assist schools in reviewing the symbolic framework as it connects to the eudemonia framework. These questions come from our beginning thoughts about the process of integrating the eudemonia frame into the symbolic frame developed by Bolman and Deal (2017). Our questions include:

A. Enhance the work of teachers and students:

    1. What symbols, stories, or meanings are in place that enhance the work of our teachers and students (e.g., ways to empower teachers and students)?

2. What symbols, stories, or meanings should we put in place that would enhance the work of our teachers and students (e.g., ways to empower teachers and students)?

3. What symbols, stories, or meanings are in place that complicate the work of our teachers and students (e.g., ways that limit the power of teachers and students)?

B. Create a positive climate:

4. What symbols, stories, or meanings are in place that enhance the school's ability to create a positive climate for our teachers and students?

5. What symbols, stories, or meanings should we put in place that would enhance the school's ability to create a positive climate for our teachers and students?

6. What symbols, stories, or meanings are in place that limit the school's ability to create a positive climate for our teachers and students??

C. Effectively implement change:

7. When we create change in our school, what symbols, stories, or meanings are in place that help our teachers to implement the changes we demand?

8. When we create change in our school, what symbols, stories, or meanings should we put in place that would help our teachers to implement the changes we demand?

9. When we create change in our school, what symbols, stories, or meanings are in place that detract from our teachers the ability to implement the changes we demand?

D. Develop teacher and student voice:

10. What symbols, stories, or meanings are place in our school to help teachers and students develop and use their voice?

11. What symbols, stories, or meanings should we put in place in our school to help

teachers and students develop and use their voice?

12. What symbols, stories, or meanings do we have in place in our school that

detract from our teachers' and students' ability to develop and use their voice?

E. Live up to our mission and/or vision:

13. What symbols, stories, or meanings are in place to assist our school in living up

to our mission and vision?

14. What symbols, stories, or meanings should we put in place to assist our school in

living up to our mission and vision?

15. What symbols, stories, or meanings are in place that detract from our school's

ability to live up to our mission and vision?

Implications for Practice

There are several ways in which leaders can work through Bolman and Deal's (2017)

four original frames—political, structural, symbolic, and human resources—to ensure

eudemonia exists throughout an organization. In many aspects, organizational leaders may

already employ the eudemonia frame as an additional lens through which to seek solutions to

problems in any of the four leadership frames. On the other hand, as outlined by our questions

in each section above, there are still several places in which there is room for improvement.

Based on our research, common knowledge, and personal experiences of leadership practices

and the level of synergy in organizations, we have developed an exemplar framework of

implications for practice that displays practical applications organizational leaders can use

maintain the unification of the five frames through the eudemonia frame (see Figure 2).

Figure 2

Exemplar of Five Frame Implementation
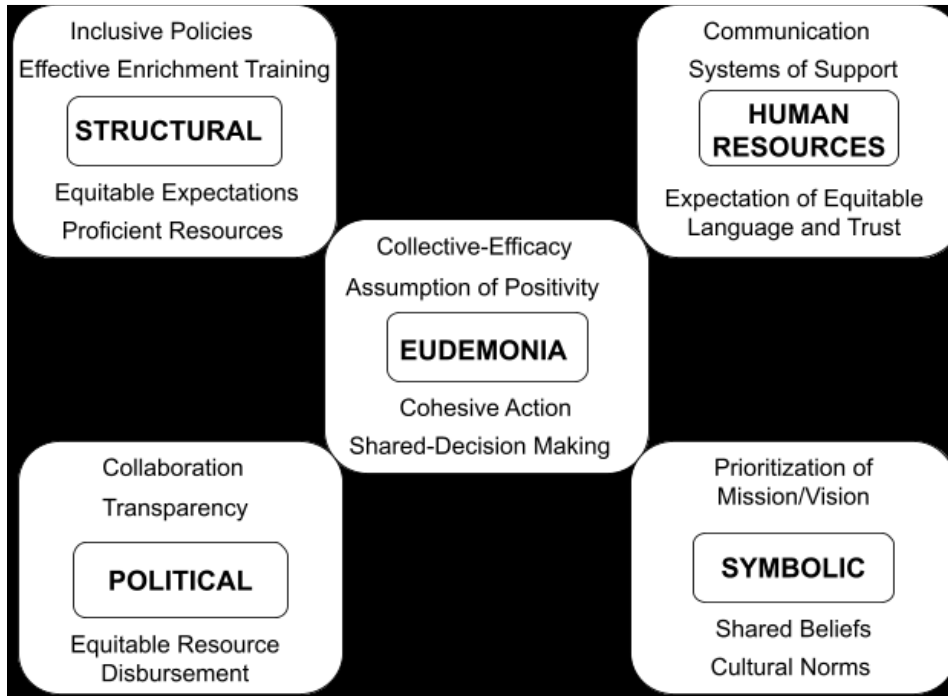
This exemplar displays educational ideas to consider how each of the original frames

(Bolman & Deal, 2017) can connect with the eudemonia frame and with each other. Other kinds

of organizations would develop ideas for their specific organization. As members of an

organization work to improve any area of the organization, we believe it is important to connect

each frame being examined with the eudemonia frame. For example, if the organization

determines that their structures are not as effective as they should be, as the organization

reviews their ideas about their structures, members could connect each idea to their eudemonia

frame ideas. Thus, for example, members would assess their ideas for creating more inclusive

policies with eudemonia ideas like collective efficacy, assumptions of positivity, cohesive

actions, and shared decision-making. Members of the organization who are proposing a change

should answer the question, "How does this idea help to improve the overall synergy and

harmonious resonance of our organization?" If there is a negative or no response to the question, then the proposed change probably needs to be improved to make a positive difference in the overall wellbeing of the institution and the people who work there.

Conclusion

Through our work with Bolman and Deal's (2017) four frames of reference and our experiences in our schools, some that have exuded positivity and some with negative school climates, we have concluded that eudemonia is the unifying frame that can provide organizations with ways to view issues regarding the synergy of every element that makes up an organization. We believe the eudemonia frame can be the keystone of an interconnectivity between all four frames outlined by Bolman and Deal (2017) in *Reframing Organizations: Artistry, Choice, and Leadership*. Members of an organization can benefit from continued work and progress in the areas related to the harmonious resonance maintained by their organization. Our hope is that more studies will be accomplished with research topics related to the eudemonia frame and its impact on organizational success. We believe the development of this fifth frame will allow organizations an additional framework to view challenges and issues to aid their institutions in their work to move closer to their missions and visions.

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