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Alone and Unafraid: Observations on Functional Leader Intervention in
Decentralized Organizations

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Abstract

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Today's organizations whether political, non-profit, or commercial have adjusted their way of thinking to fit the twenty-first century's atmosphere of instantaneous information and shifting market places. As such these organizations have had to adapt and rapidly adjust in this fluid space becoming more decentralized in their characteristics, entrusting crucial decisions to empowered leaders at lower levels in order to affect change and react to shifting conditions quickly. However, when, where, why, and how these newly empowered leaders choose to act is not well understood. This project addresses this void in the literature by attempting to help understand under what circumstances, at what points, at what times, and how in a decentralized organizations' process can leaders most effectively assert their authority so as to increase goal and task success. An exploratory observational study of a small startup company structured as a

decentralized business model was conducted to garner insights to inform our understanding of these issues and aid in building follow-up hypotheses. The participants were a high functioning team of twelve individuals: One manager, two section leaders and nine team members. The study employed a participatory observational inductive ethnography in which I shadowed a lead manager and made observations on coaching and leadership interventions. In this thesis, I provide a brief discussion on the reasoning and nature of the leadership interventions observed. These observations were then evaluated to determine where the interventions occurred, the leader's reasons for intervening, the form of the intervention, and the overall evaluation of the intervention by the team members. Themes related to the leader's intervention style were also identified. This will provide context, nuance, and rationale for the assertion of leader authority.

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DEDICATION

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INTRODUCTION

The field of Leadership and Organizational Studies is both multidisciplinary and interdisciplinary. It examines how leadership within an organizational context applies to human endeavors. As an academic field, Leadership Studies has a place in most major universities, with doctoral degrees often offered in the subject (“POLS,” n.d.; “Leadership MBA - Bothell,” n.d.; “Comprehensive leadership programs,” n.d.). The study of leadership can be traced back long into history, with luminaries such as Plato, Sun Tzu, Machiavelli, and Attila the Hun among the noted scholars and philosophers of the subject that have been translated and studied (Griffith, 1963; Roberts, 1993; Takala, 1998; Ledeen, 1999). The leadership process has been studied from many different perspectives, including managerial, macro and micro economic, psychological, and behavioral viewpoints. Most modern research in the area is highly structured and systemized, with quantitative processes developed to find the true essence of leadership as applied to the needs of today’s organizations.

As business and political climates around the globe become more uncertain and shifting, organizations have begun to evolve towards decentralized models, in an effort to leverage technology and empower leaders in smaller groups to maneuver more quickly and efficiently (Kiernan, 1993; Bybee & Fuchs, 2006). Leaders in this new climate need to be agile in thought and initiative to accomplish increasingly complicated tasks. Leaders in such decentralized organizations need clearly defined goals and scope of authority, giving them the tools and direction then need so that they have the room to succeed. These leaders are taking on more and

more of the responsibility of driving the companies or organizations they are in, and the study of these leaders needs to evolve accordingly.

Chapter 1. LITERATURE REVIEW

1.1 ORGANIZATIONAL DECISION-MAKING

In the dyadic nature of organizational and individual decision-making there are pronounced reasons why the two can differ from one another by a large margin, however, it can also be said one cannot exist without the other, and the whole is only a sum of its many parts. Organizational decision-making is often embedded in longitudinal context, that is to say organizations view the act of decision making as an aggregate of a multitude of singular decisions by individuals (Mintzberg, 1994b; Shapira, 1997). These individual decisions in turn affect the organization as a whole, just as the aggregate of the organizational decisions affect the individual (Mintzberg, 1994b; Shapira, 1997). Individuals are part of the process and thus subject to its consequences. However, this is not to say they are one and the same. Individuals are often concerned with the minutia or immediate context of their environment that shapes their decision making (Shapira, 1997), ambiguity is very prevalent even in the most structured of organizations (Shapira, 1997). Often organizational decisions differ from individual ones, as typically demonstrated by behavioral decision-making researchers in laboratory settings. Researchers often only give idealized information to their subjects, in that many experimental studies of individual decision-making give the subjects well-defined information that often leads them to having all they need to make clear decisions (Shapira, 1997). However ambiguous information cannot always be accurately represented by highly controlled laboratory settings (Shapira, 1997).

In contrast with most decision-making studies that are conducted in artificial environments, without reference to the subjects' or organizations' ongoing activities decisions, in the real world decisions are made in an ongoing manner, and thus call for past-dependent analyses (Shapira, 1997). There are several more differences between individuals, as studied in the lab and groups in the real world, and how these individuals affect organizational decision-making. Frequently, within actual organizations the types of incentives, repeated decisions (the same decisions made over and over) and conflicts that emerge such as task or relational, often play a key role (Shapira, 1997). By looking at the organization in its entirety we can make inferences into how the organization's culture affects the decision-making of its individuals, and as a result see how that loop feeds back into the organizational decision-making process (Mintzberg, 1994b; Shapira, 1997).

Within this decision-making process, organizations are a sum of their parts, in that leaders are essential to the concepts of vision and strategy (Mintzberg, 1994b; Shapira 1997). Looking at real-world analysis of corporate strategy and planning, it became evident that institutions looking for new ways to organize themselves and plan for the future leaned toward strategic planning as the "one best way" (Mintzberg, 1994a). Yet this is fallacy of strategic planning as viewed from a purely organizational view. These organizations saw strategic planning as a catch-all for the enhancement of competitiveness for every sector of business (Mintzberg, 1994a). However, you need leaders to be engaged in the organization, making individual decisions with a goal/end state in mind in order to direct the whole (Mintzberg, 1994a). The distinction is, "Strategic planning isn't strategic thinking. One is analysis, and the other is synthesis" (Mintzberg, 1997a, p. 107). Business in an effort to modernize many organizations were actually practicing "strategic programming" (Mintzberg, 1994a, p. 112), codifying and

systemizing thinking, confusing real vision with the manipulation of numbers. Where strategic programming is the articulation and elaboration of strategies and visions that already exist, strategic thinking is, the distillation of everything the leader or manager has learned from all known sources to include their own insights born from their experiences and the experiences of others throughout the organization coupled with the best available evidence based practices (Mintzberg, 1994a). By energizing people within an organization, and having leaders react while listening to their own intuition, one can begin to look at the big picture and truly conduct strategic thinking (Mintzberg, 1994b). This takes into account the overall picture of an organization, and then focuses downward upon the individuals that are supporting the network.

While leaders have an undeniable effect on their businesses (Mintzberg, 1994b; Ginkel & Knippenberg, 2012; Hoogervorst et al., 2013) and organizational decision-making can be a macro level problem, many argue that an organization as a whole is sum of its parts, and that individual actors working in concert can have an effect within the organization (Thiel, Shane, & Connelly, 2012; Bruijn, Heuvelhof & Veld, 2002). They argue that these individual actors when taken as a whole can shift and move an organization and create the environment and atmosphere of the company in which they work. This happening on a large scale can have detrimental effects on the organization and its intended direction set forth by its owner, leader, or board. Some researchers believe that the differences between the individual and the organization can be mitigated by advocating a hierarchal system, in which some are subordinate to others (Thiel, Shane, & Connelly, 2012; Bruijn, Heuvelhof & Veld, 2002). One likely understanding is that unless individuals in the group are properly managed, the organization will most likely not meet all, or any, of its objectives. Another possibility is that Individuals to be productive need strong leadership to set goals and paths to achieve them.

Internal dynamics and competing individuals or groups within the structure can hijack the decision making process. Thus a hierarchy, no matter how loose, provides a decision-making process that is and structured, and that proceeds towards a solution. Bruijn et al. (2002) reasoned that extraneous input reduced good decision-making competency, and diminished the probability of greater success. However, they argued, when actively managed in a hierarchical system, the group members produced agreements through negotiation, refereed by a leader. They found that the group would be more apt to succeed at any goal put forth working in this way, and decisions could be made without the extra background noise from individuals who might use their own problems or issues of interest to take focus away from the task at hand (Bruijn et al., 2002). This is a major point, advocating for the engagement of a leader rather than relying on individual actors to drive the organizational decision-making process.

Conversely however, while individual people that make up a whole can have impact on their groups they are by no means the main indicator on whether a group or organization will succeed. It has been shown that the way in which a team is structured from its formation is the firmest indicator of how well it will perform (Wageman, 1997). Leaders in this instance take a tertiary place of importance. Leaders have a place in the team and good leadership can make a well-organized team with clear task direction perform even greater, however great leadership with a poorly designed team will only marginally improve the team's performance (Wageman, 1997). In this case the team structure and the organization as a whole take precedent over influencing behaviors. It is the organization and its layout, not the leader's guidance that makes the determining factor of success.

In the end, whether one advocates for a macro view of an organization, seeing it as a hegemony of individuals working in concert slowly pushing the organization in a certain

direction, or takes the outlook that organizations are moved by a concentrated effort of dedicated leaders; they agree that the context of the organization and its culture will dictate how its component parts will act. Whether you believe it is the entities in the organization that move the group and drive decisions or it is a higher level order in assigned leaders that shift the decision-making the views are saying the same thing. Junior level leaders and individuals can have an effect on the company or group they reside in. To what extent these actors can affect their organizations is unknown. Only by looking into the actions and levels of authority of individual leaders can we discern that. The dynamic roll that everyone plays affects decisions at all levels and will affect a higher order of organizational decision. This dynamism will have been built by its leadership and their efforts in organizing their work teams to best achieve organizational goals and group success.

1.2 INDIVIDUAL LEADERSHIP IN GROUPS AND ORGANIZATIONS

The body of work that is individual leadership studies is an immense area of research. There have been a great multitude of studies done on the individual and the leadership they provide within their organizations. However, out of this immensity of work that this could potentially engage I have strived to narrow my view to the act of leaders' intervention and not necessarily the influences of the organization as a whole, though this influence will undoubtedly play a certain role.

There have been studies on leadership style, the way a task is formulated, ways in which leaders address their teams, and ways in which humor or anger are used in the workplace. I have always been interested in where and why leaders do what they do and how they affect their organizations, whether that is for the good or the bad. I wish to learn more about what make leaders decide where they want to act in their organization. Is it only because they are compelled

to because of circumstance, or do they take a more proactive attitude and try to affect change or actively lead and not let reactivity guide their hand? As such, I decided to look at this issue from the standpoint of where, why, and how leaders chose to use their authority to affect their organization. With this view many aspects of individual leadership come into play. Leadership style most definitely comes into play, however, so does the context of the environment and the attitudes and personalities of those that the leader leads. Moreover, where and why leaders chose to intervene could largely depend on the situation they are in, the organization's overall goals, and this coupled with the path and goal that the leader wishes to follow, can affect the way in which to attain those organizational goals and objectives. Thus I have researched a number of studies that might help explain a number of these different facets of leadership stemming from the individual as a leader. This will give a better understanding and reasoning behind their actions.

There are several schools of thought on what a leader is to do in leading their group. Some believe in mitigating the emotions of their constituents (Thiel, Shane, & Connelly, 2012), while others believed it is the leaders perceptions of their team and the ability to give them voice and participation (House, 1996; Hoogervorst et al., 2013) that determines how the leader interacts and decides what to do. While others believe it is the situation a leader might find themselves in that determines, ultimately the way they will react (Hersey and Blanchard's, 1969).

Some of the major theories that have helped inform this area of individual leadership studies are House's (1996) Path-Goal Theory and Hersey and Blanchard's (1969) Situational Theory of Leadership. Both of these theories view leadership from an individual standpoint and the context in which the leader might find themselves in. Moreover, many studies looking at

individual leadership and its effects on group task accomplishment and organizational decision-making have produced valuable insights about why individual leaders make the decisions that they do. There have been several studies that have demonstrated that leaders as individuals have a very real effect on their groups (Ginkel & Knippenberg, 2012; Thiel et al., 2012; Hoogervorst et al., 2013). One critical way that leader's affect their team is through shared understanding of the task, which is paramount to the functioning of the group (Ginkel & Knippenberg, 2012). Leadership is an important factor in this aspect because the group leader occupies a key role in shaping group members' understanding of their jobs (Ginkel & Knippenberg, 2012). Leaders influence their groups, and better attune their members' task representations and duties to the activity at and increasing ability and information flow (Ginkel & Knippenberg, 2012). The leader's primary task is to manage group behavior, making sure that the organization is focused on a shared task. The leader can direct the behavior of the group and stimulate the group's use of information in the decision-making process, to produce higher quality decisions (Ginkel & Knippenberg, 2012).

Groups with coherent leadership achieved their goals more often and more efficiently than those without (Ginkel & Knippenberg, 2012, Thiel et al., 2012; Hoogervorst et al., 2013). Ginkel and Knippenberg (2012) designed an experiment set in a controlled laboratory setting, using a method that had a one-factor design with three levels: a group leader with task representations that emphasized elaboration; a group leader with task representations that emphasized finding common ground; and no group leader (Ginkel & Knippenberg, 2012). Their research found that group leaders who were interested in information elaboration and synthesis, who also had a clear understanding of the task at hand, tended to benefit the development of the

group far more than those that did not. They found in the laboratory setting that groups lacking a leader, or leaders lacking understanding of the task, tended to hold group development back.

This effect that leaders have on their teams can go further than just task design and duty clarification however. Researchers agreed with the implications of the Ginkel and Knippenberg (2012) study but made the observation that the key role for a leader was about shaping subordinates' perceptions as opposed to task process clarification (Thiel et al., 2012). They stressed that by learning to manage the emotions of subordinates, the leader of any given group will foster a better environment for critical decision-making (Thiel et al., 2012).

Thiel et al. (2012) conducted a study where they manipulated the emotions of several members of a group that had been given a problem-solving task. The experiment studied several conditions: 1) which group members got angry or pessimistic; 2) whether they were able to employ strategies to examine the source of their negative emotions; and 3) whether they completed the assigned task. Investigating discrete negative emotions of group members, with regard to tasks, shed light on the effectiveness of a leader's emotion regulating skills (Thiel et al., 2012). Their findings were of great importance, because the research looked closely at how emotion could affect planning performance. Understanding what influences the decision-making process is critical for improving planning skills and task accomplishment. While this test only looked at anger and pessimism, this study model could be of great value in determining how other types of emotions can be mitigated, shedding light on new strategies for managing organizations.

Other leadership researchers, although in agreement with the notion that leaders have a direct effect on their groups and are central to a group dynamic, have focused more on how leader's perceptions of their team member's needs affect their decisions when concerning their

organizations goals (Hoogervorst et al., 2013). These perceptions of employee's needs, and states of mind of control and belongingness, can lead to leaders giving more voice to those employees who felt a need to have some type of say in the outcome of a decision. This also held true for those employees who had a high belongingness need to be part of the organization (Hoogervorst et al., 2013). These individuals either felt low or high need to have some level of control in the decision-making process, or to feel included in the team. Given this knowledge, leaders will tend to assign task priorities to employees based on what their stated need was (Hoogervorst et al., 2013). Employees encouraged discussing their needs with superiors, and facilitating a workplace that employees wanted to be part of, could create a virtuous cycle that could have a positive influence on the organization. People value fair treatment and procedure, even if that procedure does not go their way. People value this because in their dealings with authority figures it makes them feel as though their interests are being taken into account and a fair and favorable outcome in the decision-making process will be had (Hoogervorst et al., 2013). By meeting the needs of their subordinates and including them in the decision-making process, leaders give subordinates more confidence that the decisions being made are more fair and will have positive outcomes, which leads to more employee support, and a positive feeling of fairness.

Leaders that engage effectively and connect well with the emotional intelligences of their team members have been shown to get better support, greater effort, and enhanced cohesion within their groups. Leaders cannot ignore the emotional side of the team this is where the relational conflict resides and has a potential of breaking down a team's dynamic (Hackman, 2002). Not all conflict is bad. Some friction can allow teams to perform at a greater capacity, however those leaders that can tend to the relational conflicts of their groups through emotion management have a greater potential of keeping a balanced atmosphere and a team high functioning. Additionally,

taking the situation into context and making sure a strong leader sets priorities and clarifies tasks can have a substantial impact on goal achievement. Leaders can further increase team buy in by being participative, in that they can lead through personal connection with their team guiding their strengths, applying them to the situation, and providing incentives that speak to the team member's needs. In the end, leaders can affect their teams directly. By doing this they have a large amount of influence over their members and the direction and way in which the team operates and accomplishes tasks. This influence in turn can possibly affect their peers and in doing so can eventually affect the organization as a whole.

1.3 INDIVIDUAL LEADERSHIP TECHNIQUES

Because the business of leadership is one of engagement with humans within a group organizational leaders employ a myriad of different techniques in which to focus, and direct their teams. Individual leadership techniques are at their core methods utilized by a leader in order to have his/her team act in a way that is conducive to the leader's directive. These practices can be cooperative, directive, participative, or many more used in a way to accomplish what the leader or organization wishes done. The study of this body of research bridges the gap between organizational study and individual study as it focuses on the relative position and quality of leaders within a group, and the techniques exhibited by decision makers. The techniques that a leader utilizes in the execution of his/her duties as a leaders can potentially have a profound effect on how the team operates. Research has found that leadership techniques such as, risk management, active listening, vision creation, emotional intelligence, intuitive intelligence, and shared understanding, are associated with increased leadership ability and specific leadership techniques can have a profound effect on organizations (Mink, Rogers & Watkins, 1989; White, 2012; Bacon, 2013; Rubin, 2013).

A few researchers drawing from a study of an individual's tension between innovation versus risk management and particularly where conflict arose from the application of innovative leadership in interpersonal situations attempted to answer how a leader's techniques might affect his/her whole organization (Mink et al., 1989). Through an interview process 27 school superintendents were studied. These superintendents were chosen as high performers on the basis of a reputational survey, who attempted to introduce a transformational process in their organizations. The study focused on past instances where the superintendents had come into conflict with others, and examined the decisions they had made in order to resolve the issue. The question was how did the subjects deal with dealt with conflict and mitigated risk in their decision-making, in reaction to those who were resistant to their transformation plan. The superintendents were asked to identify and discuss situations in which they had enacted creative solutions to their school districts' problems. Particularly those instances where they had to weigh the risks and rewards of enacting their proposed changes, in spite of complicated interpersonal issues preventing their implementation. Through this process the superintendents framed difficult interpersonal exchanges as a problem to be solved, rather than explored (Mink et al., 1989). During the interview process participants were given further opportunity to explore previously unexamined dilemmas in greater depth. By examining the decisions they had made and breaking them into component parts, the superintendents were able to see different possibilities that could have been more helpful at the time. Through this they implemented "reflection-in-action," and learned critical reflection skills that would help them become more creative leaders in the future (Mink et al., 1989). The argument was that regardless of your position leaders needed to be proficient problem solvers (Mink et al., 1989).

Supporting this scholars of history have shown that the leaders throughout the ages have not just had to be able to articulate tasks process but provide active leadership through the use of their techniques. When looking at the leadership style of the Earl of Warwick during the War of the Roses. One can identify decisive points in the Earl's career where he employed different strategies of leadership to help his people, the Yorkists, overcome their enemies, the Lancastrians (White, 2012). White (2012) looked at the historical data from the perspectives of the Five Forms of Power theory. A theory derived about aspects of power in an organization by social psychologists John R. P. French and Bertram Raven in 1959. She discussed how the Earl utilized the Five Forms of Power: legitimate power, referent power, coercive power, reward power, and expert power during the war to garner strength, allies, and the loyalty of his followers (White, 2012). By melding the different powers in creative combinations, the Earl of Warwick was able to solve complex issues while transforming and modernizing the traditional system of power, at both the individual level and for his organization (White, 2012). He was a visionary, and used new and improved techniques of governing and warfare (White, 2012). This is an example of one individual's decisions affecting the entire organizational decision chain and literally changing the fundamental being of the organization. The lesson that can be drawn from this biographical study is that even leaders of historical organizations had to be willing to change and modernize in order to succeed; those that did not lost to those that did (White, 2012).

Another important concept of creativity and innovation in the decision-making processes is the concept of "intuitive intelligence" and its applications as a technique for creative leadership (Bacon, 2013). The innate capacity to be able to understand something intuitively without the need for cognitive thought can be an extremely valuable skill in today's fast paced work environments (Bacon, 2013). Intuition in many aspects of human enterprises can be much

more substantial than hard numbers, referencing recent insights in neuroscience that have demonstrated that intuition can affect a person's leadership and decision-making processes (Bacon, 2013). Intuition, or "intelligent memory" (Bacon, 2013), is an aspect of the brain that is able to catalogue previous experiences and, upon receiving new stimuli, is able to create new and original thoughts. This intuition is the basis for creative thinking and breakthrough ideas, but the "intuitive intelligence" must be trained in order to be used with certainty (Bacon, 2013). Intuition is an acquired skill, and by being conscious of it and actively using it, the more dependable it becomes (Bacon, 2013). By opening one's mind to others and engaging the group, one can take in differing views and data points that will engage the intelligent memory and allow new insights to emerge (Bacon, 2013). Ultimately, by applying "intuitive intelligence" or "inner voice" as a leadership technique, leaders could more easily reach decisions when confronted with crises, messy situations, high speed changes, and ambiguous situations (Bacon, 2013).

Identifying a leadership technique, or style, can permit a leader to see how they can most effectively influence behaviors and make the best decisions in order to achieve organizational objectives. By assessing one's leadership techniques, and knowing how each leadership style utilizes their techniques, individuals do have the power to change groups in a major way (Rubin, 2013). There are several different kinds of leadership styles, however just through analyzing a few, the top six most predominant leadership styles, and six industry leaders who embodied them we can see how these captains of industry leverage their style and apply their technique to their organization (Rubin, 2013). Examples are: Authoritarian - Rupert Murdoch at News Corporation; Democratic - Warren Buffett at Berkshire Hathaway; Transformational - Richard Branson at the Virgin Group; Laissez-Faire - Brad Smith at Intuit; Servant Leadership - HB Shultz at Starbucks; and Situational Leadership - Jack Stahl at Coke and Revlon (Rubin, 2013). Through a review of

each leader's approach underlines the component parts of the six main leadership styles, and shows how these leaders interacted with people in their respective companies (Rubin, 2013). Using a leader's own words to showcase how they looked at the world, and why their style was the way it was gives a deeper insight into why a leader chooses their style and how they identify and manage that style is (Rubin, 2013). Rubin (2013) does say, "the key to 99 percent of all successful efforts" is knowing and managing one's leadership style. This supports the conclusions of Hoogervorst et al. (2013). By understanding one's own leadership style it makes it possible to leverage strengths and compensate for weaknesses, and properly match individual team members to particular roles (Rubin, 2013). By analyzing successful people in an attempt to showcase the lessons they have learned, we can discover new insights to help improve decision-making and leadership processes (Rubin, 2013).

Individual leadership techniques can take many forms. Whether it be a specific leadership style, risk/reward management process, or creative thinking through engagement with your team members in order to increase your expertise and intuition, all of these largely depend on the situation and the engaged individual. Leaders often change their techniques depending on the context of the circumstances employing different avenues of approach in order to elicit the maximum amount of effort from their groups. Though consistency is good providing a base in which the group can operate leaders often adjust their orientations depending on who or what is needed. This too can include not only techniques utilized, but the timing in which they provide those techniques.¹

1.4 SITUATIONAL LEADERSHIP

Coupled with individual leadership techniques, is situational leadership and style. It is the situation in context that determines the techniques and style that is utilized, and at what points

the leader engages. Leaders get their constituents focused and moving toward a common goal by energizing and mobilizing them (Kouzes & Posner, 2012). Leaders can have profound effect on their groups especially in uncertain and ambiguous times, and by interjecting themselves and actively leading they can be a bulwark against disorder and inaction (Kouzes & Posner, 2012). A firm directed leader, with clear focus and vision for change can make an immense difference within their organization. It is this leadership and focus that really lead to the act of directed decision making and intervention inside their associations. Organizational leaders utilize certain traits that provide a road map for leaders to affect behavior in the organization and lead to positive decision making (Kouzes & Posner, 2012). Situational leadership is built upon the premise that the leader, in a shifting situation utilizes different techniques, behaviors, or intervention points, depending on the context of the situation, to affect the team's outcome (House, 1996; Blanchard & Hersey, 1996; Hackman, 2002; Hackman & Wageman, 2005; Wageman, Hackman, & Lehman, 2005; Wageman, Fisher, & Hackman, 2009). A leader may have a specific leadership style or as some call it a variable (House, 1996; Rubin, 2013), but they will use different task or relationship orientations to identify what the situation needs in context of the individuals they are dealing with (House, 1996; Blanchard & Hersey, 1996, Wageman et al., 2009).

Research suggests that engaging in specific areas of intervention within organizations can affect decision making for the positive (Hackman, 2002; Hackman, & Wageman, 2005; Wageman, et al., 2005; Wageman, et al., 2009). There are specific points in which a leader needs to intervene within their groups in order to make the greatest impact in its potential of success (Hackman, 2002; Hackman, & Wageman, 2005; Wageman, et al., 2009). Organizations are particularly open to areas of intervention at the beginning, middle and end of a group or task

cycle that focus on motivational, consultative, and educational in turn (Hackman, 2002).

However, there are instances where a leader cannot just sit idly by and only engage at those specific times. Mistakes can be costly in a shifting environment and proactive coaching delivered at the correct times can forestall process losses that might arise, additionally, this coaching intervention can increase the potential that issues that do arise can be taken care of without disrupting the team from their important tasks (Hackman, 2002). Timing is essential and well timed coaching can prevent a great many breakdowns and process problems, if one remembers to do them routinely (Hackman, 2002; Hackman & Wageman, 2005; Wageman, et al., 2009).

However, coaching interventions are one aspect of the overall package. Good coaching interventions, as studies have shown, will have slim to no effect on mitigating process losses in a poorly organized team. The design of the organization and the context the team finds itself in does matter on how these interventions are received (Wageman, 1997; Wageman, et al., 2005; Wageman, et al., 2009). Expanding Richard Hackman's original work, Wageman, et al. (2009) break their earlier theorized normative interventions into two types of temporal interventions, they label *Type I* and *Type II Timing*. *Type I Timing* refers to the normative interventions that every organization, when ready to receive them, are predictable times in a team's life that can best help set up goal attainment and achievement. The temporal moments are generally held at the beginning, middle, and end of a team lifecycle or task cycle. The intervention moments focus on the motivational, consultative, and knowledge or educational aspects of work processes. In *Type II Timing* the situation is more fluid, these points know when to address the nuances and unpredictable times of group dynamics (Wageman et al., 2009). Wageman et al. (2009) state that:

Our emphasis on predictable times of readiness could be viewed as suggesting that leadership actions are irrelevant or ineffectual during the great majority of a team's life—that is, in the extended periods that lie between its beginning and midpoint, and midpoint and end. It is true that teams are remarkably impervious to major interventions made during times of low readiness. However, by actively watching for emerging opportunities to motivate, consult to, and educate teams, team leaders can make significant contributions to the team and its work. (p. 197)

Wageman et al. (2009) go on to point out that to really exercise good *Type II Timing* a leader needs to be able to analyze group difficulties and opportunities as they appear and build skilled interventions spontaneously. In these instances situation and context are key. Wageman et al. (2009) discuss how a Team Leader when observing their team needs to be constantly evaluating them from the standpoint of the three performance process, asking questions about the team's ability, state of their effort or reliance on habitual routine. Lastly Wageman et al. (2009) discuss leader behavior and its connection to timing interventions. They say that one way to address real time process interventions is to employ operant techniques In order to influence team behaviors that are being observed within the team. Additionally, Wageman et al. (2009) continue to state that in order to address behavior not observed in the team often leaders will employ a directive or participative leader style in this situation. These two styles depend on the situation at hand, but generally directive tells the team what and what not to do with very little input. Participative on the other hand elicits input and encourages educational questioning with an eye to strengthening the team's understanding of a task.

These concepts at their heart are based in social psychology theories. Furthermore, good decision making needs good leadership and can be highly situational. The idea of persuasion is

one of these situational techniques that depend on the context and specific constraints involved in order to find the most optimal technique for leader involvement and goal success. Leaders convince others to follow them and accomplish tasks they set forth. Cialdini (2001) has focused his research on the specific major factors that bring about behavior change when complying with a request. Decision making needs people to be convinced to adhere to the decision. Cialdini (2002) in his discussions on leading change, decision making and persuasion says that there are six tendencies of human behavior that act to create positive response: reciprocation, consistency, social validation, liking, authority and scarcity. These six propensities act to help direct our commercial dealings, our social connections and our personal interactions, knowledge of the guidelines of influence can be empowering (Cialdini, 2002). By applying these six concepts leaders can be empowered to persuade their organizations to follow their decisions for the positive (Cialdini, 2002).

Humor as another situational leadership technique can be utilized in to mitigate failures, build camaraderie, or be able to make criticism more palatable. Holmes and Marra (2006) connect the use of humor to being another technique of leadership style. This technique while effective is also very situational in nature. Holmes and Marra (2006) discuss this when they give examples of how humor can be utilized. In their example they give an instance where a subordinate does not give a direct answer on a question and is jokingly chastised by the boss for not being direct. Holmes and Marra (2006) show how his can be a face saving practice. With this case of humor, it can be seen that using a humorous turn can carry an important and complex message. This is based in the leadership literature and shows how different styles might utilize humor in this way of conveying messages that can range a whole gamut of social interaction and

team building. One such leadership style Holmes and Marra (2006) describe is that of transformational leadership and how it utilizes humor, they argue:

Leaders who encourage a high-energy, brainstorming approach to an issue or a problem also tend to encourage and contribute to the sparky, humorous sequences which often lead to such burst of creative mental and intellectual activity...The team leader supports and extends the humor and actively contributes to the interactive, high energy style, which characterizes the sequence, a style which seems aptly characterized by the term 'transformational.' (p. 132)

In the end Holmes and Marra (2006) state that humor helps build a path toward creative thinking and non-traditional solutions to problems and emboldens innovation. Weiss and Rietzschel (2014) agree with this assessment of the use of humor and they show that humor's use can impact the relationship between a leader and follower. They assert that since humor can have a weighty effect on the intellectual, biological, emotional and behavioral responses, it would seem that it can also affect what ultimately happens in the workplace (Weiss & Rietzschel, 2014). These studies add weight to the idea that humor among other personality traits can affect leadership and the situations when engaged leadership is required (Holmes & Marra, 2006; Weiss & Rietzschel, 2014).

Pulling these all together is the idea of situational leadership theory, characterized by Hersey and Blanchard's (1969) Situational Theory of Leadership (originally Life-Cycle Theory of Leadership) and House's (1996) Path-Goal theory. Both of these theories largely depend on the situation at hand that determines what kind of leadership tactic or technique a leader will utilize. Not to say that individuals do not have a style, yet even within that style a leader will utilize different techniques dependent on the context of the circumstances. In Hersey and

Blanchard's (1969) theory a leader assesses the maturity level of his/her followers against his/her own leadership style as based on a grouping of leader and task-oriented behaviors, and makes a determination based on the situation what technique he/she will utilize. Those techniques range across delegating for mature followers that know their tasks to telling where the leader needs to be very deliberate in explaining a task or process because of the low maturity of the follower. Either way the leader makes a judgment call based on the ability of the team, their leadership style as defined by a grouping of leadership behaviors, and the context or circumstances that the team finds themselves in.

Furthermore, Blanchard and Hersey updated their theory of situational leadership in 1972, changing the name from Life-Cycle Theory of Leadership to Situational Leadership. With this update they also emphasized:

[T]hat the dimensions of leadership were 'task behavior' and 'relationship behavior.' Earlier models...used attitudinal dimensions, such as 'concern for production,' 'concern for people,' 'task orientation' and 'relationship orientation.' We argued that there could be best attitudes for managers but that there was no best leadership style. For example all managers should be concerned about production and people. But that concerned attitude can be expressed in different leadership styles, depending on the situation. (Blanchard & Hersey, 1996, p. 44)

With this change Blanchard and Hersey's Theory of Situational Leadership is more closely aligned with other leadership theories such as House's (1996) Path-Goal theory. It is the situation and context the leader finds themselves in that counts. By applying different leader behaviors, whether task-oriented or relationship oriented the leader can choose the best option to fit the

leader's style and the individual or team they are dealing with (Tabernerero, Chambel, Curral, & Arana, 2009).

House's (1996) Path-Goal theory is a contingency theory that states that the leader's role is to increase the motivation of their team members in order to attain personal and organizational goals. The leader can accomplish this by a couple of means. First the leader can make clear a team member's path to the rewards they seek and are available, or second, the leader can increase the rewards that the team member most values and desires. The act of Path clarification is that the leader works with his/her subordinates to help identify and learn activities that lead to task accomplishment and organizational rewards. Enhancing rewards means the leader engages with the team and its members to learn what kind of rewards they desire. Through this engagement the leader is able to clearly define the path to reward achievement and increase organizational goals. This is a contingency or situational theory in that it depends on three contingencies - leader behavior and style, situational possibilities, and the use of rewards to meet subordinates' needs (Daft, 1994). Path-Goal has four leader behaviors associated with it, those being: supportive leadership, directive leadership, participative leadership, and achievement-oriented leadership. The situations that most affect Path-Goal are the personal traits of team members and the overall environment of the workplace or organization. While a leader might have a preferred leadership style in Path-Goal that leader will still tailor their leader behavior to the given situation or team member. In this way the leader is able to adjust to best fit the constituent's needs to provide a good path to reward attainment and task accomplishment.

As we have seen, the situation plays a large part in how a leader engages with her/his team. Be it through humor, leader behaviors and techniques, or adjustment to a situation each leader employs different strategies in order to get the job done. By being sensitive to one's

constituents and the realities of your environment some argue (Daft, 1994; House, 1996; Wageman, Hackman, & Lehman, 2005; Holmes & Marra, 2006; Wageman, Fisher, and Hackman, 2009; Weiss & Rietzschel, 2014) that this kind of situational leadership leads to a better awareness and adjustment to shifting conditions which lead to an increase in goal/task accomplishment.

1.5 CONCLUSION

There is an ongoing debate about whether studying individuals within a group will reveal the true nature of organizational decision-making, or whether the individual is simply not as important as understanding the organization as a whole (Mintzberg, 1994b; Shapira, 1997; Wageman, 1997; Hackman, 2002, Hackman & Wageman, 2005; Ginkel & Knippenberg, 2012; Thiel, Shane, & Connelly, 2012; Bacon, 2013; Hoogervorst, De Cremer, & Van Dijke, 2013). Each of these sources, in some way, expects leaders and decision makers to act in concert with the led in order to make well-informed judgments. All seem to suggest that leaders and organizations need to be well rounded, and employ several modes of thought to help visualize external forces and relate to the drives of subordinates, in order to best utilize all available talents. There are many publications that discuss how leaders and organizations build systems of management, create their own styles and proactively plan for future events. But these researchers (Ginkel & Knippenberg, 2012; Thiel, Shane, & Connelly, 2012; Hoogervorst, De Cremer & Van Dijke, 2013) did not go far enough to examine how and at what point leaders can (or should) interject themselves into the decision-making process.

The works presented here generally seemed to assume that the leader is either present to provide guidance, or not. Yet, in the real world, leaders are not always around the organizations they lead, or at least may not be within the immediate vicinity for every decision made. Thus a

leader has to interject at the right moments and provide guidance that his/her team members are able to work within. Moreover, a great deal of this research was conducted in the laboratory (Hoogervorst et al., 2013; Mink et al., 1989; Ginkel & Knippenberg, 2012; Thiel et al., 2012) or was a theoretical or historical examination of organizations and how they act (White, 2012; Shapira, 1997; Mintzberg, 1994; Bacon, 2013; Saaty & Vargas, 2012). Still others (Daft, 1994; House, 1996; Wageman, Hackman, & Lehman, 2005; Holmes & Marra, 2006; Wageman, Fisher, and Hackman, 2009; Weiss & Rietzschel, 2014) have looked at the situation in which the leader finds themselves and argues that it depends on that context or situation whether a leader acts or not.

Organizations today, whether political, commercial or non-profit, have become increasingly uncertain and fluid (Shapira, 1997). Leaders within these entities have had to become more agile; able to work in a dynamic atmosphere, exhibiting intuition, drive, and decisiveness. The optimization of effective leadership potential inside these shifting organizations requires a strong understanding of how, where and why leaders make decisions and assert their authority in order to better ensure goal success. Studies show that leaders choose specific points in their organizations processes, formal or informal, to address perceived issues during planning and execution stages (Wageman, 1997; Hackman, 2002; Hackman & Wageman, 2005; Wageman, Hackman, & Lehman, 2005; Liu, Pirola-Merlo, Yang, & Huang, 2009; Wageman et al., 2009; Thiel, Connelly, & Griffith, 2012; Hoogervorst, De Cremer, & Van Dijke, 2013). These points are driven both by the appointed managers and the organization's policies/systems. However, in decentralized organizations leaders are given greater reign in which to set these intervention points and are highly individual (Wageman, 1997; Hackman, 2002; Hackman & Wageman, 2005; Wageman, Hackman, & Lehman, 2005; Liu, Pirola-Merlo, Yang, & Huang, 2009). This enables

them to deal with issues that can affect the overall success of a given endeavor. By ascertaining where and why leaders intervene when they do, we can improve our understanding of how leaders affect group dynamics and accomplish problem solving tasks.

However, leadership research studies today are often conducted in controlled environments, with clearly formed questions and highly detailed experiments focused on carefully selected participants (Hoogervorst, De Cremer, & Van Dijke, 2013; Ginkel & Knippenberg, 2012; Thiel, Shane, & Connelly, 2012). Some recent studies have looked more closely at leaders' emotional and intuitive intelligences, or how they act to meet the needs of the group and its members (Bacon, 2013; Thiel et al., 2012; Hoogervorst et al., 2013). However, as some have observed, most experimental studies of individual leaders offer the participant clear-cut information though uncertainty and vagueness are very prevalent in organizations (Shapira, 1997). Much of the current data in the subject has been generated in laboratory settings. These laboratories lack the uncertainty of the organic environments that most leaders and teams find themselves in outside of the laboratory.

Laboratory studies have offered a great deal of valuable research, and have helped isolate certain aspects of leader behavior that go a long way in illuminating many of the questions surrounding the field. However, they more often than not test within a context of classical hierarchical organizational structures. These laboratory studies cannot answer the fluid dynamics that are prevalent in a decentralized organization where leaders have a level of authority to make decisions in their areas of responsibility. Moreover, much of what leaders do depends on when they do them, that coupled with the techniques they chose to utilize, it depends on the timing in which they employ those methods in their intervention. The timing is as important as the act. In this way it is not simply the act of making a decision or applying a technique, it is about the

temporal factor of the event. Many laboratory studies simply cannot replicate this in a synthetic environment where there is an intersection of multiple behaviors that affect leadership effectiveness. What is lacking is field research and observation of organizations operating with a decentralized design in non-laboratory settings. More specifically, there is a lack of real world studies that examine where and how leaders intervene in the planning, decision-making, problem solving, and project execution processes of their organizations. In these more natural settings empowered leaders working self-sufficiently, showing initiative and the ability to make quick decisive decisions can be observed.

There have been calls for this type of action research in field settings assessing how processes aimed at helping leaders coach teams and their impact in organizational context (Hackman & Wageman, 2005; Wageman, Hackman, & Lehman, 2005). Field research into organizations and leaders in the real world acting organically with their team members can give deep understanding of the leader/led dynamic. Therefore, the further route of inquiry requires direct observation of functioning organizations, working in a regular setting, to begin to identify how leaders can act to drive their groups forward in making clear, high quality, and effective decisions. This is especially important, where they assert themselves in interaction with their teams to affect task accomplishment. Does it take both the culture and design of the organization coupled with the individual to steer the course of an organization? I aim to help answer some of these questions.

This research can only be accomplished in real world settings that showcase the pressure and indeterminate nature of today's organizations. Studying leaders in a natural setting, we can see when and where they set up decision and intervention points in their systems. By observing how leaders navigate the intricacies of resource, risk, personnel, and objective management, we

can make transferable extrapolations that can be applied to other like situations, building a sound map to help fledgling leaders have greater chances of success. This knowledge and training can be most effective in organizations that are built along a decentralized line because it will help leaders quickly ascertain a problem and solve it, even those with limited experience dealing with such issues. This is of utmost importance in our twenty-first century information driven world.

In response to the underrepresented ambiguity of these earlier experiments, what is needed is an inductive exploratory observational case study researching real-life organizations, collecting and analyzing inductive data from functioning companies in their operational environments. By looking at these complex interactions on a small scale there is a potential to identify what specific behaviors or influences are shaping leader effectiveness in decentralized organizations. There simply is not adequate complexity that can be found in a laboratory study. In this study I will be looking at a company that employs a decentralized organizational design, that is, an organization where the decision making authority does not sit with one central figure or body and leaders are empowered at the lowest levels, showing where real-life leaders intervene in planning, problem solving, decision-making, and execution. As such, I will be attempting to answer the question, under what circumstances, at what points, at what times, and how, in a decentralized organizations' process can empowered leaders most effectively assert their authority so as to increase goal achievement/(and)mission success?

Chapter 2. RESEARCHING THE ISSUE: STUDY DESIGN AND METHODOLOGY

The study examined leaders within an organization operating under a decentralized business model. A hallmark of decentralized organizations is that the decision making authority

does not necessarily sit with a central individual or group, but in a concert of several individual leaders and groups working together toward a common goal. Empowered leaders at all levels receive guidance and direction from higher level decision makers. With this guidance a set of parameters are given to leaders within which to work. Those leaders are then expected to accomplish their portion of the goal, using their own initiative and experience in order to support the rest of the organization's mission. While there is a central figure at its head, in decentralized organizations leadership and decision making is shared at all levels. This is especially helpful within a shifting work environment as it enables employees to move and respond swiftly without having to wait for decisions to be approved from the top.

2.1 PARTICIPANTS

The business that was selected for this exploratory case study exemplifies the qualities of a decentralized organization as previously defined. This business, NanoString Technologies, provided the prerequisite qualities and characteristics that was sought and was at a scale that could be managed. Moreover, the small scale of the business selected enabled me to clearly see the flow of leader interaction and intervention without becoming too unruly. If a larger scale business had been chosen, with the limited amount of researchers, some of the important interactions and interventions may have been missed due to the amount of people and opinions involved.

NanoString Technologies sits directly in the heart of Seattle's biomedical sector in South Lake Union. It is an up and coming firm that conducts cancer research and produces diagnostic tools in which to better code and identify certain genes that are identified as having a causal factor in the formation of cancer. Seattle's South Lake Union neighborhood has seen explosive growth in the past decade with notable biotechnology and biomedical companies such as Fred

Hutchinson Cancer Research Center, and Novo Nordisk expanding their campuses in the area. Amazon headquarters is located in the district as well. NanoString Technologies from their website, “develops innovative products that unlock valuable and clinically actionable genomic information from small amounts of tissue. We are committed to providing tools that enable scientists and clinicians to translate today’s leading research into clinically actionable tests that improve patient care” (<http://www.nanostring.com>). The company is in a growth stage with nearly 300 employees. This affected the team observed, in that new hires were always being discussed as the company grows, and there is greater need to place increased resources into their supply chain.

The team observed was the Logistics (Supply Chain) department of NanoString Technologies which consists of twelve individuals, split into two sections. The team leader is the Director of Supply Chain which oversees the whole department and directs the team’s efforts of production, shipping, supply service to the company, and service to the company’s research labs. The team then splits into two sections, each with a leader. The two sections are the Logistics and the Lab Services with the leaders being the Logistics Manager and the Lab Services Manager respectively. The Logistics Manger has the predominant amount of personnel with five team members: three Materials Handlers, one Inventory Specialist, and one International Shipping Coordinator. Falling up under the Lab Services Manager are two Production Lab Technicians. Nested underneath, and working directly for, the Director of Supply Chain are two more team members: the SOP/documents Control Specialist and the company Buyer/Purchaser Planner. This team, as the Supply Chain Department for the company, is responsible for all of the services that move the company’s equipment, produce its product, and keep its research and development sections and offices, stocked with supplies. The team handles servicing the labs, and calibrating

equipment, assembly of all of the company's biomedical kits that is their product. Additionally, the team is responsible for the shipping of the company's product to different clients around the world. The team consists of ten males and two females all ranging from twenty-five to fifty-four years of age. The ethnic demographic is mixed Asian, White, and African-American. The level of education varies from high school to postgraduate degrees, with the more technical aspects of the team and the team leadership having the higher educational degrees. The team had recently acquired two new hires and they were in the process of learning all that was expected of them.

2.2 DATA COLLECTION

I used two different types of data collection in this study, in a mixed method approach. The first utilized in this design were two surveys. These surveys measured a baseline of the team being studied and the other survey measured the positive or negative feelings of the team members after a leader intervention had taken place. The other method of data collection was participant observation, where field notes were taken on the interactions between the team members and their leader. Special note and thick description was especially applied to instances of leader intervention within the team.

The first survey utilized was a modified version of the Team Diagnostic Survey (TDS) developed by Wageman, Hackman, and Lehman, (2005). This was used to measure a baseline of leader likeability and perception on the part of team members. The TDS was broken into three parts that asked the surveyed to rate their leader in describing their behavior, where their main focus in the team was, and overall helpfulness they believed their leader was in building the team's capabilities. There were three sections to the modified TDS (see Appendix A). This survey was administered to the team at the start of the study and then again at the end. This was

to measure a pre and post data set. The T2 TDS was specifically utilized to identify any change between T1 and T2 of the team's attitude toward their leader.

The second survey given was a satisfaction survey. This survey was used to measure how the team members felt about the interventions that were conducted by the team leader. The survey was meant to provide data on the likelihood that an intervention was a good or bad one that helped the team or hindered it. In this way the survey would help inform the observational field notes and shed light onto team activities after the systematic interventions. The survey was given right after a formal intervention, such as a meeting between the leader and team members, had taken place. The survey had sixteen questions that contained statements that sought to assess the perspectives of the team's performance in their most recent meeting. The survey was geared toward attitude measurement on aspects of the team's feelings towards certain Leader activities during the systematic intervention.

Both surveys were given anonymously and the team leader never saw the completed forms. Furthermore, each survey was only identified through a three digit number that the participant generated themselves. Moreover, when the surveys were complete they were handed to me without passing through any other hands and were collected into a non-see through folder designated 'research'. This was done as an effort to reduce the potential for reactivity and social desirability.

In order to conduct the observational study, I was able to work with the company to develop an agreeable research plan. I was able to shadow one of the company's directors, noting where and when he interacted, intervened, and asserted himself in order to affect problem-solving and decision making within his team, and smooth processes in order to achieve his organization's goals. I stood apart from the everyday activities of the team and made

observational notes on where they interacted and when HB would intervene, either because one of his team members brought up an issue or he decided there needed to be an interjection of his expertise. I observed the team and shadowed HB for a 17 day period. I began each day entering HB's office and setting my field notebook for recording onto a table used for meetings in the corner of his office. I attempted to remain as removed from the team as possible only interacting when I had to. As the observations began it was readily apparent the conditions in the field were not conducive to a Non-Participatory Observation. The team was so tight knit and the leader was very active in managing the team. As the observer I became a participant in the daily interactions, albeit semi removed. I could not be totally removed so I became a participant in the observations. I answered questions when the team or HB asked them. When a formal intervention was taking place, i.e. a meeting, I would remove myself from the office and link into, via web app a small wireless web camera to better observe the proceedings without influencing the behavior of the team or team leader. In this way I wished to get as unfiltered attitudes as I could from the personnel. The manner of transcription was by pen and paper. Each intervention had a time code written in Date – Time, when it began. In the end the observation consisted of me sitting in the back of HB's office, remaining as unobtrusive as I could while daily work progressed. I answered questions and interacted with the team and HB when they specifically interacted with me otherwise I sat back and made observational notes of the activities around me. When the study was complete, I transcribed all the field notes onto a word document. This was to clean up the legibility, understandability, and flow of the written notes. Once the transcripts were completed, I moved into the first order of analysis.

Knowing that I was going into a dynamic situation of a real team at work in a very busy and innovative company I needed some criteria on which to judge my observations on. Before

the study began I prepared a set of criteria that would help guide me in identifying what a good and bad observation was. I had my own idea of what this entailed due to my experience as a United States Army Officer of 11 years, but I wanted, and needed a more objective reference point. I utilized Hackman's (2002) interpretation of what entails a good intervention (See Appendix B), that being an intervention that addressed one or more of the three performance processes [motivational, consultative, and educational] and succeeded in reducing process losses and fostered gains in these areas. Furthermore, I paid special attention to the temporal aspect of the intervention, looking to see whether or not the intervention corresponded to the beginning, middle, and end of the task cycle. I coupled this with what Wageman, Hackman, and Lehman (2005) define as a good coaching intervention; that is an interaction that intended to increase team member's coordination and make task appropriate use of their pooled resources in order to complete the assigned tasks. Additionally, another characteristic of good intervention criteria I included was the leader created conditions that helped the group, team, or organization in some way that could affect goal attainment and increased team performance and improvements in its effectiveness. For bad intervention criteria, a bad intervention was considered when an intervention failed to produce beneficial results as previously stated. For example, all the following items could be considered negative or a failed intervention: micromanagement, directing in minute detail on how to accomplish the task, giving unclear guidelines, berating the team when events are not going well, etc. I derived from Hackman (2002) a list of process losses and gains that could be achieved in an intervention, I applied those to my established criteria. The following is a list of the gains and losses: actions that affected the effort of the team that were motivational. First possible coaching interventions that affect this performance area where: any action that affected morale (good/bad), commitment to the task and team, guiding direction,

fosters team cohesion and dedication to one another, helping team members learn how to work well together. This is in an attempt to mitigate the process loss of social loafing or free ridership. Second, I looked for those that affected the strategies of the team which were consultative in nature. Possible coaching interventions that affected this performance area were: (1) building innovative ways to proceed in the task that were well aligned with situational conditions and opportunities, (2) eliminating thoughtless reliance on habitual routines that are inappropriate to the task, and (3) bringing outside resources and experts to help in the construction or implementation of the task. These help to mitigate the process loss of rote adherence to a standard procedure without identifying that things had changed. Third, I watched for areas that affected the knowledge, education, and learning of the team, and were more natural in practice, when possible observations were made of the team leader while he interacted with his team in a spontaneous manner. Possible coaching interventions that affected this performance area were: Interventions and coaching that weighs each team member's contributions equally, fosters the development of skills and knowledge pertaining to the job and task at hand, and the presentation of helpful feedback when needed. These were provided in an effort to increase the skill level of the team, cross train, and to fill knowledge gaps or abilities when it came to the work of the team (See Appendix B).

In support of maximizing the value of my data collection, I utilized a small, unobtrusive wireless web camera to facilitate observation. The limitations of an observational design, and a common concern for all such studies, are the possibility for psychological reactivity. That is, an individual's behavior or actions can be prejudiced or changed due to the subject's awareness that they are being observed. Social desirability effect states that individuals wish to be seen in the best possible light and in a manner that will be viewed favorably by others. This phenomena

combined with psychological reactivity can have a potential to skew any results from a physical observation. People change when they believe they are being observed and wish to be seen as the most positive version of themselves (Schwartz & Schwartz, 1955). As such I employed an observational design, overt observation requiring a physical presence in the room could potentially influence individuals' behaviors and reduce the validity of the findings. Although another approach to reducing the potential for psychological reactivity is repeated exposure to myself as the observer, however this approach was inefficient as it required continued contact with those being observed over a lengthy period of time. Therefore, in the instances, where the team met in a formal atmosphere, such as steering committees or planning sessions, a more covert observation technique was employed by utilizing a small wireless web camera to reduce the likelihood of psychological reactivity and social desirability effect.

The use of a small wireless web camera allowed observations of these interactions from another room with no distracting presence from me and lessened the potential for psychological reactivity due to its low profile, unobtrusiveness, and ability to blend into its surroundings. While the observed was aware of the camera's presence (and informed of such) the tendency was to quickly forget that it was there. Though still a foreign object, the web camera was a very small device, and could quickly blend in, minimizing the risk of these two social psychological phenomenon (Pepler, Craig, & Zahn-Waxler, 1995). This camera was connected via a wireless network to a tablet PC. I then was able to sit offsite where he was able to see the video feed and take field notes without contaminating the observed. No video was recorded. The wireless web camera video feed was observed by me (the observer) only, and field notes were taken.

2.3 ANALYSIS

In order to conduct the case study, I worked with the company to develop an agreeable research plan. I shadowed one of the company's directors, noting where and when he interacted, intervened, and asserted himself in order to affect problem-solving and decision making within his team, and smooth processes in order to achieve his organization's goals.

The study was designed to explore and/or resolve interpretations of the leader's actions and team's reaction in order to see where, why, and how the leader chose to intervene at certain points in the organization. Furthermore, the TDS was given at the start and the end of the observational period to gauge leader behaviors as described by the team, both pre and post study. Additionally, following a formal meeting of the team, I used a satisfaction survey to measure the team's response to the leader's interventions. These surveys were performed as an initial screening effort to guide the qualitative analysis.

In shadowing the team leader I looked at the type of decision-making process the leader and his group employed, observing where they scheduled team controls, such as points where decisions needed to be made, for example, In Progress Reviews (IPRs), Course of Action Development (COA DEV), and problem/objective analysis. I noted during the execution phase of the leader's and group's assigned task, at what points he and the group met for updates and decisions, such as project update briefs, and policy change briefs.

I then, after the intervention, coupled the results of the surveys with observational field notes to establish whether or not a 'good intervention' had occurred as defined by Hackman's (2002) good intervention criteria. This informed me as to the state of mind of the individuals involved and leading to insights into where process losses or gains could be or will be made. If individuals were unhappy with the way a leader made an intervention it could lead to suboptimal

output by that individual or group of individuals. Conversely, if the intervention was well received then that could account for process gains and motivation fostering a quicker and better outcome by the individuals or group of individuals. The study started by looking for situational instances where an intervention takes place, such as at a team meeting or face to face between leader and team members, with the interaction having an express purpose of achieving organizational goals or addressing organizational processes. Moreover, in an effort to obtain a baseline of the team I administered a modified version of the Team Diagnostic Survey (TDS) developed by Wageman, Hackman, and Lehman, (2005). The study only applied the portion that measured the team leader's behavior as assessed by the team's members. This was in an effort to ascertain how high functioning the team was, and if the team members already had a high regard for their manager and what leader behaviors, task or relationship were HB's predominant focus. Additionally, after the intervention I administered a satisfaction survey to gauge the team's response to the leader's intervention. Next the group's activities were monitored as they moved into task development, planning, and implementation, and finally execution of the planned course of action. During this observation I looked at where, given the previous criteria, systematic intervention points and any potential emergent or repeat crisis (critical incidents) occur. Once the cycle was complete and phases of the plan and execution were finished I measured the results, by analyzing my field notes and the tallies of the satisfaction survey, and noted where leader interventions took place and applied the before mentioned good intervention criteria. At the conclusion, in the after execution review, I again measured through an administered satisfaction survey, the amount of satisfaction the team members had with the outcome of the implemented plan and leaders interventions. All surveys were kept anonymous. I did not engage in any of the decision-making or planning.

Once I was present in the company and as my observations progressed it was quickly evident that this leader and team did not work around a systematic process. In other words, there were few if any planned meetings and most interventions were done spontaneously. The team was tight knit and the leader was very active in managing the team. The systematic interventions, i.e. meetings, became more ad hoc than anything else and necessitated a deviation from the original view of scheduled meetings or specific systematic touch points. As such the meetings with team members usually were scheduled within a short time frame, generally only 24 hours and done only when specific issues needed to be addressed. This has led me to categorize these meetings as no longer systematic, but ad hoc. When viewing the ad hoc interventions they were definitely a different entity than the spontaneous or natural interventions and were treated as such. The ad hoc meetings were observed with the wireless web camera as mentioned previously.

Access was obtained to the company along with team manager HB, Director of Supply Chain for the company, for ten days, for six hours each day. This coupled with the satisfaction survey gave me a good idea of how well received any coaching interventions were to be accepted by the team, and their likelihood in implementing it to the best of their ability. This is important because this could have led to more interventions if the work was subpar or if the team did not respect, like, or care for their manager and his types of coaching interventions.

Once all the data from the surveys and my field notes were compiled, the study used a mixed method approach in its analysis. Though largely a qualitative study, there was a major quantitative component to the data. The two surveys, the TDS and satisfaction survey, looked at the variance between the different question data points. These points would give the study a data set in order to interpret the amount of variance between negative and positives within the team.

Correspondingly, I tallied all of the intervention points observed, into natural/spontaneous interventions (that is when an issue or problem arose and the manager deemed it called for his attention), and systematic/ad hoc interventions (formal meetings that were scheduled in order to address some type of process or issue). Additionally, I transcribed all observational field notes, and by using an inductive method, Grounded Theory (Jeon, 2004; O'Leary, 2010), I looked for patterns that could help in identifying the reasons why the manager asserted himself were he did, and the reasons behind those assertions. With this number in hand I could see whether the meetings were driving more interventions or if the manager was able to handle issues informally. As an inductive study I was looking for patterns, or a theory, that would help fit the data observed. As I analyzed the data, it became clear that House's (1996) Path-Goal Theory and Blanchard and Hersey's (1996) Theory of Situational Leadership helped to help inform the data analysis, and, as stated below, the analysis opens up questions that could be expanded upon in future research.

Furthermore, as I conducted my observations I would discuss the observations with HB from time to time for clarification of events. At times after having observed an interaction I was forced to ask for clarification on certain aspects of the company or the context of the situation, not being wholly familiar with every aspect of the organization. In these instances HB would clarify certain points of why individuals said or acted in the manner they had, in example either due to company policy, individual job responsibilities, personality, or task the individual had been assigned, to name a few. At other times after watching an interaction, once it was complete, HB would ask if I saw what had happened (for instance a heated debate, contentious or collaborative task generation). I would reply whether I had or not, depending on my interpretation of observed events. HB would then clarify what I had observed when he discussed the event with me. In this way I was conducting a process called member checking (Lincoln & Guba, 1985). Member

checking is a technique in which a researcher to help increase accuracy, trustworthiness, legitimacy, and transferability of a qualitative study discusses the interpretation of the observation with the participants of the research. This is done in order to check for accuracy of the observed events. In this way needed context, either behavioral, organizational, or environmental and understanding of happenings can be verified and errors corrected. In this manner I was able to garner much needed insight into the reasons for HB's interactions.

Additionally, as a condition of being allowed to observe the company in its natural setting, I will be presenting this work to those individuals in authority. Hopefully it will be able to help them in identifying areas of sustainment and improvement. I obtained approval from all participants who were observed and I informed the company that I would not be conducting other studies on businesses that might have competing interests.

Chapter 3. CONNECTIONS, RESULTS, AND THE ANALYSIS PROCESS

“We have a strategic plan, it's called doing things” – HB

3.1 SURVEY DATA

Proactive expert coaching interventions, when applied at the right place and time, can head off team process losses. This can lead troubled teams to correct internal issues and right themselves. On the other hand, expert coaching of a team that already is high functioning can lead them to even greater performances. As such I needed to determine what kind of condition the team was in, specifically whether it was a high functioning team or a low/substandard team. This baseline was conducted in an effort to determine how well the team HB was leading received their leader. If the team HB was leading believed their team leader provided them with

a clear team task, clear boundaries (people know who is on the team and their responsibilities), has a clearly articulated authority in the team's area of responsibility, can manage those responsibilities, and has team stability over time this coupled with the leader behaviors that were identified could lead to insights into the reasons why certain interventions took place. Both the modified Team Diagnostic Survey (TDS) and satisfaction survey helped in the process of analysis of the observational field notes as an initial screening. The TDS was given both at T1 and T2. The initial TDS survey was given at the beginning of the observational period before any other data was collected. This was done in order to preserve the attitudes of the team members toward their team leader and mitigate both psychological reactivity and social desirability effect. T2 was given as the last action on the last day of observations in order to see if any change had occurred in the attitudes of the team between beginning and end. The difference between T1 and T2 could help to identify any possible evidence of psychological reactivity or Social desirability. Moreover, the analysis of the survey data, both the TDS and satisfaction survey, was conducted as an initial screening to guide and frame the qualitative analysis, as well as help provide an overarching framework in which the other data that was observed could be placed. Both surveys will be discussed more thoroughly in the findings section as they provide some interesting, if limited results.

3.2 INDUCTIVE THEMES

Once the observational piece of the study was complete it was time to analyze what had been obtained. The analysis process was taken in four steps. When analyzing the observational field notes I began looking for links between the interventions, leader behaviors, and overarching themes, with each step building upon the last. The four steps were broken down into different orders of analysis: The first order was producing Inductive Themes, the second order was

Individual’s Interactions, the third order was Classification of Leader Behaviors, and finally the fourth order was bringing it all back around to an Overlay of Themes onto Interactions.

In the first order of analysis the observational field notes were combed through to identify overarching themes in the observed interactions and engagements of the shadowed team leader, HB. These themes were then reordered and placed into a second document. Five themes were generated from the transcripts. These themes were built upon to find connections between the interventions and leader behaviors (See Table 1).

Table 1
Inductive Themes and Keywords

Themes	Keywords	Examples
1. Atmosphere – Creating & reinforcing climate of openness and trust	Open, coordinating, even-tempered, relaxed, atmosphere	Meeting seems pretty open and relaxed, everyone brings their ideas.
2. Educational Questioning	Leading questions, open-ended, asking, general questions, directed questions	Howard uses leading questions again to spur the other reps in discussing the issues.
3. Acting as a Mentor	Mentor, mentorship, teaching, explaining, educating, consulting, coach	He gives some guidance and mentorship and then lets the sections figure out how they want to complete the task.
4. Collaborative Workspace	Collaboration, back and forth, consensus, coordination, trading ideas, solicitation	Each is providing feedback and they all feel they have a say in the process.
5. Interpersonal Humor	Humor, levity, joking, banter, teasing, jovial, laughter	Howard keeps it light, and all of them jokingly talk about the complexity of their systems, how arcane it is.

Note. Examples are sentences from the observational field notes that contain keywords

These themes gave an overarching composition and context to the workplace and its environment. The themes were constructed from keywords and interaction types exhibited by HB and how he interacted with his team, and the manner in which they went about solving their daily tasks and activities.

Each theme was identified by a close reading of the field note transcripts, pulling keywords that led to inductive theme creation. For example Atmosphere– Creating & reinforcing climate of openness and trust, as the first theme was generated by looking at the overall

environment of the work place and instances of keywords that denoted such a characterization. Such phrases as “communicating with the whole team” and “rarely feel as though they are left out of the group” and keywords such as open, coordinating, even-tempered, and relaxed, helped build the theme and assisted in identifying certain leader behavior associated with it. Once the observational field notes were analyzed looking for the themes; the five that emerged were identified as the main composition of themes found in the notes and interactions. These themes were able to provide a road map that on the next order of analysis aided in finding leader behaviors that led to specific leader interactions.

3.2.1 *Interactions: The Circumstances That Led to Leader and Team Situational Interventions*

After the themes were created, the next order of analysis was to look at why individuals within the team were interacting, and where the team leader HB chose to intervene. Once again a close read of the transcribed field notes pinpointed situational instances of events that drove interactions. Situational interventions were identified by noting where a team member, or the team leader HB, would initiate an intervention due to the situational context. When a team member brought up a work issue or when HB called for a meeting to discuss a course of action, these instances were designated as interventions. Each of these interactions/interventions were topical, focusing on an issue within the company or department at that specific time, such as shipping issues, database streamlining, product kit construction, or company resources purchasing. Each interaction was placed into a spreadsheet using Microsoft Excel (see Table 2).

Table 2

Task type, time pressure, interaction type, team member role, interaction length, behavioral turn sequence, and theme presence for each observed interaction.

interaction	task type	time pressure	interaction type	Team Member Role			maximum length of interaction	behavioral turn sequence	themes present
				primary	secondary	tertiary			
Missing Core (a)	atypical	flash	dyadic	JP	Dr. M		1:30	R2, R3, R1, R5, T2, T4, T1	1, 4, 5
Missing Core (b)	atypical	priority	dyadic	JP	Dr. M		1:30	T3, T2, T1, R1, T4, R5	1, 4, 5
Meeting with Vehicle Fleet Rep	atypical	routine	dyadic	RG			1:00	T3, T1, T2, T5	1, 4
Providing QAQC in the Kitting Room	periodic	routine	dyadic	TJ	DL	NN	:15	R2, R3, T2, R4, T5	1, 2, 5
Reversal on relabeling	atypical	priority	group	DL	JP		:45	R1, R2, T1, T2	1, 3, 4, 5
Meeting with DL and RG	atypical	none	group	DL/RG			1:30	R1, R2, R4, T4, T2	1, 2, 4, 5
Freezer moves	atypical	immediate	dyadic	RG			:30	T4, R4	2, 4
Meeting on the tracking of supplies	atypical	priority	group	DN	DL	JP	1:30	R1, R4, R5, T4, T2, T1	1, 2, 4, 5
DM and Prep Packs	atypical	routine	dyadic	DM			:15	R2, R4, T4, T1	1, 2, 3, 4
Meeting with DM Lab Request Policy	atypical	routine	dyadic	DM			1:45	R2, T1, T4, R1, T2	1, 2, 3, 4, 5
Meeting with DL and DM	atypical	priority	group	DL/DM			2:00	R1, T1, T4, R3, R4, R5, R2	1, 2, 3, 4, 5
Delay Slow Shipment	atypical	priority	dyadic	IL			:30	T1, T3, R3, R5	1, 3, 4
RG meeting Lab Move	atypical	immediate	dyadic	RG			1:45	T5 (w/ out the punishment aspect), T4, T2, T3, R2, R1	1, 4, 5
Getting Lunch	atypical	routine	dyadic	HB			:15	R3, R2	1,
Prep Racks	atypical	routine	dyadic	JP			:30	T2, T3, T4	1, 2
Quick Talk on office supplies purchase	atypical	immediate	dyadic	RG			:15	T3	4,
Providing QAQC in the Kitting Room	periodic	immediate	dyadic	TJ	DL	NN	:30	T2, R2,	1, 4, 5
DN update on Monday	atypical	routine	dyadic	DN			1:30	R2, T2, T4	1, 2, 4, 5
DM and SOP	atypical	routine	dyadic	DM			:15	R2, R3, T2	1, 3

DM new sales order list	atypical	routine	dyadic	DM	DN		:30	R4, R1, R5, T1	1, 4
DM streamline their shipping chain	atypical	routine	dyadic	DM			1:00	R2, T2, T4	1, 2, 3, 4
Vehicle Fleet Rep, Paperwork	atypical	priority	group	RG			:30	T4, R?	1, 4
Providing QAQC in the Kitting Room	periodic	routine	dyadic	TJ	DL	NN	:30	R2, T1	1, 2, 4
Morning Meeting with DN	atypical	routine	dyadic	DN			:30	R2, R1, R5, T2, R4	1, 4, 5
Meeting with DL and IL	atypical	priority	group	DL	IL		:30	R3, R4, R5, T4, T1, T2	1, 4, 5
DL gives update on IL	atypical	routine	dyadic	DL			:30	R3, T2	NONE
Mistake in a product	atypical	immediate	dyadic	JP			:15	T1, R2	1,
Cross Functional Team Meeting	atypical	priority	group	Other Directors		DN	1:00	R1, R2, R3, T1, T4, T2	2, 4, 5
Meeting with IL and ML	atypical	routine	group	IL/ML			1:00	R4, R2, R5, R1, T1, T4	1, 2, 3, 4, 5
JP pops in making sure order is enough	atypical	priority	dyadic	JP			:30	T1	1, 3, 4
Meeting between RG and HB	atypical	routine	dyadic	RG			1:00	T2, R2,	4,
Providing QAQC in the Kitting Room	periodic	routine	dyadic	TJ	DL	NN	:30	T3, R4	1, 2

This allowed the interactions to be counted and sequenced chronologically, which would later help in looking at how each interaction encapsulated specific components such as task type, time pressure, interaction type, primary-secondary-tertiary team member involvement, the approximate length of the interaction, leader behavior, and themes. In essence the situation was viewed within its context, and broken down by its component pieces in order to see the different behavioral turns and specifics that made up the intervention. There were 32 identifiable separate situational coaching interventions, which are henceforth labelled as interactions, as defined by the criteria given in the methods section. Each of these interactions generally started as a work or task event, but did have elements of relational exchanges. One intervention/interaction was specifically relational driven, and was done to build team cohesion, esprit de corps, and to recognize the team for good works. Each time one of these intervention/interactions took place, I as the observer, would write down the time in which the intervention began. This way I was able to see approximately how long each one took from initiation to completion. Unfortunately this was not as precise as I had hoped, due to the fact that several intervention/interactions overlapped or stopped, and then restarted later on when new information or resources were brought to address the issue. The intervention/interactions consisted of events such as: finding a missing piece of equipment, meetings with specific team members to discuss streamlining tasks, goal setting, and responsibilities, as well as specific paths the team would take to achieve organizational objectives. Once this framework was created showing why team members were interacting and where HB as the team leader was intervening within his group, I could begin to look at the leader behaviors and other elements that drove those interactions. Once the Excel analysis document was filled with the specific interactions from the transcribed field notes, I moved on to the next stage of analysis.

3.2.2 *Leadership Behaviors and Their Orientation*

While looking at each of these interactions and their contextual scope, I was able to categorize several key features of the intervention. As stated earlier, each intervention after being identified, was then broken down into its component parts. It is these pieces that helped give context and meaning to each intervention. Furthermore, it was these component parts that helped assess what leadership orientations and behaviors were present.

3.2.2.1 Component Structure of the Situational Interventions: Task Type

The first component part was to identify the task type. The task type was broken down into periodic and atypical task types. Periodic meant that it was a task or intervention that HB conducted on a routine basis. It was done repetitively at different intervals, such as when HB would enter the company's manufacturing Kitting room, the room where they package their product, and conduct quality assurance quality control and oversight. This task was done on a regular basis but not necessarily at a specific time. Thus I denoted it as a periodic task, done often but not on any set schedule. The task was completed on an as needed basis when kits were ready to be shipped. I identified the other situational interactions as atypical because, while these were the vast majority of the interactions, each one was different and did not repeat. Each atypical intervention was new and addressed some issue within the Supply Chain Department.

3.2.2.2 Component Structure of the Situational Interventions: Time Pressure

The next part that was categorized in the Excel analysis document, was the time pressure of the intervention. The time pressures were categorized as seen in Table 3.

Table 3
Time Pressure

Code	Priority	Attention Given
F	Flash	Highest Attention
I	Immediate	High Attention
P	Priority	Moderate Attention
R	Routine	Low or Common Attention

Note: Codes are in descending priority

The time pressures in Table 3 were the assessed urgencies of each task that precipitated the situational intervention with flash being the highest urgency and routine being the lowest. These were identified by observational means based on the urgency with which HB and his team sought a resolution or completion of the task. For instance during the observational data collection one of the first events witnessed was the loss of a high dollar item. This item was a core module to a larger DNA analysis machine worth, as stated by HB, thirty thousand dollars. The need to find this core module was pressing and required immediate attention by HB, JP (the Supply Chain, Logistics Section’s Inventory Specialist) and Dr. M. (the Director of Instrumentation), This event was of flash priority, so all other work was put aside by HB in order to focus solely on this issue and work with JP through the problem, and regain control of the item. With this priority it also led to increased application of resources by HB in the form of the Director of Instrumentation, Dr. M, because of his knowledge of the item and the likelihood of his knowing its whereabouts. This is an example of the Flash priority.

The Immediate priority was set for instances that needed immediate attention because they affected other facets of the department’s activities. One such interaction was when the research laboratories needed to move from old subzero freezers to brand new ones. Responsibility for this change fell to the Supply Chain’s Lab Services Section whose section leader is RG. This was an immediate time pressure because the task needed to be done quickly because there is a finite time the company’s product can stay out of the freezers on dry ice. The

subzero freezers are needed to keep the product at the optimal temperature. Thus a well-built plan that addressed this was needed so that there would be no down time for the labs. RG came up with a good plan, briefed HB and was able to immediately take care of the task.

Priority time pressure describes situations where timelines for tasks or objectives had been set but were not imminently pressing. One such meeting between HB, DL and IL had task reformation and generation. The logistics section of the Supply Chain Department was attempting to find new and innovative ways in which to get orders out quicker and to deal with sales that were made late in the day. While new tasks and duties were assigned and implemented on a quick time scale, they were not pressing enough that they would harm the team's performance or company objectives if the task timeline was not met. It was more an arbitrary set time by HB because he wanted to see a task completed and a new process implemented sooner rather than later.

Finally, the last time pressure category is Routine, which is characterized by high predictability and low urgency. Updates on the status of certain projects, shipments, or individual team members fell into this category. Periodic tasks like HB's quality assurance quality control tasks would be considered Routine time pressure. They needed to be done, but were not pressing enough to affect the rest of the team or organization.

3.2.2.3 Component Structure of the Situational Interventions: Interaction Type

The next component in the series was to classify the type of interaction, whether it was dyadic or group. Dyadic interaction in this instance refers to a meeting primarily between two individuals, generally the team leader HB and a team member. Some dyadic situations in this research had a third party who was present but did not take part in the discussion and/or was minimally involved. Group interactions were defined as a meeting between three or more people.

Generally HB and two other members of his team would come together in a semi-formal ad hoc meeting, this was the primary mode of the team leaders 'formal' meetings. The number of people involved in an interaction was tracked to allow analysis of whether leader behaviors varied with different team members depending on whether the interaction was dyadic or in a group. These classifications were another means of exploring alternate explanations for the interactions observed and helped to make the analysis more robust.

3.2.2.4 Component Structure of the Situational Interventions: Primary/Secondary/Tertiary Team Member Involvement

Following the classification of what type of interaction it was, dyadic or group, I identified who in the meeting was the primary individual that was being engaged by the team's leader. I classified each person in the meeting as Primary, Secondary, or Tertiary in order to establish their role in that meeting. Some team members shared a classification because there was not a distinguishing level of importance between them, and each held just as much prominence in the meeting. The classifications were determined by my observation and close reading of the transcripts of the field notes. Primary classification was noted when HB would primarily engage with a specific team member through, eye contact, focus of time on the individual, length of direct conversation, question and response, length of time listening or discussing the others ideas and views. Furthermore, Primary was established by how much the team member contributed to the discussion, and participated in the back and forth idea/course of action development that often took place. Secondary was assigned to a team member based upon the previous criteria and the amount they participated in the group discussion. Tertiary was classified by the amount the individual contributed and level of engagement, however, this classification generally fell upon team members or individuals that were attending either for

situational awareness or in order to provide some type of relevant knowledge expertise. For example there were several instances where DL attended meetings because of his section leader status, but did not engage much in the conversation. Only when required to add something or he wanted to provide a clarifying point did he engage or was engaged by HB. This is not to say that in these instances DL was relegated to the background. In these instances his role was different and at these times he was not the primary team member participating, nevertheless HB wanted his expertise in order to inform on or have awareness of the situation.

Classifying subjects as Primary, Secondary, or Tertiary to an interaction allowed patterns to be seen in the way HB interacted with his team. The classification also helped inform the leader behaviors and themes that were surfacing and provided context to the analysis and findings. Once the primacy of the individuals in the interactions were set then further analysis into which behaviors come forward was possible and allowed for greater understanding in why certain events took longer than others.

3.2.2.5 Component Structure of the Situational Interventions: Approximate Length of Intervention

Once the, what, where, when, who and why were established it was pertinent to understand the approximate time or length of the given intervention. This was important because by understanding the length of time an intervention took can give us perspective on why certain situational leader behaviors were used. Certain leader behavior can manifest due to urgency, team member orientation, or length of time needed to fully explain a task and purpose (House, 1996). While this measure was not wholly precise, the approximation of when an intervention ended can give us insight into the length of time spent dealing with the issue by the team and team leader. Thus 'time' in the Excel analysis spreadsheet is given in max length of time an intervention was conducted. For instance the 'Reversal on relabeling' intervention had a definite

beginning as shown in the transcribed field notes, noting where the meeting began, but the intervention was nebulous and did not have a specific cutoff. However, this intervention definitely did not run into the next intervention, therefore, splitting the time between the previous and later intervention allowed determination of a maximum length for the interaction. In this example the 'Reversal on relabeling' intervention lasted a max length of forty-five minutes. Coding the length of time for interactions allowed analysis of where and why certain interventions took longer than others as well as what type of situational leader behaviors were used, and which were more or less prevalent based on time.

3.2.2.6 Component Structure of the Situational Interventions: Leadership Behaviors Classified

The final step in the third order of analysis was to classify the behavioral turns observed as task or relationship oriented behaviors. These behaviors are central to the idea of the two theories that best describe what was observed in the study. Using House (1996) Path-Goal Theory and Blanchard and Hersey (1996) Theory of Situational Leadership I was able to formulate a table of task and relational leader behaviors that was then utilized with the other components of the Excel analysis document to identify leader behaviors and orientation (see Table 4).

Table 4
Task and Relationship Leader Behavior Orientations

Task Code	Task-Oriented	Relationship Code	Relationship-Oriented
T1	Emphasis on work facilitation	R1	Emphasis on interaction facilitation
T2	Focus on structure, roles and tasks	R2	Focus on relationships, well-being and motivation
T3	Produce desired results is a priority	R3	Foster positive relationships is a priority
T4	Emphasis on goal-setting and a clear plan to achieve goals	R4	Emphasis on team members and communication within
T5	Strict use of schedules and step-by-step plans, and a punishment/incentive system	R5	Communication facilitation, casual interactions and frequent team meetings

Note. Code utilized as behavioral turns are identified in the observational field transcripts.

Each of the different situational leader behaviors were added to the Excel analysis document by code, T1 thru T5 for the task-oriented and R1 thru R5 for the relationship oriented. During a close read of the transcribed field notes each behavioral turn of the observed team leader during an intervention was identified as a T# or R#. The leadership behavior orientations were coded as they appeared and were placed generally in the order they were observed. Some behavioral turns overlapped one another and when this happened both codes were noted once even if there were several instances or examples of the behavior. For instance if HB utilized a relationship orientation in an interaction to convey a task-oriented necessity, the orientation was noted once with both codes. This was done due to the fact that the task orientation continued to be used while the relationship behavior ceased. When this happened it was still the same behavioral turn with one element dropping out. For example in the fifteen minute intervention ‘DM and Prep Packs,’ leadership behaviors were coded as R2, R4, T4, and T1; based on the sequence of behavioral turns that occurred. Behavioral turns were determined by looking for keywords or phrases that corresponded to the classification of the leadership behavior, task or relationship oriented. An example phrase from ‘DM and Prep Packs’ reads as follows: DM had just walked

into the team leader's office and engaged in a question about a procedure, "Even though HB has a bunch of emails he needs to answer he doesn't seem annoyed, he just turns to give her his full attention...DM seems inquisitive and HB looks as though he wishes to help her. Tells her to sit down and they will discuss." This behavioral turn is classified as R2. HB, in this instance, is focused on the relationship, well-being and motivation of his team member, her question, and drive to increase her knowledge and streamline a task process that can help the team. In this manner, each of the team leader behavioral turns were classified either task or relationship situational behaviors and given a code. Each code that appeared in a given interaction was placed in that interactions row on the Excel analysis document allowing for a clearer picture of why and how HB was choosing to engage with certain individuals, as related to task, time pressure, length of time, and task type. Furthermore, a column was created in order to tally how often situational behaviors appeared in the interactions over the course of the observational period. This allowed me to see whether specific traits were being expressed more often than others. Moreover, this permitted me to confirm one way or another whether HB's leadership style was that of a Participatory Leader as classified in House's (1996) Path-Goal Theory. With this information and the coding of the situational behavior traits entered, the final pieces of the analysis process could take place.

3.2.3 *Theme overlay of Interactions*

The final order of analysis was to look at the overarching themes of the observations and overlay them onto the interactions themselves. In this manner the connection of the themes has come full circle, and has allowed for the application of specific identified themes to specific interactions. Applying these themes aided in ascertaining how they may have affected the team leader's decisions to intervene in his team. Furthermore, it allowed for a more precise analysis of

the contextual nature of HB's interactions and the potential reasons he tailored his approach to dealing with a given event. The previously identified inductive themes were overlaid as they were identified onto the leader's interactions. Reading the transcripts of each intervention in the field notes, themes present in the interaction were identified and placed in the Excel analysis document in the intervention column it belonged to. In this way each theme found in an intervention could be connected to that intervention and provide context for the whole. Once themes present were identified and noted, they were placed into the analysis document and a separate column was created in order to tally how often certain themes repeated over the course of the observational period. By seeing how many times a theme was repeated I was able to gain an understanding of the underlying environment of the team and organization I was examining. Moreover, with the themes identified in this way and tallied, I was able to make a firm classification of what leadership style in Path-Goal that HB was using. Once that was complete the overall context of the work environment and how HB ran his team became evident.

With the themes overlaid, this brought me back full circle in the analysis. I was at this point able to see connections between the other elements of the Excel analysis document and what they meant in relation to Path-Goal and Situational Leadership Theory. In the analysis these connections also shed light on the overarching question of: under what circumstances, at what points, and at what times, in a decentralized organizations' process can leaders most effectively assert their authority so as to increase goal and task success? This will be discussed in my findings.

Chapter 4. FINDINGS

There were three fundamental goals driving the collection of my observational and survey data, and its subsequent analysis. Those goals were to provide a baseline for the team observed, ascertain where leaders assert their authority within their organizations in order to achieve goal success, and to build a base of knowledge that can assist subsequent researchers. This was to promote understanding of how teams work on the micro level, as well as to help build information for future hypothesis testing and theory generation. As such the different orders of analysis that I undertook informed me a great deal on the activities of this team, and in particular the reason why HB as the team leader chose to intervene in his team and organization.

4.1 SURVEY DATA

Though these surveys were a small part of the overall data gathering (the predominate amount being qualitative inductive observational data) the TDS and the satisfaction survey were both able to provide context to the team. Furthermore, they were utilized as an initial screening step to help inform the qualitative data that became the heart of the data set.

The response rate for the satisfaction survey was 100.00%. That means that every individual who was part of a systematic/ad hoc intervention (a planned meeting) completed and turned in a survey. However, a note about the systematic interactions; they actually became far less “planned” than expected. In practice the meetings were put together relatively quickly with the time for the actual meeting taking place in a relatively short window. Essentially, when the team leader wished to discuss something in depth he would call a meeting and disseminate that through the team. The meeting usually took place within a 24 hour timeframe, rarely more than that. These meetings were not part of a normal weekly rhythm of scheduled touch points; they

were formulated in an ad hoc manner in order to address certain problems or issues the team faced and needed to focus on.

The satisfaction survey data points comprised of sixteen questions. These questions were then used to assess whether or not the intervention was a good or bad one, as evaluated by the team member participating in the intervention, and if the assertion of the leader's authority in directing/coordinating work was actually needed. If the surveys came back negative there was a real possibility that the leader asserted intervention was not well received and could lead to other interactions to correct any process losses that might arise from it. The TDS gave a baseline of the team, and the satisfaction survey was able to give a perceived attitude toward the intervention and whether it was deemed a good intervention and leadership coaching action.

4.2 TDS, BASELINE OF THE TEAM'S PERCEPTIONS OF THE LEADER

The TDS was used to give me a baseline measure, as stated by the team membership, on the team leader's focus, priorities, and general ability to lead/provide for the team. My TDS T1 survey response rate was 100%. The response rate for the post-observation TDS was 79.0 % with nine usable post-observation T2 TDS. The TDS was utilized to get a sense of the team and to see whether the team membership regarded their leader as someone who provided the right amount of resources and task development/direction to be effective. Furthermore, it was utilized to get a sense or feeling of the leader's priorities as seen by the team's members. Lastly, it was used as an indicator of whether psychological reactivity was potentially taking place during the observational data collection.

Overall, the team members perceived HB to be an effective leader. Results of the member ratings on the TDS are presented in Figure 1. Given that the TDS ratings were on a scale of 1 (least effective) to 5 (most effective), I conducted t-tests to compare the mean ratings on each item with

the midpoint on the scale (i.e., 3). Results indicated that the team members demonstrated favorable perceptions of HB with mean ratings on 10 of the 13 items of the TDS-A being significantly more favorable than the midpoint (all t 's > 2.68, all p 's < .03). For the 3 items in which the team member ratings did not fall above the midpoint, these items were those in which effective leadership would be demonstrated by low scores (i.e., “micromanages the content and process of team meetings”; helps members work on improving their interpersonal relationships”; and “tells the team everything it is doing wrong”).

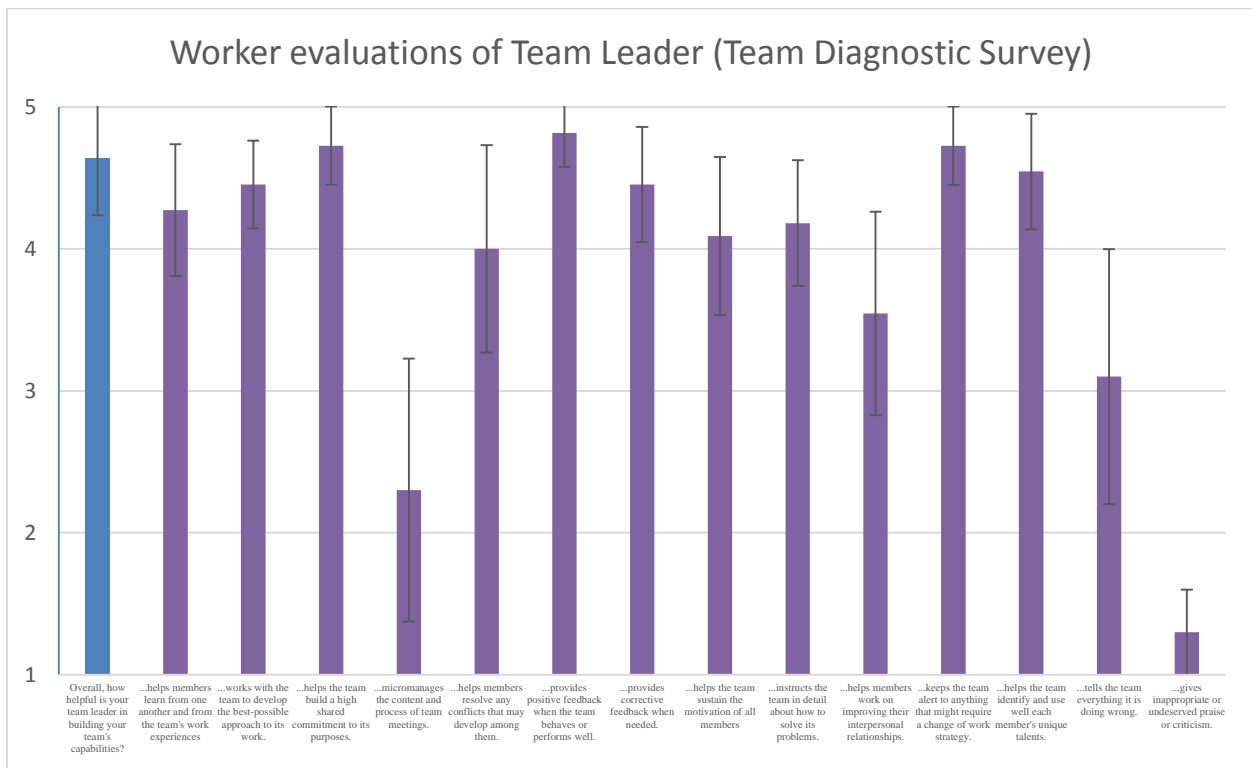


Figure 1: Team member evaluations of team leader effectiveness (TDS-A and TDS-C). (Note: Error bars represent 95% confidence interval).

Figure 1 shows that the team views their team leader as being extremely helpful in the pursuit of their organizational goals and concentrated on the issues the team needed for success. The survey showed that the team membership believed their leader to be extremely helpful in the

attainment of the team's goals. Furthermore, in the team's view, HB's chosen way of leading advances the team's cohesion and task understanding.

The second part of the TDS asked team members to rank order which tasks the team leader focused the most attention on. Figure 2 presents the results of these analyses. Results demonstrate that HB spent most of his attention on getting the team set up right, then focused on running external interference, then on coaching individual team members, and lastly on helping team members work well together. With this we can infer that the designation of task, purpose, method, and end state was the primary focus of HB in the team. He focused on setting the team up to perform the right task, with the right people assigned the duties and a clear guiding direction for the team to follow. Figure 2 shows the team's responses.

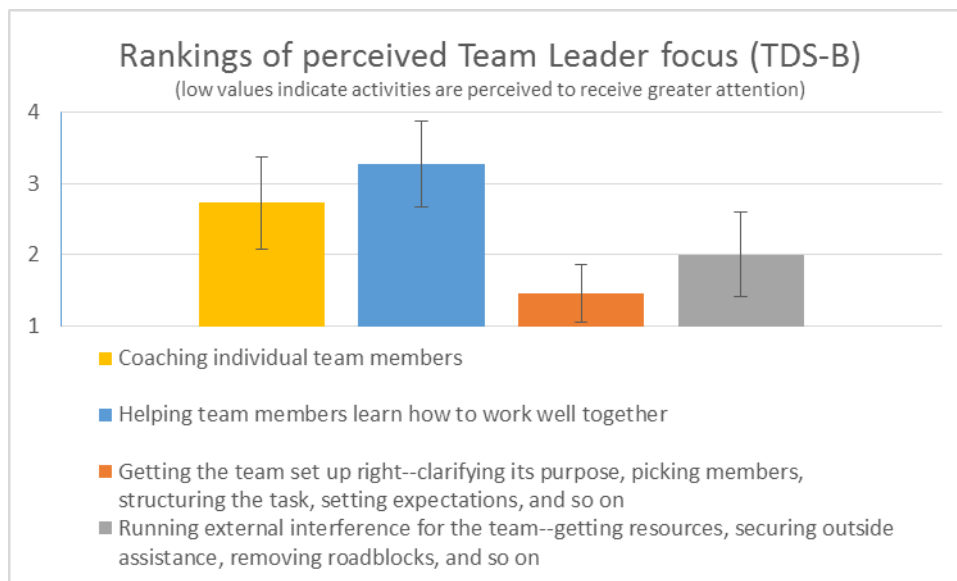


Figure 2: Rankings of perceived team leader focus (TDS-B). (Note: Error bars represent 95% confidence interval).

Lastly, I compared team member responses on the TDS from T1 with those from T2. Results indicated that team members did not change their perceptions of the team leader's effectiveness between the two data collection points (all t 's < 1.63, all p 's > .125).

These results suggest that any actions taken or behaviors that occurred during the course of the observations did not influence the team's perceptions of the team leader's effectiveness. That said the data suggests that what occurred during the course of my observation did not change the team's reported evaluations of HB, however it is understood that the results do not rule out the potential for reactivity or social desirability as they could have been responding in a socially desirable way in the T1 survey.

However, while psychological reactivity and social desirability appear to not be a factor, there seems to be a ceiling phenomenon at work. As stated there is almost no variance in the team's answers regarding the capabilities of their team leader. This ceiling effect can potentially skew any perceptions by the team's members when it comes to leader interactions. If a coaching intervention takes place in an effort to reduce process losses, and subsequently turns out to actually be a bad intervention that creates process losses, not reduces them, the intervention might be seen by the team as neutral or given a pass because of the fact they like their leader. That said, in my judgment this is unlikely. The team was very forthright in their assessment of their leadership and their interpersonal relationships. The need to be honest and the knowledge that conflict, in at least a small form, can be helpful permeated the attitude of the team.

4.3 SATISFACTION SURVEYS

The satisfaction survey that was given consisted of sixteen questions (see Appendix C). Each question tried to assess the team member's perspective of their leader after there was an ad hoc meeting. The ad hoc meetings were called to address specific issues and initiatives only when they needed to be discussed. It was quickly evident that HB and the team did not work around a systematic process, in that the ad hoc meetings were generally of a more formal nature than HB's spontaneous interactions, but they were nonetheless done on an as needed basis.

Team members evaluated all meetings to be favorable and all responses indicated agreement with favorable evaluations (see Figure 3). Simply put, all team members perceived the interventions to be favorable as indicated by full agreement with the satisfaction survey items. All the systematic interactions were positive, and led to the perception by the team that the interactions moved them in a direction they felt was the correct one. There were no perceived bad interactions.

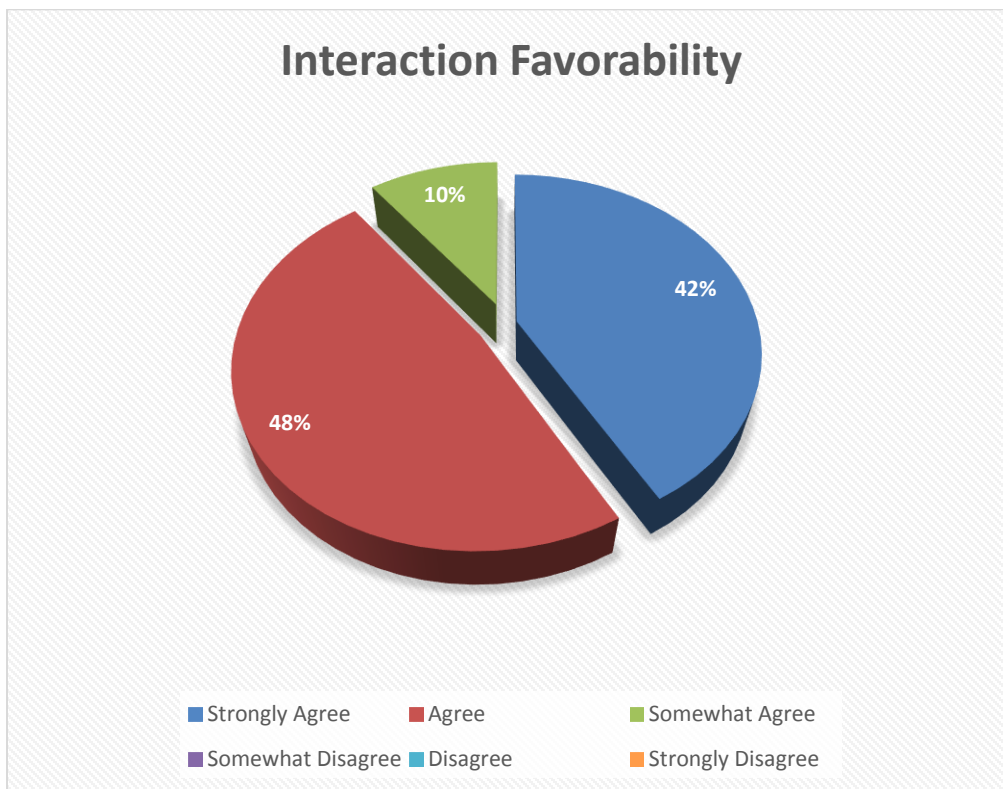


Figure 3: Team Member interaction favorability percentage of systematic interventions.

The ceiling effect that was being experienced through these two surveys I do not believe is a likely product of reactivity/social desirability. As stated a great deal of caution was taken during the handling of the surveys in an effort to mitigate these two psychological effects. This, coupled with the use of the wireless web camera in the observation of the ad hoc meetings, the effort to minimize these two psychological effects was carefully applied. While the presence of

reactivity/social desirability could explain the ceiling effect, it could be just as well that the team cared and liked their leader. In the end showing him a great deal of respect and seeing him as a good director.

4.4 FINDINGS FROM OBSERVATIONAL ANALYSIS

4.4.1 *Inductive Themes*

The overarching themes that were assessed as being the environmental groundwork of the team, the team leader, and the organizational context emerged as I focused on where HB decided to intervene within his team. After observing the Department of Logistics and conducting an analysis of the transcribed field notes of those observations, I detected several themes that gave the overarching dimensional feel and atmosphere that allowed the team to work as well as it did. These inductive themes represented the setting and environment that the team worked within, and created the team's character that was exhibited through its interactions. These themes were not just created by the organization or environment of the company, granted that was an enabling condition; however the themes come from the interactions of the team's leader, HB, his behaviors and how he chose to interact with his team and their feedback. Each of these themes connect back to an intervention and are present to some degree, some more than others, in each event. While the organization in which this team operated did provide the facilitating conditions that allowed the team to be set up as it is, and gave its leaders the freedom of authority, the true personality of the team was created through the leadership and style of HB and how he chose to engage with his and other teams around him.

There were five overarching themes observed. The themes were identified through key word coding and inductive reasoning, they are: Atmosphere – Creating & reinforcing climate of

openness and trust, Educational Questioning, Acting as a Mentor, Collaborative Workspace, and Interpersonal Humor. These themes appear in the order that they were assessed and initially generated. The themes themselves were created through inductive reasoning in order to characterize the culture/climate of the team, and are an artifact of my observation and analysis. The team's culture/climate itself was created by the team leader HB, through his actions, leadership style, and relationship and task orientations have built the backbone of how the team operates.

4.4.2 *Atmosphere – Creating & reinforcing climate of openness and trust*

The first theme *Atmosphere – Creating & reinforcing climate of openness and trust*, has allowed the team to operate with a great deal of freedom in their work and assigned tasks. This has permitted team members opportunities to seek guidance and knowledge from their leader, and the ability to make mistakes when needed without undue ramifications. This has allowed the team to quickly work through issues in an ever changing environment. Thus, HB through his actions has created a space where the team does not hide from adversity and is able to express themselves in an effort to complete tasks and projects more efficiently and in a superior manner. The inductive interpretation of HB's behavior helped build this observed theme. The climate this theme identifies led to the team members more often than not to seek out HB's expertise when they need help, instead of shutting down and not informing the team leader that they are having difficulty. This has led to the fact that most interactions by HB were primarily initiated by a team member. This theme of creating an atmosphere of openness and trust was the number one inductive theme of the innervations that HB was a part of. One specific example of this theme being utilized was in a small mistake in the Kitting room where HB performs quality assurance quality checks (QAQC) of completed kits before they are shipped out to customers. This is a

standard task that is done often with very little variance, however if there is a mistake it could be a large problem because it would lead to a customer not having all the prerequisite materials needed from the kit to conduct their research. In one such instance when HB was conducting his QAQC he noticed a mistake by the kitting personnel. The individual that had put it together, TJ, had failed to put the correct number of vials in their assay kit. The mistake was minor and was caught by the very supervisory step that was in place for just such an occurrence. However, TJ who had worked at the company for 3+ years and was both a long time team member and materials handler was embarrassed that he had made a mistake. HB quickly assured him that he understood that it was a minor mistake and that he realized that TJ doesn't make mistakes, commenting that TJ had not made a mistake in over two years. HB in an effort to lighten the mood and show TJ that he was okay with him making mistakes at times, engaged him with relationship- and task-orientations. HB employed a bit of humor to lighten TJ's mood for having made the mistake and he applied educational coaching to develop TJ's awareness, skill, and knowledge. In this instance HB could have disciplined TJ for making this mistake, especially because the kitting area is usually on such a tight timeline with shipping deadlines. However, he took the time to acknowledge the contributions his team member makes, their fallibility, their continued good record, and their valuable input. In all, HB created an Atmosphere that created and reinforced a climate of openness and trust. This theme created by HB's leadership style, set the conditions for all the other themes to exist. Without this theme present the others very well may not have taken root.

4.4.3 *Educational Questioning*

The second theme, *Educational Questioning*, was assessed by the behavioral turns utilized by HB to engage his team in working through task issues. When an issue would arise and

a team member sought guidance from their team leader, HB generally would engage his team member in a relationship-oriented situational leadership technique, of asking leading questions to get the team member to think through the problem. The leading questions were connected to the task and were utilized in order to stimulate the brainstorming and critical thought processes in his team. This created an environment of learning and educational growth. This also allowed HB to infer what the main problem was and target his advice/guidance toward that specific process loss/gain. In this manner HB focused on what Hackman (2002) called consultative intervention or an intervention that focuses on performance strategy. This technique helped the team member run through what they might have already known, but were failing to connect a course of action or skill they already possessed. The behaviors found in this theme allowed for good face to face brainstorming sessions amongst his team which produced new and inventive ways in which to complete tasks more efficiently and effectively. HB's use of educational questioning placed the strategy firmly in the team member's hands and allowed them to take ownership with a given course of action once they and their team leader settled on a good direction.

This theme emerged more often when time was not a factor, but it appeared in a few instances where time pressures were very real. An example of this was during the equipment missing intervention. The equipment was very expensive but the team leader HB walked JP through the process of where the piece of equipment might have gone. HB led JP in a round of Educational Questioning in an effort to ascertain the, who, what, where, why, and how. Quickly HB was able to pinpoint the true problem and was able to track down the equipment with JP's help in short order. While this was a time sensitive intervention due to the expense of the item and need to regain control of it quickly, HB took the time to ask open ended questions that got JP thinking about the problem, working through the issue and reassuring the individual. While this

theme was not present in all instances, mainly where task orientation was more prominent than relationship orientation this theme was not present, it was present in roughly a fourth of all the interactions. It was used predominantly when HB was trying to provide a consultative formulation strategy to develop a course of action, or task modification/streamlining activity with team members.

4.4.4 *Acting as a Mentor*

HB's personality and leadership style seems to be the primary driver of the predominate amount of the interactions within the team. His leadership style had a direct impact on the team's work environment. This can be seen in the third inductive theme, *acting as a Mentor*, which appears with only a few team members. It was prevalent enough, but was relegated to specific members in the team and at specific times. HB presented himself as a mentor, whether consciously or unconsciously is unknown, but it drove the team's members in seeking his advice, expertise, and knowledge. Chiefly this theme came forward when HB interacted with younger team members that showed a penitent for wishing to learn and build upon their knowledge base. This is not to say that other team members did not wish to learn, just that some discussed their activities and sought different ways of production and task accomplishment, while others had a specific way in which they liked to complete their work and were more about the task. In those instances HB generally switched his approach from relationship-orientation to one of task-orientation and concentrated on those aspects to complement those individuals. The individuals that usually came down in this category were HB's two section leaders and their company Purchaser. These individuals had been either with the team for some time or their personalities lent more to being self-directed and about the tasks at hand, or both. Additionally, this theme characterized HB's interactions with his junior team members and was done in a manner of truly

wanting to see his team, and its members succeed. This success achieved not in the way HB wanted, but in the way they wanted, be that a self-directed task, a given task, or an incentive that they were striving for.

This theme was the least observed. It was directed toward specific individuals that had situational factors or personality traits that made them receptive to consultative and educational/learning practices. These features include traits like a particular drive to learn, or factors like limited experience with a specific or new task or. However, the behaviors that generated the theme added context to the way HB liked to apply his team. HB was always looking to better his team's capability's to do their job and increase the individual skills of his team members. Furthermore, HB was trying to develop these individuals to prepare them for greater responsibility and the ability to function at higher levels. Furthermore, it appeared as though he wanted to develop the team members' potential in order for them to be able to find success outside the team if they left the organization at a later date. HB appeared to truly care that not only his team was successful, but the individuals in the team as well. This can be seen when HB, reacting to the slow development of one of his team members, conducted a meeting with the member's section leader and immediate supervisor, to build a mentorship program in order provide instruction and support to the new hirer. HB wanted this individual to succeed when other companies may have let him go after not performing at the expected level as quickly as they had hoped. HB was willing to put the effort into building this team member up and teaching them what they needed. He assigned the team members supervisor explicit tasks in which to mentor the team member in and made it the responsibility of the section leader to supervise their progress. In this manner HB's true teaching mode came to the fore. This aspect of his leadership style, which has been characterized as Participative Leadership Behavior in

House's (1996) Path-Goal Theory of Leadership truly laid out a path in which to achieve a goal. This attitude of always learning and getting better HB applied to himself as well, and led him along with the other themes to build the next primary theme.

4.4.5 *Collaborative Workspace*

The team leader's interactions were driven more by context, personality, and leadership style and less by adherence to rote process, directive systems, and hierarchical decision-making. Of all the other assessed themes HB's behaviors during his interactions produced, due to the context of the situation and his style it was this one, creating a *Collaborative Workplace* coupled with building and sustaining an atmosphere of trust, that gave the team its overall personality and ability to work well with each other. While conducting the participative observations and analyzing the transcripts of the observational data this theme continued to surface prominently with it only being second to *Atmosphere – Creating & reinforcing climate of openness and trust*. This theme is a hallmark of Participative Leader Behavior and the behaviors that produced it were utilized by HB in his interactions only second to creating an Atmosphere of trust. As the team leader, HB continuously engaged his members in a collaborative workspace. HB connected additional behaviors consistent in other themes in order to produce this overall effect. HB in several instances would connect relationship- and task-oriented behaviors that had emerged in the theme educational questioning with behaviors in the theme creating a trusting atmosphere. By asking leading questions of his constituents expecting their input on what course of action they should take or how a specific task should be completed these themes were linked. Examples of this can be shown in his meetings with RG and DL, as well as in his meetings with DM and DN.

In an example of this, building a collaborative workspace is shown in a meeting with RG about sub-zero freezer equipment in the research labs being swapped out for newer models. HB worked with RG on coming up with a good course of action. HB wanted to know how RG and his team were going to handle the cascade of replacements. The company's assay solutions have to be kept very cold and they could only be placed in temporary dry ice containers during the move for so long. HB spoke with RG and questioned on how RG, as the Lab Services Manager, was going to conduct the move. HB was not directive. He solicited ideas, wanting to hear what RG had to say and had in mind for the move. HB was concerned about the amount of time the freezers might be down as they still had product to go out that day. He wondered if it would affect their shipping timeline. HB had every confidence in RG and after a good amount of back and forth idea generation for task design and execution, HB eventually seized on a plan put forward by RG. This plan was one where the Lab Services Section would help the Production Lab changeover quicker. The two men come to a quick, good, consensus on what needed to happen. The plan made sure that there was no disruption in the shipping timeline and RG moved quickly to implement the plan they had put together. The exchange was a quick information session where both RG and HB, talking back and forth, figured out what they could do to help the transition move more smoothly and accomplish a successful task objective.

This example shows that by soliciting ideas, thoughts, and ways in which the team can accomplish tasks, HB has built a collaborative workplace that seeks to garner buy in, and ownership of mission accomplishment. HB, repeatedly during the observational period engaged his team in this manner. Whenever he could he was soliciting, advice, direction and ideas. This is not to say that he could not be directive when needed. HB on occasion had shown his ability to quickly make a plan, direct his team, and implement in a short amount of time. Nevertheless,

HB's preferred method was in reaching a consensus on task formulation and strategy. In this way the team members took a more active role in their task creations which garnered ownership and task procedure preference. In all the collaborative workplace that HB created allowed the team to function to a very high degree and have a very high job satisfaction.

4.4.6 *Interpersonal Humor*

The final theme observed during the data gathering period was that of *Interpersonal Humor*. HB used humor as a means in which to lighten stressful situations, build camaraderie, build trust through self-deprecation, and enhance the other themes through laughter. Wisse and Rietzschel (2014) state that the quality in relationships between supervisor and adherent have been found to possess several positive outcomes on a multitude of significant results for example, job satisfaction, dedication, performance, and creativity. This combined with their statement that, humor is the "lubricant" of social interaction that may raise the likelihood that the interaction between people will be seen as pleasing, as such, it may be presumed that humor has the possibility to add to the growth of interactions between leader and follower (Wisse & Rietzschel, 2014). This would stand to reason since people generally want to spend more time around individuals they like. Humor can grow relationships thus leading to more interactions. Building upon the social psychological effect of proximity, in that the more you associate with someone generally the more favorably you view them, humor helps create likability thus leading to more contact. People will seek those they favor more often. This can lead to more interactions, lower avoidance, and alleviate stress thus increasing the probability of positive results before mentioned. That said, HB made use of humor often, and encouraged interpersonal humor amongst his team engaging in humorous banter, joking, and ribbing. The behaviors that helped create this theme engendered a laid back easygoing atmosphere that led to no one taking

themselves too seriously in their relational interactions. Moreover it led to, on several occasions, defusing very stressful situations. An example of this is when JP had informed HB of a missing core of an analysis machine that was supposed to be in their inventory, but was not physically present. The core was later found having been shipped out by accident to replace an old one, but not before there was quite a bit of stress trying to find its location. The core was a high dollar item, easily 30,000 dollars and JP as the inventory specialist designated to track and maintain it was understandably flustered when the item came up missing during a routine inventory inspection. HB was quick to ask good direct leading questions to ascertain the core's possible whereabouts as well as engage JP in levity in order to diffuse the stress of the situation. This kind of joking and teasing continued as they found the location of the core, and even continued with another department director that was friendly with HB, that had been brought into the search because of his knowledge on the matter. Additionally, HB's penchant for cheerfulness, lightheartedness, and humor could be seen in practically every intervention and interaction he was involved in. He encouraged banter back and forth between his team members and section leaders. This was generally done to lighten a mood, smooth over a decision, build camaraderie or in greeting. The workplace that I observed had a good cheerful aspect to it. This is reflected in the TDS survey where the team members were asked whether or not HB spends a large amount of his time in dealing with relational issues in the team. To a person, each one responded very low or not at all to the question, and members of the team informed me that they had never seen or heard of relational conflict in the team. Disagreements on task strategy and execution yes, but never any personality conflict.

This theme permeates all the interactions and all of the other themes. HB uses humor as a "social lubricant" (Wisse & Rietzschel, 2014) that can help build relationship behavioral

orientations and turns, especially that of focusing on relationships, well-being, and motivation. Additionally, this helps build upon the emphasis on team communication, fostering positive work relationships and communication facilitation with outside agencies. HB touches all of the relationship orientations by utilizing his humor. This is of course to his advantage because in an environment where people do not feel overly stressed or constrained in their actions and relations, task orientations can be better received (House, 1996; Weiss & Rietzschel, 2014). All in all, this theme flows through the team and shows how comfortable each member is with one another and their leader. With this comfort it was observed that members of the team took more agency of their work and were not afraid to make honest mistakes.

In the end, the inductive themes that infuse the team and give it its personality and atmosphere were created by HB and his behavioral turns. It was his personality and leadership style, coupled with the context of the situation that drove him to intervene where he did as well as interact in the way he did. It is these behavioral turns that drive his choices in how he engages with his team, either through task or relationship orientations. Moreover it is these choices and how they manifest that have created these inductive themes.

4.5 PARTICIPATIVE LEADER BEHAVIOR, SITUATIONAL LEADERSHIP BEHAVIOR ORIENTATION AND BEHAVIORAL TURNS

The behavioral turns that HB exhibited were the predominate avenue through which his leadership style was conveyed. It was these turns, in their manifestation, that fashioned how the interaction with his team progressed. The combination of these behavioral turns helped generate HB's leadership style and shaped the mood of the interaction. The application of his style and these turns helped in leading to the causes of where, how, and in what manner HB chose to assert himself. HB used both relationship- and task-oriented behavioral turns in his interactions with his

team. Based upon the themes that emerged from my initial analyses, I expected to find the use of relationship-orientated behavioral turns far out-weighting the use of task-oriented. However, this was not the case. Of the 121 behavioral turns identified in the course of the observed interactions, 60 were relationship-oriented and 61 were task-oriented. This finding suggests that although HB was not observed to be an overly directive leader, he was just as concerned about his team members well-being and synergy as he was about correct task structure and the accomplishment of his organization's goals.

Table 5

Percentage use of relationship-oriented and task-oriented behavioral turns in observed interactions

	Relationship-oriented (n=60)					Task-oriented (n=61)				
	R1	R2	R3	R4	R5	T1	T2	T3	T4	T5
% within each category	20.0%	31.7%	15.0%	18.3%	15.0%	26.2%	31.1%	11.5%	26.2%	4.9%
% of total behavioral turns	9.9%	15.7%	7.4%	9.1%	7.4%	13.2%	15.7%	5.8%	13.2%	2.5%

That said, although HB was equally likely to use relationship- and task-oriented behavioral turns, he differed in the use of specific types of relationship- and task-oriented approaches as identified by House (1996) and Blanchard and Hersey (1996; see Table 5). When engaging in relationship-oriented behavior, HB was most likely to focus on strengthening existing relationships and building new ones, team well-being, and individual motivation of his team members with these R2 behaviors accounting for 31.7% of the relationship-oriented behavioral turns. This gave me a sense that HB cared about what his team members thought. When employing the task-oriented behaviors, HB most commonly focused on the structure of the task design, the roles of his team members, and task orientation and assignment (T2; 31.1% of task-oriented behaviors) (Table 5); however, he was also likely to emphasize work facilitation by acquiring resources(T1; 26.2%) and goal setting/planning (T4; 26.2%) (see Table 5). This is to say that HB was just as concerned focusing on the structure of the task and his team member's

role in accomplishing the task as well as bringing in resources to facilitate the team's work. Furthermore, those resources and task design were built around a clear goal and a path in which to achieve that goal.

As important as the split is between the behavior orientations and the prominence of specific behavioral turn orientations, it is the sequence in which these are used that melds them together. It appears that this meld helped in creating his overall style and demeanor that connects with House's (1996) Path-Goal Theory. The sequence of use in which HB employs his behavioral turns show us the manner in which he interacts with his team (see Table 2). What is important is not just what behavioral turns HB uses, but when he employs them as well. HB prevalingly used relationship orientations at the beginning of any interaction. Of the 32 observed interactions, 19 led with a relationship-oriented behavioral turn. Of these 19 interactions, 47% began with an R2 behavior in which HB focused on relationship building with his team member(s) by enhancing motivation and positive well-being. An example of this is when, after HB had been away from the office, DL and JP made an attempt to reduce costs and improve supply tracking through the development of a new system for tracking the team's office inventory and device supplies. This new system incorporated a new serial numbering system in which items in their supply cache were noted item with unique serial numbers. When HB returned after the weekend and was briefed on the work DL and JP had done, he started the interaction with questions on how the weekend went and how their plans for that time had gone. He talked to them about the work they had done, and how good their initiative and forethought was. HB had stated that he liked it when team members took it upon themselves to try and find fixes to team issues without prompting. At this point this, still using a relationship-oriented turn, he began to address the fact that the serial numbers do not fit into any numbering scheme in the

company. Moreover, the new numbering system does not line up with any actual serial numbered items they receive from purchasing or produce themselves. At this point HB transitioned into a task-oriented behavior and had to let DL and JP know that they had to change everything back, basically reversing what they had spent the better part of a day creating. They as a team then discussed how they could get a handle on supplies and cost. This in turn led to another interaction where they brought in DN as the purchaser to generate courses of action to better track supplies, mitigate waste, and control cost. In the end, HB interacted with his team members first by showing his caring for their continued welfare and then he praised them on their foresight and resourcefulness. This was then followed by addressing the task at hand, but because the relationship-oriented behavior had come first and was connected to the task-oriented one, the team members took the news of the reversal of their work very well and by the end of the interaction, they stated they understood why it had to be done.

HB's use of two or more relationship-oriented behaviors helped in compounding the benefit of his interactions when employing task-oriented behaviors later on. As stated HB used relationship-oriented behaviors to start an interaction, however often he would combine more than one to increase their effectiveness. In 14 of the 32 interactions (43.75%) HB coupled multiple (2 or more) relationship-oriented behaviors before leading into a task-oriented one. In doing so he increased the likelihood that his team responded well to any task that was designed or directed. This, coupled with the fact that HB routinely ended an interaction with a relationship-oriented behavior, just compounded the acceptance effect and appeared to be a contributing factor to the team expressing their likeability/belief in their leader as shown both in the TDS and satisfaction surveys. Additionally, his initiation of an interaction with a relationship-oriented behavioral turn and ending with a task-oriented one (see Table 5) gave me

the sense that he was just as concerned with their welfare, as he was on how the team was tackling their work.

HB then moved from relationship orientations into task orientations at or near the conclusion of each interaction as evidenced by 20 of the 32 interactions (62.5%) ending with a task-oriented behavioral turn. This suggests that HB started each interaction laying the ground work for a good and open exchange between a team member and himself by focusing on relationship building and enhancing team member well-being. After this relationship building phase, the interaction moved into a task-oriented mode where HB applied his knowledge and abilities to garner resources, set roles, and create a path to a goal. Even in the 37.5% of interactions that ended in a relationship-oriented rather than a task-oriented behavior, these final relationship-oriented behaviors were short in nature and followed task-oriented behavioral turns. This shows that HB set the foundation at the beginning of the interaction to work in a participative way with his team members. Then when ending the interaction, though it might have been in a task-oriented mode, the previous use/simultaneous use of relationship-oriented behaviors allowed for HB to connect the task-and relationship-oriented behavioral turns. This allowed for the participative nature of HB's leadership style to set a route for both organizational and individual goal attainment.

It is this independent variable of Path-Goal Theory, as House (1996) defines it that focuses the leadership style orientation of the leader. While observing HB he exhibited every hallmark of the Participative Leader Behavior. In his description of the style or variable House (1996) states:

Participative leader behavior is behavior directed toward encouragement of subordinate influence on decision making and work unit operations: consulting with subordinates and

taking their opinion and suggestions into account when making decisions. Participative leader behavior was asserted to have four effects: first, to clarify path-goal relationships concerning effort and work-goal attainment and work-goal attainment and extrinsic rewards; second to increase congruence between subordinate goals and organizational goals, because under participative leadership subordinates would have influence concerning their assigned goals and therefore would select goals they highly value; third, to increase subordinate autonomy and ability to carry out their intentions this leading to greater effort and performance; fourth, to increase the amount of pressure for organizational performance by increasing subordinate involvement and commitment and by increasing social pressure of peers. (p. 327)

The single greatest contributor to how the team operates was HB's leadership style and behavioral turns, task or relationship orientations. Furthermore, it is that style which HB utilizes that appears to drive his interactions.

HB has shown during his interactions that he has utilized much of what a Participative leader does. HB clarifies the path by which to obtain organizational as well as personal goals. He shows caring for his team members and gives them a voice in which to participate in the direction of the team and its decisions. He also creates greater commitment to the organization by giving ownership of task strategy and execution to his team and its members, allowing them to take the initiative on projects they feel will help the organization. In this manner the team feels like they are contributing more than just their labor to the organization's goals. This also leads the team members to seek new challenges and continuously assess their effort in order to better streamline their processes. By marrying the desires of his team in understanding what they wish

out of work, and coupling that with the organization's goals he is able to provide to his business a self-directed team that is very high functioning.

This Participative Leader Behavior dictates what behavioral turns or orientations HB chose when conducting an intervention, depending on the context, situation, and individual being interacted with. These behavior orientations are grounded in Blanchard and Hersey's (1996) Theory of Situational Leadership, and take the form of either a task orientation or relationship orientation behavior with the best orientation being chosen depending on the situation and individual being led. At its heart Path-Goal theory and its orientation Participative Leader Behavior is a situational form of leadership. The leader's personality, context, individual led, and environment dictate how the leader chooses to engage their constituents. As a result, though HB may not have been aware of it, when looking at Path-Goal Theory and its Participative Behavioral Variable through the lens of Situational Leadership Theory and its Behavioral Turns/Orientations, a framework can be built that begins to explain how, why, and where HB as the leader of his team, asserted himself within his organization in order to better ensure goal successes.

Chapter 5. CONCLUSION AND SIGNIFICANCE

In the end so what? This study was about, through observation, identifying patterns that showed how, why, and where a leader asserted himself within his organization in order to better ensure goal successes. Going into this I of course had my own view on what a good leader was. I attempted to mitigate this by utilizing Ruth Wageman and Richard Hackman's work. They provided a good grounding in the literature on specific temporal coaching interactions, and gave me a starting point in which to inform my observed specific touch points and evaluate them. I

used this baseline to determine what was, and what was not a good intervention. To analyze my observational findings I used Path - Goal Theory by Robert House (1996) and Blanchard and Hersey's (1996) Theory of Situational Leadership, as the team leader's leadership style reflected elements of both theories, sometimes within the same interaction. A great deal came out of this, because both theories hold elements that play off of one another. The participative variable as described in Path-Goal is a style, but the way in which that style manifests is in a situational behavior orientation, task or relationship.

The theories of Hackman (2002) and Hackman and Wageman (2005) were somewhat limited, as there were many instances where the team leader I was observing did not have the classic temporal touch points that Hackman and Wageman discuss in their work. They state that for optimal effect the main coaching interactions are at the predictable beginning, middle, and end of any task sequence or team life cycle. That might be true, but there were several instances where this cycle was not clean cut. There were times where the team was in constant motion, and the team leader engaged where he saw fit in order to either help with their knowledge and expertise on a particular task, or provide coordination between the two different sections of his logistics team. This was done in an effort to better each section's visibility of one another in an effort to enhance their work, thus working off of each other's strengths.

Hackman (2002) argued that a leader that focused more on coordinating the work of their team or who worked to provide resources can be helpful to the team, but in essence is not coaching. Coaching is about creating cooperation amongst the team members not about doing the team's work. So to Hackman (2002) what the team leader I observed was doing was not coaching. I would disagree. All the coaching elements were there. The team leader addressed the three main points of effort (motivational), performance strategy (consultative), and knowledge

(educational). He made sure the team's commitment to one another and the organization, moral, and focus on the tasks at hand were always at their peak. Moreover, when the need arose, the team leader would work on the strategies of the team to make sure they were in conjunction with the company at large and made course corrections when necessary. Lastly, the team leader made sure that his people were always learning from their mistakes and gaining new skills. He would stop after a task had been completed and asked the team, "So what did we learn here?" That would lead into discussions on good and bad in the performance and thus addressed the team's skills and education. All this was leading to greater and greater teamwork. Each time they were able to smooth a process or get rid of redundancies that just complicated work there cooperation and task accomplishment increased. However, none of these "interventions" took place at the precise moments that Hackman states is needed for true coaching. In fact, Hackman (2002) discusses this when he states:

What about teams whose work goes on indefinitely into the future and who therefore have no identifiable midpoints or ends? The fact is that very few such teams exist, for a surprising reason that re-emphasizes the centrality of time to human condition – namely, that if boundaries do not naturally exist, we seem driven to create them. Individuals routinely do this by setting arbitrary and wholly artificial deadlines for themselves..." (p. 189).

While this may be true, and Hackman argues that because of these phenomena there will always be identifiable beginnings, middles, and ends, in a cycle, even if in an ambiguous way, I do not fully agree. One team can have a multitude of tasks being performed, at different stages of completion, running concurrently with others that do not line up with this clear cut view. The team I observed had many different types of tasks that were completed. Not all were done one

right after another, some were done simultaneously, and others would get to a point of completion then have to wait for another task to finish before it could proceed again. All the while, the team leader was making judgment calls and adjustments and reworking systems. Does a Basketball coach stop coaching his team and merely manage it because sometime during the game he makes a player substitution? I would say not.

Clearly, the team leader I observed did not fit into Hackman's theory of coaching to better attain success. Nonetheless he had success. While the coaching interactions did take place, and addressed the specific processes that Hackman states are needed for good coaching, they did not align temporally with his model. Furthermore, Hackman's argument that if the leader is just coordinating and negotiating for resources then it is not coaching, is a very rigid definition of coaching. The direct coaching at predetermined times within a cycle did not manifest. So to measure whether these coaching interactions led to more, or less interactions could not be ascertained.

The problem is that Hackman's (2002) theory of coaching intervention is a normative one. It asserts what leaders in organizations should do and not necessarily what leaders in teams actually do. That is more the positive nature of continual indefinite team tasks and life cycles. Wageman, Fisher, and Hackman (2009) address this when they break the two types of interactions into predictable *Type I Timing* (Beginning, Middle, and End) and *Type II Timing* the unpredictable nuances evident in the extended periods of time between these predictable markers. Wageman et al. (2009) argue that, "To exercise great Type II timing, team leaders must diagnose group problems and opportunities as they occur and craft competent interactions on the fly" (p. 197) and "by actively watching for emerging opportunities to motivate, consult to, and educate teams, team leaders can make significant contributions to the team and its work" (p.

197). However, they also argue that, “It is true that teams are remarkably impervious to major interactions made during times of low readiness” (p. 197). But then, I would argue, that that readiness does not have to be at one of the specific temporal markers but more at moments where a real time intervention needs to take place in order to address a process loss, or gain.

So in the end what did begin to show during my observations, however, was something entirely different than the normative coaching interventions of Hackman (2002). It was not built around systematic interventions like we see with Hackman (2002), Hackman and Wageman (2005) and Wageman et al. (2009) which they call *Type I Timing*. It was more fluid than that, more akin to what Wageman et al. (2009) call *Type II Timing*. Moreover, what began to show through was the team leader’s leadership style, that of Participative Leadership Behavior, which drove his Situational Leadership Orientations. This style is what led him to act and intervene at specific points in his organization by diagnosing problems then choosing specific times to intercede. As has been stated, the key to ninety-nine percent of all successful endeavors is leadership style (Rubin, 2013). You can see that in action here, and that is what I believe is taking place. The team leader did not set up standard touch points with his team where he addressed issues, his interactions were much more indefinite. He had no formal meeting times to go over issues with his group. Instead, he created or held meetings on an ad hoc basis when he believed the task warranted it. When he did hold meetings, it was rarely more than with two people, in fact most meetings were one on one with members of his team. This is more consistent with *Type II Timing* and I would argue that the interactions are being driven by context, personality, situation, and HB’s leadership style, that being congruent with Hersey and Blanchard’s (1969) Situational Theory of Leadership and House’s (1996) Path-Goal theory.

HB utilizes all the hallmarks of Participative Leadership Behavior and Task/Relationship Orientations. These in turn built the themes that linked to his leadership style and interactions. He sought the opinions and ideas of his subordinates when trying to make decisions as well as providing an atmosphere within the group that was collaborative and open. HB also organized his team's goals around the larger goals of the department and company while simultaneously taking into account the goals of his constituents. This coupled with HB's ability to give good guidance and a great deal of autonomy to his team members led the team to prize their work and complete it at a very high standard. The team leader, while very much in charge, was sought out by his group for his experience and guidance. While he could be authoritarian when needed, this was not the general style HB relied on. He could be directive if needed, but generally let his team come to the conclusions they needed in order to solve any problems they were running into. The team leader usually sat back and watched over his team and made adjustments when they strayed from his overall guidance. Rarely did he move into the authoritarian realm (only when discipline was needed) but acted more as mentor to the team members. He used a great deal of back and forth discussion to formulate ideas and leading questions to elicit suggestions for courses of action. In addition a large part of his leadership came in the form of his continuous search for resources for the team as well as acting to deflect influences from outside sources that would hinder the team's free movement. Finally, the team itself reported that the HB was always exhibiting efforts to get them ever more resources and giving them the free reign they needed to achieve more success. The team leader set the conditions and gave good broad controls that allowed the team to act independently and take ownership of their areas of operation. This has largely been due to his style of leadership.

HB's interactions with his team were very situational and depended on who he was interacting with. He applied different techniques, and utilized different Behavioral Turns and themes depending on who he was dealing with. Some members of his team needed a lighter touch, while others were very task-oriented, while still others had a drive for learning and collaboration. Whatever the need, HB adjusted his behavior to address the given situation within the context of his own personality and leadership style.

This is all consistent with the Path-Goal Theory of Leadership and Situational Leadership Theory. The leadership is a participative style and has led the team leader to a *Type II Timing* intervention model or "real time process interventions" (Wageman et al., 2009), those unpredictable times when the team in the heat of execution and work need a spontaneous interaction to address a group or process dynamic. Moreover, this is consistent with the type of task the team is charged with. The team does not have a finite ending for their task and work goes on indefinitely. Therefore, it is not the type of coaching that Hackman (2002) and Wageman et al. (2005) talk about, but a type of "active coaching" predicated on House's (1996) Path – Goal Theory, Hersey and Blanchard's (1969) Situational Theory of Leadership and connected to Wageman et al. (2009) and *Type II Timing* interventions. This coaching is of a sort where the leader is engaged in his organization when he deems it necessary to get the team their best results. This is where Hersey and Blanchard's (1969) Situational Theory of Leadership come into play. As the team leader interacts with his team, due to his leadership style of participation he engages at certain points. How he engages depends on the situation and picks which task or relationship orientation behavior he will use in order to best fit that situation or individual/individuals he is working with. The team leader observes, sits back, lets the team come to him, acts as a mentor, and only engages when it is needed to make course corrections or

address issues that are beyond those of his team's members. In doing this HB is evaluating how best to address the issue, in doing this he elicits input from his followers, but how he goes about eliciting that input is through an orientation behavior. Whether he does this consciously or intuitively is unknown. The team operated more on the leadership style of their director rather than through rote processes. They adjusted when he told them to adjust and changed when they had come to a collaborative consensus on change. This was done after involving his team in the decision making process in a participative way using behavior orientations, and laying out a path forward that showed how to obtain their collective goals. This was done at specific points in order to get participation and consensus. Again this is consistent with Path-Goal Theory, Situational Theory of Leadership and *Type II Timing* interventions (Hersey & Blanchard, 1969; House, 1996; Wageman, Fisher, & Hackman, 2009).

That said, there definitely is a division between the normative, or what someone should do, and the positive, what someone actually does. Maybe Hackman's original application of a coaching theory could improve aspects of this team, but having observed it for twenty-one days they move quite well, accomplishing a great deal in very little time. The team leader has created an atmosphere that gives the team enough freedom and empowers them to make decisions in this decentralized organization.

5.1 IMPLICATIONS FOR FUTURE RESEARCH

My analysis shows that, to better understand effective leadership style, future research should focus upon the connection between Path – Goal Participative leadership, Situational Theory of Leadership, and that of *Type II timing*, and the elements that lead to real time process interventions. Leadership style as a central role could play a major part, and individuals could look into whether or not different leadership styles asserted themselves more often than others. Once

identifying those leadership styles researchers could see which set of behavior orientations they use to interact and if the timing is driven by those orientations and style or as a reactive measure. Another route of inquiry would be to ask a real team to adopt Hackman's suggestions, and see if it increased or decreased their task completion and quality of work. Either avenue could lead to new scholarship and learning. Additionally, researchers could look at whether directive or participative styles of leadership produce more interventions, quality of interventions, and at what times those interventions take place, either early in a task or later. One could also look to see if this produced more or less satisfaction, team member cohesion, and buy in. Finally, the idea of mentorship and the potential power dynamics that come from teacher and student could be researched see how it affects the team's overall performance.

In addition it is plain to see that more field research in naturalistic settings needs to be completed rather than focusing on synthetic, lab-based approaches. While lab-based approaches can isolate certain aspects of team and leader behavior, and provide a good assessment of these when subjected to synthetic vignettes, they are limited in their scope and reflection of real world problems. Several variables make up the reasons why leaders interact where they do. These variables work in concert with and overlap one another to produce the overall effect of leader interactions. Highly controlled experiments in a lab setting cannot produce the same results as a real world one can with all the ambiguity and competing events affecting the leader and team. Moreover, by looking at natural settings and leader behavior inductively we can let the individuals actions speak to why they are acting in the manner that they are as opposed to a confining set of choices that a laboratory experiment would provide. This study has shown that there are so many variables that act upon any given leader in an organization that a laboratory setting could not hope to replicate. By looking at leaders and teams as they interact with their true environments we can

get a sense of the truth of their actions as perceived by them and constructed by their shifting context and environment. In the end however, the tools are there and this could lead to increased insights into the future of organizations in the 21st century.

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Footnotes

¹ In contrast to the researchers concerned mainly with the human variables of decision-making, other researchers like Saaty and Vargas (2012) maintain the belief that a robust system of weighted criteria is the best approach to decision-making within an organization. They argue that individual leaders within organizations do not have as much impact on the decision-making process, because measurable numeric structures can forecast outcomes. Saaty and Vargas (2012) reasoned that a set of parameters could be applied to almost any given criteria, and that those parameters could be used by leaders to make a decision. Their work posited that most human endeavors could be assigned criteria based on numbers and formulas. Saaty and Vargas (2012) believed that decision makers needed clean; efficient ways to make decisions, and that decision-making today could be reduced to a series of mathematical systems. The “Analytical Hierarchy Process (AHP)” (Saaty & Vargas, 2012, p. 1) they created is a basic approach to decision-making. Designed to manage both rational and intuitive data, it selects the best out of several options evaluated with respect to the criteria. The decision maker carries out simple comparison judgments which are then used to position alternatives (Saaty & Vargas, 2012). Their argument is a departure from other texts that prefer to examine the individuals who make the actual decisions, and how the decision maker’s personality and interaction with the group ultimately affects the organization. While this is an important piece of organized decision making it is not the focus of this study which attempts to answer where individuals act within their organizations.

APPENDIX A

Team Diagnostic Survey (TDS) questions

A. Here are some statements that could describe the team leader's behavior. For each of these fourteen statements, choose the rating that is most accurate in describing the behavior of your team leader.

1. ...helps members learn from one another and from the team's work experiences
2. ...works with the team to develop the best-possible approach to its work.
3. ...helps the team build a high shared commitment to its purposes.
4. ...micromanages the content and process of team meetings.
5. ...helps members resolve any conflicts that may develop among them
6. ...provides positive feedback when the team behaves or performs well.
7. ...provides corrective feedback when needed.
8. ...helps the team sustain the motivation of all members.
9. ...instructs the team in detail about how to solve its problems.
10. ...helps members work on improving their interpersonal relationships.
11. ...keeps the team alert to anything that might require a change of work strategy.
12. ...helps the team identify and use well each member's unique talents.
13. ...tells the team everything it is doing wrong.
14. ...gives inappropriate or undeserved praise or criticism.

Items in section A were rated on the following scale:

1-----2-----3-----4-----5-----6
Never Rarely Sometimes Often Always No Response

B. Different team leaders make different choices about what they focus on in helping a team. Please put a "1" in the blank beside the activity below that receives the greatest attention from your leader. Then put a "2" in the blank beside the activity that receives the next most attention from your leader, and so on for all four activities.

Coaching *individual* team members:

Helping team members learn how to work well together:

Getting the team set up right--clarifying its purpose, picking members, structuring the task, setting expectations, and so on:

Running external interference for the team--getting resources, securing outside assistance, removing roadblocks, and so on:

C. Overall, how helpful is your team leader in building your team's capabilities? Please select the one that best applies.

Detrimental: The leader's actions undermine our development as a team:

Mostly unhelpful:

Neither particularly helpful or unhelpful:

Mostly helpful

Quite helpful: The leader's actions significantly build the team's capabilities

No Response

APPENDIX B

Leadership criteria for good/bad coaching interventions.

These are guidelines to help assess the observed phenomenon. As such they are not exhaustive. This criteria will help reflect upon, and analyze the data.

1. Coaching intervention criteria that reduces losses or builds gains in the following three performance areas.

a. Motivation – Possible coaching interventions that affect this performance area are: any action that affect Moral (good/bad), commitment to the task and team, guiding direction, fosters team cohesion and dedication to one another, helping team members learn how to work well together

b. Consultative – Possible coaching interventions that affect this performance area are: Building innovative ways to proceed in the task that are well aligned with situational conditions and opportunities, eliminating thoughtless reliance on habitual routines that are inappropriate to the task, bringing outside resources and experts to help in the construction or implementation of the task.

c. Educational - Possible coaching interventions that affect this performance area are: Intervention and coaching that weighs each team member's contributions equally, fosters the development of skill level and knowledge, and gives helpful feedback when needed.

d. Interactions with the team that help members make coordinated and task appropriate use of their collective resources.

e. Conditions that help the group, team, or organization in some way that can affect goal attainment and increased team performance and improvements in its effectiveness.

2. Bad coaching intervention criteria are any interventions that increase process losses or hinder the gains in the performance areas.

a. Micro management

b. Directs in minute detail how to accomplish a task

c. Gives unclear guidelines

d. Does not give a clear task, purpose, and desired goal

e. Berates team when events are not going well

f. Interventions that fail to produce beneficial results

g. Gives unsuitable or unjustified praise or criticism

APPENDIX C

Satisfaction survey questions

15. Overall I am satisfied with the outcome of this meeting
16. Overall I am satisfied with the direction that the group has been given
17. The team leader asserted their authority in a positive manner
18. The team leader was helpful in reducing coordination losses between team members (e.g., miscommunication or double work)
19. The team leader was helpful in minimizing motivational issues (e.g., moral amongst the team or frustration with aspect of the task)
20. The team leader helped build commitment to the task
21. I have confidence in the decisions made by my team leader regarding this task
22. The team leader was able to help the group coordinate their efforts to accomplish the task
23. team leader solicited ideas from the group in order to solve problems
24. The team leader helped in avoiding thoughtless routines that are inappropriate to the task (e.g., standard procedures that do not pertain to the specific task)
25. team leader gave clear concise guidance on task, purpose, and desired goal
26. The team leader, with aid from the group, helped develop innovative ways of proceeding that are well tuned to accomplishing the task
27. team leader has considered all team member's ideas and evaluated them based upon their potential for achieving the team's goals
28. The meeting had a direction and the team leader was in charge
29. team leader interventions helped solve an issue The team is cohesive with clear direction and stable membership

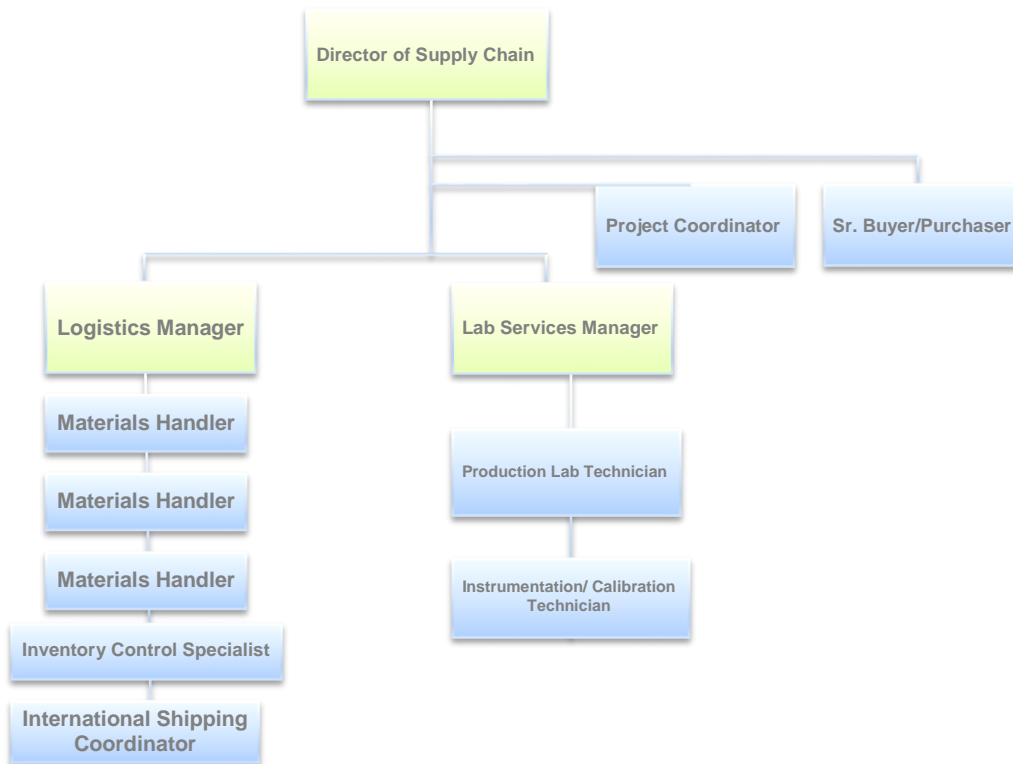
All items were rated on the following scale:

1-----2-----3-----4-----5-----6
Strongly Disagree Somewhat Somewhat Agree Strongly
Disagree Disagree Agree Agree

APPENDIX D

Transcribed notes from Observations in leadership – March 2015

NT Supply Chain Organizational Chart



NT, Seattle A Biotech Firm

Current Employee Strength 300+

HB- Director of Supply Chain: Provides leadership and direction for an eleven person team. Directs and manages the company's supply chain, to include, shipping, receiving, purchasing, construction of product kits, servicing of laboratories, and off site support the company's satellite buildings.

DN – Buyer/Purchasing: Responsible for purchasing the company's equipment, lab supplies, and office supplies. Answers directly to HB

DM – Project Coordinator: a new role where she manages new document processing (specs, labels, pick lists, SOPs, etc) and is in a support role for HB.

DL – Logistics Manager: Manages (To have charge of; direct or administer) all Kitting (assembly of kits from components from the production labs), Shipping and Receiving, and Inventory Management, so all of his staff (except DM) perform that work pretty much equally.

TJ - Materials Handler: responsible for constructing the company's product kits. He physically puts the company product into its boxes in the amount that has been ordered and annotates where it is going and prepares it for shipment.

NN - Materials Handler: responsible for constructing the company's product kits. He physically puts the company product into its boxes in the amount that has been ordered and annotates where it is going and prepares it for shipment.

DV - Materials Handler: responsible for constructing the company's product kits. He physically puts the company product into its boxes in the amount that has been ordered and annotates where it is going and prepares it for shipment.

JP - Inventory Control Specialist: maintains documentation of all Lab and Office Equipment to include product movement and product components.

IL - International Shipping Coordinator: Plans and executes international shipping of company product. Makes sure that all product is handled correctly along the supply chain and internationally until product arrives at destination. Works through international shipping businesses, such as UPS, and DHL. Coordinates movement of product internationally.

RG – Lab Services Manager: has the Lab Services group that is primarily responsible for Lab Equipment repair, maintenance, calibration and qualification. Plus they have some facilities management support responsibilities.

ML - Production Lab Technician: provides facilities support, lab equipment calibration, lab document production, and anything else the team asks of her. She is a jack of all trades and can do a little of everything

JF - Instrumentation/ Calibration Technician: Calibrates and maintains lab equipment. Runs diagnostic tests and repairs equipment when possible at his level. Also provides facility support and documentation tracking.

Ages Range from 25 - 54.

Total Interventions/interactions – 34 Spontaneous Interactions done when an issue needed attention. 10 ad hoc meeting Interactions where a meeting was held to address an issue in greater depth. The observational data was collected over a 10 day period. Each day consisted of 5 hours apiece, from 0930 to 1430.

All ad hoc meetings were observed using a Dropcam Pro.

5 MAR 15 – Beginning interventions/interactions: 6 spontaneous, 1 ad hoc meeting

DL 's team is responsible, they assemble the kits, and have control over and care for, as part of their jobs, packaging their product. The product kits are, high sensitivity, precision, and linearity single-tube assay for up to 800 transcripts. They code genes for Cancer research. These kits are made for their main product which is a gene analysis system for cancer research. They also have an obligation for international shipping coordination, and inventory control.

DL PROVIDES guidance and management to the logistics section. He sets priorities for the section within HB's direction and makes sure all work and tasks are complete. IL, JP, NN, TJ, and DV answer to him and he provides evaluations of their work. Because he has the international shipping coordinator, IL, in his section he is kept up to date with international shipping and the status of company product's travel. He also coordinates for standard domestic shipping with logistics companies like UPS and DHL. He receives all packages, devices, inventory, office supplies and the like in receiving. Furthermore, because the inventory control specialist is in his section, JP, he is also responsible for helping to manage the company's inventory providing help to JP when needed and keeping HB informed. When needed he will help in the kitting room. He will help the materials handlers in putting together their product kits to get ready for shipment. NN, TJ, and DV are the kitting members and they actually build the kits from their component parts for shipment. Using rubber gloves they remove the different solutions and test tubes that will be going into the kits from the -80 degree freezers and places them in their small kit boxes. Once this is complete the handlers then place the kit boxes into Styrofoam shipping containers that are then covered with dry ice to maintain the kits sub temperatures. Once packed the lid is closed with high density packing tape and secured. Labels then are placed on the product showing where it is going. The section makes sure that all of the components of the product are present sent from the production labs and annotate their time when packaged and sealed.

RG's team is responsible for Lab services, and production lab assistance (basically tracking the product into the supply chain and acting as the supply coordinators for the labs). The lab services provide equipment inspection, calibration, maintenance, and ordering. The services also includes supply support such as bringing raw materials (solutions, pipettes, trays, etc.) to the different labs. RG manages two individuals in conducting these services. He also acts as support for all the satellite labs as well, running mail, supplies, and equipment to them.

This company is familiar to me having visited it several times. My wife works for the company and I have seen it grow from a small less than 100 person endeavor to its current state of over 300 people and have gone public.

5 MAR 2015

10:17 there is a missing item from the inventory

Director of Supply chain's office – JP walks into HB's office and informs him that a core to an analysis system is missing from inventory. The piece of equipment was a core from their main product line device. HB turned to JP and looked at him a little confused and asked, "What do you mean you can't find it? Is it not physically there or is it just not in the system?" JP tells HB that he cannot find the physical piece, however it shows in the inventory system and shows that it is still in the company's stores. HB doesn't seem angry or particularly worried. He tells me there has to be a good reason for its absence. The item is a core to their main product device, a gene analysis system. The core is worth approximately 30,000, HB explained to me. I told HB I was not surprised something like that cost so much. I had experience in my career with small items that cost an extreme amount of money. The core and the main section can be disassembled and uncoupled from one another HB explained. Generally this is done when there is maintenance to be done. JP seems a little frustrated that the device is not where it is supposed to be, and is informing HB that he was doing his job updating their inventory when he found it wasn't there. I am familiar with the device but not with all of the intricacies of its functions. I know it is an analysis systems for cancer coding and gene sequencing which plays a role in the stages of research. They have several of these machines, and this is one of the main products that the company sells. Once again the core alone costs around 30,000 dollars. The main body and core have separate serial numbers. JP cannot find the transaction number that shows where the core went. HB looked for references to the core in his email and data system, and found an unanswered email that identified where the missing item went, and how it got sent out. HB finds out through the email that the Research department sent the core out to help fix another analysis device that belonged to a client. Both JP and HB seemed relieved that they have at least narrowed the core's whereabouts down. Research basically pulled good parts from one to replace the bad part in another. One machine was in for repair but the core was good. It wasn't annotated by serial number, so they are not sure

which core went out. It was JP (Inventory Control Specialist) that notified HB of the core not being in their physical inventory. It was one of HB's unanswered emails that showed where it went. HB had asked to be informed when the device reached its final destination. HB was thinking it was a whole device going out to the client not just the core section. HB then got busy and forgot to follow up on the movement. The email was information after the fact, meaning Research had already sent the piece out before they had informed supply chain. JP realized the core was not in their inventory and had no stamp on his paperwork showing where it went, other than it was sent someplace. So when JP did his physical inspections that's when he discovered that the core was missing. JP while understandably being a little worried with such an expensive piece of equipment gone, never seemed flustered, neither did HB. HB just turned to JP during this exchange and calmly stated that they would find the equipment and I am sure it didn't just disappear.

The Problem in a nutshell - The problem was that the core of the analysis system of the clients got sent to the repair facility directly instead of coming back to the company first. Research just wanted to help the client and sent a core from a broken system they had in the lab out to the client fulfill the client's request of getting their core fixed. Research did this on their own without going through Supply Chain so there was no visibility. During this investigation into where the equipment went [it appears as though HB works with well with interpersonal connections, and works to get to know his people.](#) During the whole time HB would joke with JP about the whole ordeal, I believe to add levity to the situation and calm the other one down. HB also turned to JP on several times while they were tracking down the item and ask him how the family was, what they were going to do during the weekend and he would relate how things were going with his own family and the things that were happening in his own son's life. HB would talk to JP in an even tone and smile, I never once heard HB raise his voice or get angry. He seemed very calm and that calmness appeared to have moved to JP who was not as stressed as he first was coming into the office.

Dr. M the Director of Instrumentation, a friend of HB's come down to talk to HB and JP about the situation, having just learned about the debacle from his own staff. JP had informed Research of what they were trying to find and doing about it. Dr. M, a British expat, oversees all the maintenance of the Lab instrumentation and platform maintenance of the analysis machines. He walks into the office and jokes with both JP and HB in an easy manner, saying something to the effect of, well at least they got SOMETHING to the client. He realizes that Research sent the core out when the client contacted them and they didn't inform Supply Chain or contact Instrumentation and inquire about the status of the client's core. All three seem pretty even keeled during this whole search. HB keeps it light, and all of them jokingly talk about the complexity of their systems, how arcane it is, and that they are going to jail because they lost a very expensive piece of equipment. The Dr. M says maybe they will deport him. No yelling or anger or pointing fingers even though the Dr. M and the others show exasperation with Research for just taking onto themselves to do this. HB states it is a complicated problem, trying to backtrack where this core went. If the clients was actually still in

maintenance or if that one too got sent back to the client. When they think they have narrowed the search it either reaches a dead end, or the information they receive is not the order number they needed to make a positive ID of the device. HB turns to me and says Research is no help because they just know they sent it, they can't remember when. However, with the sarcastic joking back and forth about the pickle they are in, it keeps it light and focuses them on finding the equipment. They team does not deviate from the primary mission and stays focused and does not ramble on to other things. They don't let other items distract them, they see this as a priority. No one blames the other for the loss. They realize that procedures were not followed and the correct people were not informed to handle the situation. JP had left the office and now comes back in. He had been following some leads he seems calm. There is no pointing fingers just concentrated effort to find the item. JP couldn't initially find the item so when Dr, Marriott was contacted he was pretty sure he knew which core it was, but it was left to HB to track the serial number, find where the two cores went. Once HB did this JP was able to follow the tracking information on how the cores got to where they were going. HB then was able to establish an inventory list of where all their devices were, either physically at the company, in for repair, or having been sold and sent out. He then bumped this with JP's inventory list to make sure it all matched up. This way they could re-establish each device's whereabouts and correct their inventory. JP was able to contact the client, and inform them of the issue and what they were doing about it. [HB led across departments to resolve issues.](#)

HB, Dr. M, and JP all agree that they, in the near future, will stress with and teach Research the correct way of shipping items of this nature, especially when de-coupled from its original machine. They also informed Research, by HB calling them, that the serial number of the device needs to be annotated going out and the serial number of the device it came from.

This was a teaching point and addressed the coordination between the departments. in consultation with JP, HB sets down a direction (once the item was found) by having him work with Research and Instrumentation in getting the core back, and sending the original one that was broken and in for repair back out to the client. Dr. M says thanks for tracking all this down and that he will help in any way he can with Research and also letting them know that in instances like this it has to go through instrumentation and Supply Chain.

So in the end after tracking down a couple emails, both HB and Dr. M pieced together, that the loss started when there needed to be a sale quickly of one of the devices to replace the broken one. The client's core was bad but their device was good. The core was taken out of a bad device at NT and put into the clients working unit. All three men work through the chain of email and paperwork in order to solve the problem. HB, with JP and Dr. M worked sequentially starting with their earliest emails regarding the device and followed the chain, along with some clarifying phone calls to Research, to find the core. HB took a direct hand in helping to solve the issue. JP seemed comfortable in

coming to him for help and expertise. HB comments that Inventory management could be stronger un-accusingly stating that he also failed to follow up on the emails that were sent to him. HB turns to JP and says matter-of-factly that they will have to sit down in the future and go over this. HB also wants to build some instruction for the other departments in the company so this doesn't happen again. The team was able to identify the problem in approximately one hour or so.

HB thanks Dr. M, and Dr. M says goodbye and leaves. Once he leaves HB turns to JP and tells him he wants him to finish all this up by working with Research so they can learn from their mistake. JP says he could just handle it, but HB wants the cross talk, and he wants Research to learn something. He tells JP that the only way they are going to learn is by doing it. It seems that HB is acting as a mentor here trying to get JP to work with the other division even though he knows it would take longer than if JP just did all the leg work and fixed it himself.

The second part of the problem is making sure everything is correct in the system. Working with JP, HB works to fix the transaction mistake. JP can now go back into their system and correct the shipping paperwork that shows the missing core piece was sent out. They can now realign the cores back with their parent units and account for all lost items. HB coordinated with Dr. M and Research to solve an issue after JP had had trouble resolving it. [Observed coordination between team members and an outside department, combining of resources, experience and knowledge.](#)

11:22

HB and JP are matching all the serial number with the parent unit serial numbers. They look at the shipping labels of the devices that that have been shipped, and where they went. Then HB and JP cross reference, by looking at JP's inventory list, what should still be at the company HQ. HB and JP have found the core they believed was the one that came up as missing (the inventory list showed it was still in its parent unit, but when inspected the core was not there). Now HB and JP are discussing all their options to get the core back and get a new one out to the client. One option is to transfer the client's core, that is being fixed, over to them to replace the missing NT core. HB does not like this because then the serial numbers would not match up. Another option is to send the NT device out to the client, have the core that is currently with the client put into the device sent to them, then have the client's device sent to NT where the core that was the clients, once fixed, placed into that device. The client's device would then stay with NT and be recoded as theirs. HB says that is too complicated and relies on the client too much. The big deal is that the serial numbers need to match up. The cores need to be with the correct parent unit. HB and JP decided that they would send a shipping box to the client enclosed with the correct core, that has been fixed, that was supposed to go into the client's device. [HB and JP came up with a good plan of action in how to get the core back and get the other core fixed.](#) The cores would be just swapped out so the

right serial numbers would match up with their parent device serial numbers and NT would get their original core back.

HB conducted successful coordination between Research, Instrumentation and Inventory in finding this item. HB and JP worked together to impart some knowledge about shipping, and how the logistics team takes care of the maintenance of the company's devices. HB seems to allow the team a great deal of freedom and leeway for them to work within to solve issues and help the client. He never seemed flustered and really wanted to impart knowledge on how they conduct the company's logistics to the other departments. HB also wanted to give JP a chance to figure this out and he wanted to impart his experience of logistics to his team. HB has allowed JP to track down the underlying issue and work with the other departments while HB worked as a mentor and a resource of knowledge. [The team can make decisions and fixes on their own.](#) HB mentions to me that if JP had caught this on his own he would have just expected him to take care of it and inform him later. Instead JP decided to tell HB right away and they worked together on it. HB was okay with that decision too. In conversation with RG and DL later on, the two section leaders, said they take this aspect of how HB leads very seriously. They said that he often allows them to seek solutions to problems without his interference.

When asked on if the logistics department has a strategic plan HB replies – We have a strategic plan, it's called doing stuff

11:39

HB has walked into the Kitting room he is not there for any specific reason other than he needs to complete some quality assurance quality control of a product. This is a step in the kitting process with certain kits to make sure that all of the correct solutions are in the kit. This is not done with all of the kits, just there most expensive newest kits. HB often enters the Kitting room because he has to do checks, not necessarily because a problem has arisen (General Observation). This is where a large portion of the company's product is put into the right kind of kits and packages for each customer. These kits are utilized with whatever the sample the client is analyzing and placed in the analysis system. HB performs quality checks to make sure everything that is supposed to be in each kit, is in fact present. This is the production wing ran by DL. When HB walks in, there is no jumping to and fro as if nervous that the Boss has come in. There is an easy nature between the Kitting section and HB. All seem to be working openly and well, they go about their business. [General team movements to put together a kit box is:](#) Team member, while wearing medical gloves, moves to cold storage where the Team member removes the vials of solution that is the product. Moves to paperwork, annotating what they have taken and how much. Then moves to pre-constructed boxes that will become the kit and will be shipped out in. Unless it is a big order then the little boxes are placed in a large box. All the boxes are then placed in a Styrofoam box and

covered with dry ice to maintain its medical integrity. All steps annotated in paperwork. After HB inspects one of the kits (it is the company's newest product and most complicated) it is sealed and stacked and a UPS driver will arrive to ship it out. TJ gives HB an update on the latest kits and any small issues they may have experienced. I stand back and observe their interactions. HB and TJ talk about the latest shipment and both have a casual air about them. The interaction is carefree, collaborative and non-stressful from my observation. The Team members appear comfortable with working closely with their Manager and Boss. Members are able to give updates and present an untroubled nature (openly talking in non-strained voices, telling jokes, and speaking on personal matters, to include weekend plans, and sports). No standoffishness coming from HB, he is just part of the Team, he seems familiar with his team asking how everyone is and commenting on the music that is playing in the kitting room. He is able to talk about personal issues without it being awkward. The team members readily tell him their plans and engage in the conversation. TJ, NN, and DV laugh at something HB says. HB engages the guys of the Kitting room and nonchalantly speaks to them about how their weekend went, plans for upcoming free time activities, to include some t.v. shows. Music is playing on one of the computers, some contemporary Jazz. HB makes no mention of it. HB also asks the different Team Members, DV, TJ, NN, and DL, how different aspects of their lives are going, and how do they currently see the state of the company and other departments. General banter back and forth amongst the team with no defining direction. **Seems to be HB is working to build rapport and knowledge about his guys, almost unconsciously. The questions seemed to come naturally.** The attitude of the kit room seems very non stressful for being the area that is out of the whole team the one that is usually under the most pressure. This is because of orders that come at the last minute and are still expected to be shipped same day. All team members give a quick brief of projects they are currently working on to HB. HB had walked to each team member and talked to each one independently. DL gives HB an overarching view of current issues in the Kitting room, their inventory, how quickly they are putting the kits together, if the other departments are getting them what they need (sales, marketing, research) and where their shipments are going that day. HB and DL talk readily and I do not see any nervousness on the part of DL updating his supervisor on current events. Kitting Team appears to work efficiently. They are moving about the space quickly and deliberately. They put together a kit very quickly and have it packed and ready to be shipped in about less than a minute. It is a 4 man section: DL, NN, TJ, and DV.

HB is verifying lot numbers on the kits and the boxes being shipped. HB signs off on the packages once he has verified their contents against the shipping slip, and then verifies the shipping label against paperwork that shows where the product is supposed to go. HB looks and checks the posted SOP to check the steps he is following. HB mentions that they are doing a good job and everything looks in order. All members know their tasks and what the next steps are. HB explains to me this portion of the team (Kitting) is always under time constraints. Sales takes orders up to the very end of the day and still expects the Kitting room to be able to get the kits put together and shipped out to the customer. Consequently the team is under enormous pressure to make sure everything is put together right, and rush the order out, but not too rushed that they make mistakes.

HB has mentioned this is one area he wishes he could get more proactive instead of reactive, and has sought to work changes in the SOP so it will be just a verification step instead of a whole inspection of the item. HB states he trusts his guys and wants to speed up the process that little bit more. HB mentions he wants to give the Kitting guys and DL even more freedom to get the product out.

HB turns to TJ and in an even tone easily asks a question about a specific kit. The question is asked matter-of-factly and just wants to know why the current kit boxes have so much unused space in the box. The vial kits are not that big, and HB wonders why there is so much unused space. TJ and DL reply quickly to the question with no hint of annoyance. They do not know the answer to the question. TJ does some quick research and is able to give a good and timely explanation. He turns to HB and says the current boxes that came from marketing and sales were based off of their older kits, but since they have gotten more efficient with their solutions and analysis devices the number of solution vials is smaller. They are just trying to work through their old stock. HB shakes his head in understanding as TJ give him the rundown. HB turns toward DL with TJ by his side and states that he had heard that marketing was attempting to create new boxes. TJ looks to think for a moment and says that would be great and that right now they were just moving through their old boxes from when the kits were still that size. If they get smaller ones they can cut down on their shipping costs. The answer seems to satisfy HB as he says, "hmmm". HB appears to think for a moment and tells DL that he is trying to eliminate waste because it costs money to ship bigger boxes and wasted space is wasted money. Plus you cannot ship as many kit boxes in one container as you could if they were smaller. HB turns to DL and says in a directed tone, but not harshly, that he can make decisions to streamline efficiency for shipping. If he has ideas to cut waste or a redesign that can meet that goal, to just float it by him and marketing. HB tells DL matter-of-factly that he has the leeway to work with marketing to see about a box redesign, just keep him updated on the process. HB seems to always know what the team is doing, but does not seem to micromanage. He gives some guidance and mentorship and then lets the sections figure out how they want to complete the task. He supervises and makes quick rounds asking general questions and just observing.

12:09

HB re-engages with JP on the lost core and its whereabouts. They know where it is they are just making sure the right serial numbers match up, and that they can get it back. He had turned to JP at his desk and said come on over to his office just so they can put the nail in this. JP walked in and HB and him set to work without any real preamble and started matching up the serial numbers.

HB keeps tabs on all members by asking for up-dates on the sections whenever the section leaders stick their heads into the office. He is engaged and knows what

everyone is doing, but stands back and allows them to work within the parameters he has set. A few times too quick to really jot down effectively I have seen where HB just walks through the section areas and talking nonchalantly with section members and mentions something like, "You know what would be great if..." then he kind of talks some more on the idea and says that they can figure it out how they wish to accomplish it if they can. Seems like he is implanting some direction. I have not seen HB always standing amongst the team telling them specifically what to do and how to get a task done. In fact it appears like he takes a more distanced approach and acts like a mentor. (General observation) Section leaders know their job and what is expected of them this is shown by their quick efficient updates to HB and him giving them a thumbs up. They have done this a couple of times I have seen giving HB updates on other activities I didn't see initiated. They are letting him know when items or tasks are closed out or resolved. HB usually says good work and nods when this happens. In a quick side conversation RG stated to me that HB gives good guidance and they (the team leaders) know their team's ideas, and expertise. HB utilizes this familiarity when he can.

It appears as though HB has coordinated successfully to fix major issue on where the lost item went. The team has not only found where the core went, how the core got sent, but what they might do about getting the core back.

12:50

HB is running a quick (the coordination only takes a few minutes) meeting on the core and device issue. He wants to make sure that his Supply Chain, Research, and Instrumentation Departments are on the same page and their efforts are coordinated. Dr. M comes back down and he, JP, and HB are all present. HB turns to JP and in even non harsh tones gives some direction on how to get the item back and tells him he has the lead on taking care of it. HB turns to Dr. M and lets him know what Supply Chain is doing and that they are going to talk to the client and inform them of the problem. JP speaks up and gives a few suggestions about contacting the client explaining the situation, getting the clients first core out of maintenance, and shipping it internationally. HB listens to JP by looking him straight in the eyes and nodding, HB states he likes JP's idea about shipping and how they will contact the client. HB goes over with JP on exactly what they are going to say. He doesn't want the client to get upset and wants the company to come out of this looking good and not inconveniencing the client for the mix up. JP interjects that he wanted to wait until they had the core back at NT from the shop where the core was getting repaired (which is offsite) before they contacted the client. HB says with some authority, that no they do not need to wait until they have the client's original core in hand to start the transaction. He wants to get this done as soon as possible. HB suggests just having their maintenance contractor send the fixed client core out to the client. At the same time JP will get with IL and send out a box to have the missing core shipped back to NT. HB turns to JP and asks if this is okay and he knows what to do and how to talk to the client? JP says he understands what to do, and that he will make the annotations in his inventory with the current locations of the items.

Once each item gets to where it needs to go JP will update his records. JP also states he will call the client and give them a heads up on what is going on. They will coordinate that the client's fixed core will arrive the same day that they are to send out the lost core, so the client has minimal downtime. JP and HB have identified the underlying issue that caused the problem with the lost item (research just removed the core and sent it out without checking with logistic and Instrumentation, not realizing each core was serial numbered to its parent, they thought that the items were interchangeable.) HB and JP, while turning to Dr. M work out a way in which to get their analysis system serial numbers better displayed. And give some educational knowledge to Research that they have to go through logistics when shipping anything. A good back and forth between JP and HB and Dr. M. There is general good humored banter and understanding that mistakes happen, especially when some gets a good idea and shows initiative. They HB says that is not a bad thing and Dr. M agrees, just that sometimes people need to stay within their realm. They all agree this is just the atmosphere of the company. If something needs fixing or needs to happen don't sit around take the initiative and make it happen. JP says to the two that they just need to make the other departments know that there are specific responsibilities though so they are not stepping on each other's toes. The other two men nod. They all talk back and forth to one another about how they can keep this from happening in the future. They all talk with a smile and jocular manner, something about research staying out of the shipping business. Dr. M adds, in a somewhat serious tone, that logistics needs to figure out how they will put this all into their systems, because the serial numbers are physically on the devices, but they are not in the company's database, just a description of the device. Also they talk about how they want to disseminate the information on what to look for. HB doesn't think an email is enough because it will get lost in the chatter. JP says how about a pamphlet circulated. Dr. M and HB like that. HB lays out all the action steps that need to take place (pamphlet, JP's call, update in the database, and new SOP for handling devices in other departments) and all appears acceptable to everyone. JP and Dr. M nod their heads once they hear the action plan. Team seems calm. This had the potential to be a major issue because the cores are each worth 30,000 dollars and the parent device is significantly more (I don't remember how much). Plus, HB explained to me, that while it's true the cores are interchangeable (meaning they can work with different analysis machines), because they work with biomedical supplies and have to meet FDA regulations a serial numbered matched item is not supposed to go to some other item.

13:15

DM walks into HB's office with thoughts on some SOP changes (I don't understand the changes, they are complicated and have to do with FDA regulations). This is just a quick exchange, DM presents the information quickly after asking if it was alright to grab a second. HB asks if she would come back in a short while, he has something to do (he is meeting with a leasing agent for a van for the company). She replies she would be happy to, smiles and walks out.

RG and HB meet with the leasing agent from a Dodge dealership, to conduct a Van purchase for resources for team explaining what the team will need and adding up cost. HB asks about leasing protection, that is, if they terminate their lease early do they get charged? HB asks this in a more direct authoritative tone than I have heard him use before. The leasing agent replies that they will not get charged if they terminate the lease early. HB and RG discuss vehicle package options, such as interior. It's an easy trade back and forth discussing the issue. HB doesn't believe that they need a full carpeted interior and just wants bare metal. RG comes back with he is not sure they just have a bare metal option and he thinks the carpet would be plenty durable. HB is worried that with transporting people, equipment, and boxes around it is going to tear/scuff/break items off in the interior. This is why HB was also asking about the leasing protection. HB presents a cautiousness around the leasing agent. How much cosmetic damage will be charged back to them asks HB to the leasing agent. The leasing agent says that their insurance would take care of any wear and tear beyond the normal that is included in the standard leasing agreement. RG convincingly says that he believes that the carpeting is good to go, it is rugged and will help protect the inside and sides of the van where the boxes will be stacked up. Plus, RG adds, to get the other no interior option they have to sacrifice the ability to transport people, because that one comes with no seats, and they would have to go with a Transporter that is too big for their needs, cost too much, and makes it too difficult getting around in South Lake Union. HB thoughtfully listens to RG's recommendations, nodding at each point. HB agrees RG is probably right, he just wants good coverage so they are not stuck with an outrageous maintenance bill at the end of the lease. RG says that he will go over the documents line by line, but he believes this is the right van for their needs. HB brings his expertise into purchasing for vehicles and relates a story of when he worked for another company and the same thing happened. HB asks the leasing agent about the lease and the deductible and what the standard package is. HB works closely with RG on asking questions of the leasing agent. They kind of hit him rapid fire to see if the leasing agent is on the ball. HB listens to RG's input, giving him his attention and looking him into the eye, saying he agrees with what he is saying and that it was RG he put in the lead on this project. The Van is to service a new Lab space that is going up. As the Lab Services manager RG has purview over the researching of, and leasing of this vehicle. Even though in actuality it will be used by the company however they see fit. HB gives some good points on what he wants to see in the vehicle, and what the company's requirements are, but leaves the choice of whether this vehicle fits all their needs or not to RG. RG says thank you, and says to the leasing agent they will be in touch. On the way back HB and RG discuss on how they move the company's line of credit to lease the vehicle. HB says RG can go ahead and talk to finance and conclude the deal, pretty matter-of-factly. He just wants to be there to look over the final paperwork to make sure everything with the dealership is on the up and up.

The leasing agent comes into HB's office later after he parks the van. Sitting in meeting with leasing agent in order to present new pricing. HB and RG are trying to cut to the chase and get the leasing agent to complete the lease with what HB wants.

HB listens to his subordinates, so there isn't double work happening, basically HB doesn't want two people to engage the same person potentially asking for different things. HB listens to RG to stay on top of how the lease is going so he doesn't engage or feel he has to. HB sits back and lets RG take the lead in the discussion with the leasing agent in the office. HB just interjects a couple of times to clarify a point or two. Other than that HB lets RG take care of everything.

11 MAR 15 –HB was sick with strep and bronchitis – interventions/interactions: Conversations with team

HB was not present and I was told that he was not coming in after I had made my way to Seattle. I decided to stick around and see if the team had completed all of the TDS surveys I had given out, and make general observations how the team went about its business when HB was not present.

0930

OBSERVATIONS ON INTERACTIONS WITH DOC'S TEAM – LOGISTICS MANAGER (KITTING AND SHIPPING)

Before today HB told me a little about DL's team – He told me that a woman by the name of Patty used to hold the job that DL now holds, but was meshing well with the group and the section was lagging behind because of it. So he let her go, and hired DL. DL seems to know his job very well and his team members respect and like him. I get this sense because in conversations with him and HB he knows what he is talking about, is motivated, and wants to get the work done. The team members were the ones who told me they liked and respected DL.

On an interesting side note. I was told by TJ one of the team members that the reason Patty was let go was because she could not mesh well with the team, and always seemed like she was trying to do everyone's job. In conversation ML, another team member, she said that the reason Patty was let go was because her style of leadership, or work, was not conducive to the department. ML said that Patty was a Six Sigma Black Belt trained manager, and that Patty liked to have a lot of meetings where everything was very rigid and done an exact certain way and always had to pass through her. ML said Patty did not mesh with the way the team did their duties because of context (always in a hurry because of close deadline orders) and just personality

traits didn't match up, because everyone was used to being more independent and figuring out how best they worked.

First In a conversation with TJ, while observing the two sections, when HB is out sick, TJ tells me about the team, HB, and the atmosphere of the company, particularly their section of it - production, kitting, shipping. He says it openly and not at all scared or worried about any potential blow back or repercussions. TJ is honest with me and appears as though he can speak his mind. No one around seems to care much.

DL - Logistics manager = at company 2+ months

TJ - Senior Materials handler = at company for 3+ years

TJ begins to talk about the team and the company. He says he loves the company because it allows its employees to be very independent. They have a hierarchy, but they seem more like team members that set goals and priorities for everyone else instead of sitting over their shoulders and telling them exactly what to do. TJ tells me that is how Patty there old logistics manager used to be and nobody got along with her. TJ says DL is not like that and acts more as a leader or coach and as one of them rather as someone that is over them. TJ says that is how HB comes off as well, even though he know that HB is their Director. TJ says HB is always communicating with the whole team, they rarely feel as though they are left out of the loop. TJ is very open. TJ tells me HB does not micromanage, and that he is good at taking advice from his subordinates. TJ also says that HB lets them (the kitting section) know what is happening in the other team section (lab services) and departments, especially if he thinks it will affect them. TJ states that when HB takes in advice or opinions a large percent of the time HB ends up using at least a portion of what was suggested by the team member. TJ says he feels that he is heard, and that his ideas matter. TJ also says that HB does do performance assessments, but they are more like counseling sessions rather than a performance review. He says they are very informal even though they use a formal form and they go over their goods and bads, where they can improve and what their plan is for the future. TJ does tell me though that at times it seems like they are always doing double work or jumping through hoops for another department, because the need to make a deadline is pushed by the other departments last minute ordering and the like. TJ also says what leads to this feeling of being rushed as well is that HB will take on work and say yes to something from another department, because he is trying to please or support the other department. TJ says HB sees their department as a service one to the rest of the company. TJ says he doesn't feel like they are walked on or abused, just that HB is always trying to say yes to requests to be service oriented to the company. TJ says a little good natured exasperatedly that he understands this, just sometimes it puts them in a tight squeeze to get the job done. This leaves them having to move quickly and go through an elaborate or complicated procedure in order to achieve the last minute requests. TJ says that the team will work to pick up the slack

however. TJ also says everyone likes everyone and that they all like HB, he says they have a great working relationship within the team and they seem close, for work colleagues. TJ says HB and DL build innovative ways of doing things, they are always trying new things to get more efficient. TJ says through this each team member has found a way to improve the process. And then management has found a way to integrate those ideas into their work. TJ says the company has grown quickly, and as it has grown HB and DL have been able to secure more resources for them, like personal desk space and computers. TJ said DL worked very hard through HB to get resources for their team. TJ says that as for leadership, guidance and intent is given, and then the team is able to work in that realm to succeed. When asked what he means, TJ says once guidance is given the team or team member can best figure out how to best complete his work. If they need help they can go and talk to their supervisor. TJ says in that capacity both DL and HB act as mentors to help them solve the problem instead of just dictating. TJ says they very much feel like a team not just sections of a workforce. **It appears as though group norms have been built, everyone is comfortable with each other.** TJ says each section of the team is willing to help the other section. HB does not always need to get involved. They make sure each know what the other is doing. TJ says HB has fostered this attitude and built it that way. TJ says that DL, HB, and RG all have different styles of leading but he feels as though they all complement each other. TJ has been with the team for 3+ years. TJ says that if there needs to be interaction, or intervention by HB it is usually trying to be proactive about something that he sees could go wrong in the future. Also, TJ says that if there is something negative HB has to attend to, then HB will usually speak with the specific team member alone trying to keep it at that level before he speaks to the team as a whole. TJ tells me HB is not into group shaming. TJ also says that HB always keeps them well informed and speaks to them regularly. However, he feels that HB definitely has an air of authority. TJ says DL is more like a sports coach while HB gives an overarching goal and end state. TJ says that their SOPs change as needed, it takes time but there is always a way. TJ was very open during this conversation and had people moving about in the shipping area where we were. TJ didn't seem the least bit concerned about who could overhear us.

1015

Conversation with DL

DL has been with the team for 2+ months. In conversation with DL about the team DL says the teams and sections train a lot on what the other members do. They cross train so that someone can fill in for another if they are gone. It seems like he has been with the company and in his position longer based on how well he fits in. **DL seems like a person filled with initiative and likes having the freedom to make his own decisions concerning his portion of the team. DL knows his position and gets along well with his team.** DL has told me that HB allows him a great deal of freedom in deciding the direction of his own section. From personal choices, to what they focus on in training, DL can make decisions on his own. DL says he is also allowed to pursue initiatives on

his own quite often, with just giving HB any updates when needed. In conversation DL seems animated when talking about the company and the team. He says he likes his section and finds the work interesting. DL also says pretty openly that he likes HB and their Vice president. DL says that HB and him, because of the nature of their section always getting orders late, which they are always trying to build better systems to be more proactive and streamline the process. This is done in an effort to minimize a lot of waste. DL says, HB likes the team to be initiative driven and to make changes if it benefits the section and the work. They have the ability to start changes if they believe it will better the team, and then give HB an update. DL says they do have to get HB's approval, but they do not always have to wait to see what he is going to say, they can start work and just adjust later if HB wants to change things. DL says HB has set this kind of interface up and DL adds, by doing it this way they can adjust to emerging problems pretty quickly. Furthermore, they do not have to wait for approval going all the way up to the VP. That could take a while DL says. They are more agile than that. So they need to change easily and quickly, driven by considered decisions. DL says he is trusted to fix problems with in his own section, while keeping the Boss informed. DL says HB is trustworthy and communicates with the whole team. If a problem needs HB's attention then he gives it otherwise he allows them to work through issues on their own. DL does say that HB likes to keep them informed on what other departments and areas of the company are up to. Also, DL says, that HB likes to keep them informed of items being presented to or decided on by the VPs, if it looks like it is going to affect the team. In continued conversation DL adds that HB calls all the people they supply customers, not just the actual outside clients, but the departments in the company as well, and says they are our customer base. DL says HB doesn't micromanage. At least he does not feel like HB does. DL also says that HB takes advice from him and his section. Utilizes those ideas from the team members and makes sure there is good crossover with other departments. DL tells me that HB can be directive if the need arises, but is otherwise very laid back most of the time. DL says of course HB does manager assessments from time to time, but mainly as a tool to see where the team's strong points are. HB works hard to get the team the resources it needs, DL says, and he is always trying to make sure that the resources help them be more proactive in a mostly reactive setting. **HB seems to build a good guiding direction and stresses team cohesion.** DL says the HB does him the courtesy of discussing new hires that will be going into his section with him, and asks if this is really a good spot for them. Also DL says HB will lay out what he wants to accomplish in the coming months (not always a set plan but a list of priorities he would like to see worked on and attempted to be completed). DL says HB likes seeing the section always working on training, especially FDA regs. DL says their SOPs fit and HB makes sure that they can be changed if needed. That takes some work, but it is a lot better than his old place of business DL says with a bit of animus. DL says their VP keeps them informed as well. He says there is communication down to the lowest level and that leaders like to explain the 5ws (who, what, where, when, and why) and provide good reasons for decisions and SOPs. DL says that motivation and morale is pretty good, and that HB has an open door policy. Meaning that if any team member feels like they need to discuss an issue with the boss, personal or professional they can just walk into his office. DL says they like to build good team cohesion and camaraderie (DLs word). DL says with HB's blessing and direction, he gets to set up good training

that helps the team get better. Some of the training is to get different certifications and the like and in DLs experience just isn't your typical corporate training like, anti-sexual harassment or diversity (not that those are bad DL says) but actual stuff that pertains to their work. DL tells his section he like them to ask questions, and that is how HB likes it from the sections overall. DL says the atmosphere is one to elicit input and to be motivated, not to glide (motivated to succeed). DL also said that HB takes a lot of tasks onto himself to fix issues if he thinks the team is too busy for, or he believes he can just do it quickly to help the team out. He likes to motivate everyone, and likes to discuss what happened after an event, so they all learn what went right and what went wrong. DL says the two sections see a lot of gains, not a lot of backsliding, and HB likes to capitalize on those. DL says this is not like his old job where everything was very bureaucratic, and you always had to pass everything through several layers of crap to get a job done or change something. DL says at times, because HB is customer centric and wants to get the product out, the team has to sometimes pick up the slack from other areas of the company in order to meet deadlines and complete their orders. HB notices the good work they do and praises them for it and makes sure that the rest of the company sees it too, DL says. DL says that the rest of the company knows all of them. HB filters the praise down from the VPs. DL says sometimes their VP, MT, will walk in and talk to them and praise their good work. I asked if HB felt like he needed to be in there when the VP was in there and DL said not particularly. DL says he feels like their efforts are affecting the company. He says he feels this way because of the recognition, and that HB has told them that.

DL says HB is good at building good innovative ways of doing their tasks. And good at not getting bogged down in old ways of doing things. DL says it is probably due to his experience in other logistics and production positions, and his attitude. Which DL describes as laid back, but always looking for a way to tweak things to get better and better results.

DL says HB listens to each team member's advice and encourages them. Each team member has found a way to improve the process. And HB has formed a way to integrate the different ideas. Sometimes it takes a little effort to change. DL also says that they are slowly working with the whole team, both sections, to adjust some of the legacy SOPs they want to change. These SOPs have become irrelevant or clunky because their production has gotten so much better. DL says It is because the rate at which they have grown (HB has said this as well). SOPs done as needed. SOP takes time, but clear way to get change. With the growth HB has been able to bring more resources to the table DL says and indicates his new hire DV, more office equipment, and better technical equipment in the Kitting and shipping rooms. DL says he does work hard with HB to provide resources for the team. When asked if HB is the Boss, DL says that the Team Members very much feel like HB is part of the team not just the Boss. [I see this as HB building Motivation and education and resources. Feel like a team. Group norms seem to have been built.](#) AS DL has stated though each team member willing to work in helping the whole team, he hasn't really seen any social loafers. [The Team works well together, each has different styles and they complement one another.](#)

Interventions seem to be not just reactive but attempt to be proactive, to get ahead of it all. Talks to individuals to teach then to the whole team in order to get better. HB seems to be a mentor by nature, DL and RG coaches. All three are very laid back. Communicates to the lowest level. Does have command and authority through. Communications goes both ways. Keeps up to date on learning in order to perform tasks. The way DL talks about it, it looks like HB provides top cover for the team, by keeping people that might want to meddle in their tasks from interfering and getting resources for the team.

Still talking to DL, and he stated that HB likes to build on the task (seeing where is has done well and capitalizing) to get efficiencies and streamline. Recourse and opportunities to fix issues. DL also says that HB likes to build team unity while talking with them in the kitting room by talking about how who they provide a service to the company and outside to their customers. DL said he feels like he has a degree of autonomy to fix issues and then inform HB and the VP if need be. However, DL says that HB isn't so laid back that he forgets why they are there and that he has expectations to get things done and see Individuals needing to be self-starters. DL says it is not a stuffy atmosphere, and the Team is motivated to succeed, but very easygoing. HB takes tasks on himself in order to fix issues for the team when he could delegate it. And sees where he can help fix motivation problems. Fixes issues where others would not. Shows gains to the team and builds on them, DL says.

Conversation with RG

In a conversation with RG about his section. RG is the leader of the Lab Services section. RG Lab Services Manager, JF Lab Services Tech, ML Lab Services Tech and Coordinator.

RG says the team has the resources that it needs. RG is more straight forward than DL and seems to like to get down to business. Accessible manner however and easily engages in conversation and laughs a lot. RG says whenever they need something more HB works hard to get it. Let's the team know their efforts are affecting the company and that HB often praises the rest of the team and says the company appreciates their efforts and knows them. RG says that HB gives enough guidance to get the job done, but not so much that he dictates how it should get completed. He leaves that up to them. RG goes on to say that he does this and lets you take the initiative. He says that HB sees their section as an internal service department to the rest of the company. RG says that HB is always seeking feedback from his team members and the section leaders. HB asks them their thoughts on particular tasks, the way they should get it done, maybe if they need different people or where to put people. RG says he always feels as if HB is listening to him. So with this feedback RG says HB allows his team leaders to run their shops as they see fit within his guidance. When asked what it is like when HB does hold a meeting, RG says HB seems focused and

looks for the specifics in a task or problem and then is attentive to ideas. RG says HB helps build direction, nevertheless has the final say. Still, RG says that HB has the team leaders complete the task and then gives them the credit. RG says he gets a feeling of accomplishment. RG knows that HB could probably take care of problems even though he is so busy, but he trusts the sections and lets them figure it out.

I asked RG if he feels like he has the resources he needs to accomplish his work, resources like, time, people, equipment, and good leader intent. He says the team has the resources that it needs. Whenever they need something more HB works hard to get it, RG says. Also coupled with the resources, the sections are given a great deal of flexibility. Flexibility to best decide how to use new assets or requested resources. They are able to move easier and fix emergencies by themselves. RG says he likes his autonomy and figuring out the problems on his own before he has to bring them up to a higher person. He says HB has defined what Lab services does and does not do pretty well and has given them free reign within that definition to do what they need to accomplish their work. That way they are not running around all over the place just because some manager higher up wants something.

RG says there is great motivation and morale is good in the team because communication flows both ways. HB is always telling him or the team what is going on, or what the VPs are thinking. RG feels, and he believes his section feels this way to, that everyone can approach management, i.e. HB, and their VP too. RG said HB was good at pooling experience in order for the team to learn from each other. At the end of a meeting or a major business action, crisis, or good affair, RG says HB likes to go over the event and ask how well everyone thought they did as a whole, and as the different sections where can they improve. Suggestions on anything that needs to change that comes out of the review (usually informal RG says) gets changed pretty quickly. Not a lot of resistance to change when needed. HB will usually identify it, then put someone in charge of making the change and overseeing it and then supervising it to make sure it is going according to plan. RG says though that each section has to do their homework, and be proactive to produce; that is what HB expects. They get the leeway to do things the way they want because they work hard to get the work done. RG says that HB does supervise and does his due diligence as a leader, by asking for updates and the like, but he says HB is very calm, even-tempered, and tolerant. There are clearly defined areas of responsibilities RG says and while the two sections trade knowledge and notes, each has a job to do. However in the team, both sections are able to move individuals to fill gaps all over the team. HB gives as much credence to any idea no matter where it came from. RG says many times HB has used an idea from a team member and then recognized that team member for it. RG also said that HB also runs top cover (dealing with higher directors so section leaders do not have to) for them, just like what DL had stated. HB sets up support when needed and acts as a conduit between departments and upper management.

End of discussions.

I use the rest of the time as a general day of watching the two sections. Not too many direct interactions mostly work in the office. RG and DL in their respective areas pretty much, but get together once in a while to cross level notes. Quick one on ones with their team members, just quick informative stop by.

13 MAR 15 – Numbering Sequence Change interventions/interactions: 4 spontaneous, 1 ad hoc meeting

0930

HB calls JP and DL in. HB tells me there was a change on a lot number and sequence number for a couple of the equipment pieces, seems unconcerned but feels bad he is about to reverse the work DL and JP had done. JP and DL made the change thinking that they were eliminating un-serial items and making sure all of their equipment was tagged. HB had to reverse, he saw why the two wanted to do it. They wanted to account for all items being used in the kitting room, to include pipets, vials, saline solution etc. However HB said there were unintended consequences of this, and there was a reason some of the items were not tagged. The items are boxes of small vials and plastic pipette. JP and DL wanted to track these because they were using a lot of them. Also other spaces like the production lab would come and utilize them as well. He saw the second and third order effects that this change would cause. HB had to reverse the change of the serial numbers. He told the two good thinking, and good on them for trying to cut down on waste by tracking these, but there really was not point. Each individual piece was only a piece of a larger set and they don't sell those, so they are not being tracked in the company's inventory. Other than for supply numbers and how much it costs to purchase. The serial numbers where ones they could utilize (meaning those sequence numbers had not been used in the company) but they were not the correct I.D.s for that kind of product. Plus HB saw that this wouldn't work because it didn't account for the product specifically because there were components of the pieces. So the box was serial numbered, i.e. 1 Box of 300 pipettes has a serial number put in it, but the pipettes didn't have one. The company doesn't sell pipettes, so it would be like putting serial numbers on rolls of tape. HB didn't want to create a whole new serial number categories. It would have been a brand new serial number and would not have been tied to any products in the company. Meaning it was serial numbers on equipment that was generally consumed in use, and was not sold to outside customers. It is a product that they purchase themselves to use in the creation of their product. Had to reverse because the information would have been controlled separately, only in logistics and not in the company database. HB had no trouble explaining this to DL and stopping the change. DL was a little unhappy and couldn't exactly see the reasoning behind it. DL wants to control their usage because he believes too much is being wasted. HB had no qualms about being directive and making the change though. HB told the guys in a kind way and praised their initiative in trying to get a handle on waste.

He saw that the new serial number wouldn't match anything in the company and would have to create a new category of tracking in their system. Another issue was that the tracking numbers were not on the item, just on their cases as they came in. HB told JP and DL in a calm non-confrontational tone that they did good looking ahead and trying to save the company money, but in the end it would just end up confusing everyone. The item didn't need to be controlled that closely other than knowing how many cases they had, and who was getting them, that way they could track the budget of whatever department they went to. JP nodded his head and said he could see how creating a whole new category would be a pain for all of them. DL once again stated pretty even-temperedly that if they put the serial numbers on or tracked by the numbers coming in they would know exactly how much was going where. HB took his point, nodding, but turned back to him and said how about a sign out book. A book that says who picked up an item, how much, and when it was picked up. That way they could see where some of these other smaller items were going. DL and JP turned to HB and said they liked that. They both smiled and JP got a thoughtful look and said he would maintain the book and get everyone to sign it when they came for supplies instead of just taking what they needed without informing supply. Easygoing exchange, with joking in between even when DL was a little perturbed about having to change everything back, basically undoing what he had spent a day doing. DL was good natured about it and showed sighed out a breath and said oh well. DL finally got what HB was trying to say though because he turned to HB and said he understood how this could complicate things. JP smiled at them. DL smiled too and HB laughed and made some joke about when the boss is away.

After the two leave, HB tells me he likes that kind of initiative, good idea but it would just have complicated tracking everything.

Side note - team leader HB has been in the position for 2 yrs and 2 months.

HB tells me there is an ISO Audit coming up. It has to do with FDA regulations and making sure everything is correct in their storage of their BIOMED items. The plan of action is to fix small issues with inventory. HB is building a plan to correct the inventory issues found during the last audit and then assigning the execution of the prepared plan to RG and DL – delegating the execution to his two section leaders. He was doing this on his computer and said he would assign this to them later in the day.

HB stated that they have had a pretty stable team for a while but it is growing with new hires. He seems happy about that, saying that he is glad he has been able to work with the majority of the team for a while. And when they do get new hires it is people like DL that really add to the team. HB did ask me at one point how would I go about motivating someone he believed was underperforming. He wanted to know from my experience as an Army Officer. I just told him sometimes it isn't a lack of motivation it is whether or not the individual feels as though they are being challenged in the job. He nodded and said

thanks. HB goes on to discuss that with input from DL and RG they are making changes this year to the team to better align to their new products and increased business growth.

Not too many interventions today. It is a Friday and quite a bit of people leave early. Basic workload of handling emails and individuals moving about. Limited interactions, mostly quick information sessions – heads up kinds of stuff.

1130

Freezer Issue – JF walks in briefly and lets HB know that ten freezers will go down because the Production Lab is changing out their freezer types. Quick conformation by HB from JF on their intent, how will they stage the shutoffs etc.? JF says that the Production Lab has new equipment and they will cascade their shutdowns in order to transfer over to the new freezers. HB does not look annoyed and thanks JF for the information. HB says that this is good information because it could impact any shipping they have to do, but it doesn't look like it will. HB informed the team of the changeover, and specifically went to talk to RG, because he is the lab services manager, and HB wanted to know how they were going to handle the cascade. HB is not really directive more soliciting ideas. He wants to hear what RG has to say. JF works for RG so HB knows that RG is aware of the shut downs. RG spends a lot of time between the office and the Labs. HB appears as though he just wants confirmation that there will not be any problems if this changeover takes too long. They still had products to go out, and this would affect Kitting because the Production Lab is where the product comes from and they still have to provide the units to logistics for today's orders. After a quick discussion that was a back and forth idea generation, HB seizes on a plan RG had stated to help the Production Lab changeover quicker. The two men come to a quick good consensus on what needs to happen. HB tells RG to head out with his lab services team to work with the Production Lab to provide them with extra hands, and to do whatever they need so they can get the changeover done quickly. That way there is no disruption in the flow of product. RG agrees and moves quickly to let his team know. RG was smiling when he left. The exchange was more of a quick information session with both RG and HB talking back and forth figuring out what they could do to help. They both kinda came up with a quick plan of action together and RG moved to implement.

1242

RG reports back to HB on completion of moves. HB says thanks.

1246

Meeting with DL and RG

They are discussing roles and responsibilities in the team. HB presents courses of action for team members and their positions. Nonchalantly just laying out what he would like to see and what is coming down the pike at them. Pretty up front letting the two know what is happening in the other departments. Doesn't seem secretive or trying to hold onto information. RG and DL both nod. They talk about reworking the team's processes, like job responsibilities, who does what, what tasks need to move amongst the sections, and the like in order to better align with the new positions and job descriptions. Leisurely talk amongst all three. Just talking about their people. No real fear the Boss will take their people or change things without their input. They don't show any apprehension and do not seem guarded. The conversation flows naturally amongst all of them and each one is animated in their suggestions. There is no tension between HB and the guys. HB is building coordination and learning between the two sections, by bringing it out what the two sections have been up to. DL has only been with the company for 2 months so some of what RG does in Lab Services is new. HB wants to cross level skills from one section to the other. DL and RG seemed pleased to have the other know what they do and have their people cross trained. They are making team adjustments, and all are on an equal footing. HB asks the other two what they would like to see and really what should fall into their purview. Also if they needed help with anything and if they had enough resources to do their work. HB asks in a questioning manner, if there needs to be changes in the Kitting department? DL says no he likes the team as it is set. HB nods his head and says good, he thinks so too.

RG asks an open question, two both HB and DL, "Are we talking about primary and secondary jobs?" They have a discussion about backup for different positions. Who fills what when people are gone? All add in different ideas and the discussion is a true discussion with everyone throwing out ideas and building off of those. Each seem to like the other and laugh. [HB, DL and RG seem to be working together in a consultative and educational manner building better cohesion.](#) Basically consulting and coordinating amongst the team and building skill, knowledge, and ideas on where to best fill their gaps. HB listens to the two section leaders. HB makes some coordination between the two sections about reorganizing in the team and task assignments. HB looks to maximize the team's resources and labor. There is a clear atmosphere, ideas are interchanged and considered openly. Very calm and likable atmosphere.

In conjunction with all this reworking of these process and a few positions, RG wants to create mail bins for the other buildings. He seems concerned about the plethora of random mail being dropped off for the labs, and wants it to get to the labs in a timely manner, not have mail misplaced. Plus he wants to try and make sure the cost is not prohibitive for moving mail around the company (meaning he doesn't want to have to pay a mail service like UPS or FEDEX just to move mail from one building to the other. The company doesn't have a dedicated mail room), and they are just not dropping

things off willy nilly. HB agrees and nods his head and looks thoughtful as he apparently considers it.

The group is talking about expanding resources to gain efficiency, but wondering if it is worthwhile. HB wonders if it is worth it, to go to a higher individual (their VP) to get what they need or if they can do it on their own. DL says he doesn't think they have to go outside, they have the resources they need. RG thinks it would just bog them down to go to higher management. HB listens to both by actively listening and turning to each in turn, and asking questions or making comments when he needs to clarify a point. The groups exchange is very much like a close partnership. HB wants to increase efficiency so what would a mail run cost? Or the loss of a mail run? HB wants to know if the labs are going to come to the mail boxes here. Will it take too long to get to the other buildings traveling so south Seattle by their van if it is just for a small amount of mail?
Time = Money

[HB working specifically in the educational realm.](#) Weighing the options and opinions with section leaders.

The atmosphere is light with joking banter back and forth. Everyone seems to be on the same level even though it can be seen that HB is in charge. HB is definitely leading the meeting but the other two are very much part of the collaborative process. DL and RG give deference to HB but have no qualms stating their concerns, and ideas. HB very easily listens to them and considers their opinions deeply. He weighs all the options. HB does this by making a habit of talking about the pros and cons of each suggestion. They talk back and forth about family and what is going on in each other's lives when they take a quick pause talking about business. Each man is comfortable around the other and there doesn't seem to be any posturing. Comfortable talking openly and discussing direction for the logistics department as a whole. DL and RG both have no problem telling HB when they don't agree with something. They just come out and say it. I have not seen HB get upset about anything or crinkle his face when told they don't like something.

Meeting ends, everyone is satisfied with what they have discussed. They will talk about the mail run more. They might have to use the new incoming van for that run. That way it would actually be cheaper in the long run because then they don't have to pay outside couriers.

**16 MAR 15 – Creation of new Supply Forms, is it needed?
Interventions/interactions: 1 spontaneous, 1 ad hoc meeting**

0930

HB has a lot of work to be done on the computer, he mentions several thousand emails he has. Answering emails and the like.

10:20

DM comes in to talk to HB about prep packs. DM came to HB with a asking how to pick prep packs. She is wondering how they can pre-prepare them before the pack is ordered (right now they are made to order). Makes the assembly go faster and more efficiently. Even though HB has a bunch of emails he needs to answer he doesn't seem annoyed, he just turns to give her his full attention. She asks how they can track them as well. DM asks how do we complete the task the in most efficient way. How to pre-package, made to order items. Do they all have some things in common? She is asking to learn more about how the team can do something to stay ahead of the rush (an education issue, trying to learn new skills) and figure out how to fix the list of items to be packaged. DM seems inquisitive and HB looks as though he wishes to help her. Tells her to sit down and they will discuss. Seems kinda excited. Likes working these little issues. They Wargame the consequences of pre creating certain prep packs. HB projects an easy atmosphere were DM appears to feel comfortable engaging her leader, and asking advice on how to accomplish a task and fix a perceived problem, something she sees as an issue. She uses large hand gestures and easily laughs. DM is an animated talker. She has an open stance and is not tense. They have a tradeoff of ideas and HB seems to be asking open ended questions that kind of lead the discussion and generate thought. In the end they don't come up with a solution, but have a couple hypotheticals and ways that might work. DM leaves, HB has an upcoming meeting with some of the other team members.

10:30

Meeting on the tracking of supplies

Meeting between DL, DN, JP, and HB. Looking at the possibility of building new forms to show accurate requisitions (what they are buying) and checkouts from supply. JP goes back to talking about the supply book, DN nods but says that still doesn't give a good indication of what people are going to need just what they have used. And that the book is a good tracking mechanism to see where everything is going. DN asks if they need to possibly build a course of action for requisitions. DN wonders whether they need to have the other departments in the company put together a requisition list or form, submit it, and this would help Supply with ordering and stocking the right items and amounts, instead of just stocking X amount of printer ink for example; then just ordering more when they get close to running out. This way DN says they can forecast how much some departments are likely to use. What would be the most efficient, requisition or inventory tracking? HB looks thoughtful, he says that is a good question.

Meeting seems pretty open and relaxed, everyone brings their ideas. Reacquisitions do not provide traceability, it is just asking for pieces to what you are building (I.e. tubes, dispensers etc.) DL says. DN was thinking about adding to requisitions to show a measure and lot numbers of items (they need to track how much mundane stuff are going out, in order to get a handle on cost). The team is trying to figure out where they want to go with the forms to streamline their process. HB once again asks leading questions. All members add something. DN seems like a strong personality though and really likes his idea of requisitions. However, HB seems to be very much in charge, saying things like: hold on let's figure this out, and I know you like that but JP had already started to look at building the supply tracking book. He provides an atmosphere that allows the other team members to contribute openly and easily. Each is providing feedback and they all feel they have a say in the process. This can be seen by the free exchange of ideas easygoing atmosphere, smiles and good back and forth. The problem is with the items when requested. Kind of a round robin meeting with team members throwing out ideas. HB latches on to the ones that seem most feasible and then tells the rest to expand on those while writing them down. Wargaming the issue. HB looking at the money. How much is it going to be to create these new forms as well as put them into circulation to include adding any serial numbers to boxes or equipment for tracking? What is it all going to cost? DN asks for resources for help with the form creation. HB seems amenable to this but wants DN to give him a cost benefit analysis and see other avenues. HB states this is good and would give them a good way of forecasting, but he also likes what JP was working on. HB wants DN to work with JP to come up with a plan to integrate the two. HB and DN seem to be the predominate people running the meeting. DL doesn't say much, but seems inquisitive. I believe he is just there for his visibility on the issue, and anything he has to add. HB is in charge but DN because he is the purchaser has the expertise and knowledge in this area of the Forms. And DN seems to have a strong personality. DN is doing the predominant amount of the talking. Not mean spirited or stepping over other people just a born talker. Possible solution floated out by HB. Going to make the decision at the end of the day. HB though still comes back to trying to find an innovative way to solve the task at hand. He believes there is an easier way than creating all these new Forms in which to track items when checked out and requested.

HB is trying to figure out how to do the most efficient process necessary, instead of just focusing on what the SOP says and thoughtless reliance on the Forms or routine. Is there a better way, HB asks? Something we haven't tried or thought of? JP, DL, and DN kind of shrug. DN says you know what he likes. JP says he can work with DN to meld the two. DL seems there for moral support and doesn't want too much random stuff dumped in his lap without a say so. HB seems to be seeking knowledge and expertise from the section leaders that have in-depth knowledge of their respective areas. He wants agreement from those that have expertise in these areas as they try to rework their process of internal controls for the flow of supply within the company. This all originated from finance telling the department that they need to cut cost. So HB and his team are taking a task handed over from a higher department and attempting to solve the problem and focus on the work to create cost saving and efficiency, instead of

relying on outmoded processes. Good cross level talk, HB says good Ideas to all, the others nod when DL says something (missed what that something was). Question from HB to team, what are the second and third order effects, and drawbacks if they change the request and tracking Forms? Everyone looks like they are thinking about it.

This is a wargaming (task analysis meeting) session to streamline their internal processes and mitigate problem issues.

Two main issues the team are trying to solve: Requisition Forms and supply sign out sheets. These are to track standard supplies moving out of the Supply Room. DN states that Finance is trying to rein in costs (too much internal office supply items – i.e. spending too much on copy paper, pens, and printer ink etc.)

HB doesn't just want to talk to Finance and have them just tell Logistics what they have to cut. HB wants to come back to Finance with a plan on how they will cut internal costs on their own. And states this to the whole group. That way they drive what is cut and how the cost is saved instead of just a slash. That is why they are thinking of creating these new Forms. In order to get a better handle or track on who is requesting what, where it is going, and who is taking it out of supply, what departments. Who is consuming the most?

Good alternating conversation amongst the team and they appear to be making head way. DN feels comfortable with making decisions to take care of the task without involving HB if not needed. HB gives him guidance on how he wants the interactions with Finance to go and DN will work with them how he sees fit. DN will also work with JP to make sure they are not doing double work and that DN will be the conduit to Finance.

DN states he doesn't want to bog down the process of internal supply with Finance meddling and just making willy-nilly cuts.

After a good amount of discussion and weighing the options, DN states that they will get better control on the inventory and doesn't think they need to do the Forms. They can just make a few internal adjustments and pay attention better and make sure they are getting the right signatures from those signing out office and lab supplies. Finance is not the problem. There is a consensus that the Requisition forms would just place another level of bureaucracy. The group and HB, especially DN, want one Form and not two. DN doesn't want to bog down the supply chain with more paperwork. HB agrees. Someone will have to be given the task though of quality control on the Forms they do have, in order to better track them and focus on their expenditures. If this is done they will capture more information and be able to provide Finance with better cost estimates.

HB praises DN on the good ideas in front of the rest of the team. Discussion ensued amongst the group on who should spearhead making sure the Forms they have right now are filled out correctly and filed right? Furthermore, they want to cross level the forms they already have with the supply book and get the word out to the other using departments that they need to keep better track of their supply usage. HB floats ideas and seeks thoughts from the group. Once ideas are given, HB listens to them carefully. Sends them back out with questions and what ifs to the group. The group responds with answers and vignettes.

HB makes a decision on their direction, after listening to the cross talk and suggestions of his team. HB directs and gives everyone their tasks.

HB states how they will implement these fixes they have produced. HB has used his expertise in the logistics field, and his leadership style to come to a good decision. He utilized all the skills of his group to pull together a workable solution and implementation plan. HB acted as a mediator of the group's ideas and as a Mentor in providing expertise or advice on what he has seen work in the past, when needed. HB used the company's and his own best practices from his experience as well as the best available evidence in order to make his decision. Once the decision was made all group members in this meeting listened carefully and followed his lead. There is no talk back, or griping, or argument for a position, just some clarifying questions and everyone knows what they are supposed to do.

HB also saw another potential issue while discussing the supply overruns. He begins to talk to them about alleviating it. HB asks why they are stocking certain products and others we are building. They are largely alike. Basically, why have some been pre-made while others are made on the spot when ordered? Couldn't the just build a small supply so kitting at the end of the day can take less time? DL says he will take a look into it and come back to HB with an answer. HB says that on that specific point we should be able to do better tracking those items and maybe provide some cutbacks.

Meeting ends

17 MAR 15 – Research Policy Change interventions/interactions: 0x spontaneous, 1x ad hoc meeting

0930

Not much all morning. A few people pop in to give HB updates on different initiatives. Most of these are from other departments. A few discussions with different departments on their usages of supply and what they might need. Nothing major.

HB replying to email. Lots and Lots of email. Standard company crosstalk on company initiatives through the email and phone.

Day progresses smoothly, no major issues. HB does a quick lap with all his team members just to check in on them. All is well.

Back to doing email, sales phone call to outside company, and phone calls with a few other outside companies. Quiet day

15:29

Meeting with DM Lab Request Policy

HB sits down with DM. She wishes to run a few items past him. DM enters and smiles and engages in small talk as she sits down at the table in HB's office. HB smiles back engages in the small talk and then turns and they begin to discuss a change in policy to the SOPs in the way the Labs asks for equipment. DM opens with a problem set she sees and gives her impression and ideas. HB thinks about it for a moment and bounces some counter ideas off of DM. HB asks a couple open ended what if questions, and waits for her responses in order to jog his thoughts and get her suggestions. HB asks why there is not clear practice or a policy in the SOP for the Labs to ask for equipment. In effect there are policies in place to help the Labs ask for equipment or supplies but there is no real SOP how they go about doing that. Just a loose set of policies no real built SOP. DM fronts a good idea and HB recognizes that by nodding and saying that makes sense. He states that the idea is an excellent one and will help solve this problem. He will bring her idea to the Vice president for consideration. The idea is to take their requisition SOP and combine it with the policies and create an SOP that is acceptable to both Supply and the Labs. HB later tells me they have all these legacy policies and SOPs that do not really function well anymore or make no sense because they have grown so quickly. They are in the process of slowly updating these.

HB and DM shift gears and begin to discuss how they can better work with one sector of the company and their own in order to better share resources and help each other out. I am not familiar with the department. They are looking to build this relationship before they scrap a procedure. HB is addressing educational increases between team members. He is teaching those new skills so they get better rounded and smarter in their jobs. He is imparting knowledge and critical thinking instead of just directing or dictating to DM what they should do. It seems like he wants her to figure it out and take the lead. HB is possibly building some motivation in this meeting too. It's not all business, the engage in talk about other than business. HB talks to DM jokingly, he doesn't monopolize the meeting time. Meaning HB often sits back and listens to DM without interrupting and waits for a natural pause or when she is done before he

comments. They seem laid-back and unhurried with each other, and in low pressure surroundings. HB talks in an interpersonal manner he told me later because he likes to keep up to date on how his people are feeling and what they have been up to. HB reciprocates, he likes to talk about his own experiences and family with his people. He can be a story teller. I honestly do think he cares very deeply about each member on his team.

DM seems very comfortable talking to her boss, and seeks out his advice as much as possible. I have seen her pop in now and again just to get his quick take on something.

HB tells DM he is going to rework her role in the team a bit. He wants to clearly define her roles and responsibilities. As the company has grown she has taken on more and more and it has gone out of her real of job description. HB wants to integrate it with what she is really doing now. Moreover, he wants to make her position, and responsibilities better known, and easier to handle. Wants to codify her role more. She will move to become direct support to him and take on the role as a Project Coordinator. That could mean any projects that are ongoing or starting in the team she will help get done. She nods and agrees that sounds good.

DM then mentions she has noticed that there is a lot of wasted space in their boxes and that the labelling on them is a little outdated. Also the label doesn't give all the information it should. HB states that that's a good catch, and that Marketing has been looking into adjusting things. HB has actually discusses this with the Kitting room and DL. He wants her to work with DL and Marketing to maybe come up with something as her first act as Project Coordinator. She nods and seems pleased, both smile. DM also brings up an initiative that she was thinking of implementing. That being to streamline some physical inventory procedures for small packaging. HB modifies her plan, but thinks it is a great idea and compliments her on it. HB and DM discuss how they would go about streamlining the packaging and shipping. How can they get more efficient? They toss ideas back and forth. They come up with a couple ideas and DM says she will get on it. Meeting ends.

[Cross coordination between logistics and marketing to better label their product.](#)

19 MAR 15 – Product update interventions/interactions: 3 spontaneous, 2 ad hoc meeting

09:42

JP enters HB's office to give him updates on systems in the Kitting room and bring him information on completed product.

09:51

IL walks in and gives an update to HB on a shipment. They discuss how to give the client a heads up on a late shipment due to power outages in Europe. HB wants IL to hold the shipment where it is. It is a Friday and if the shipment goes forward it will reach the company with no one to sign for it. If it goes on Monday then the business will be open, otherwise there could be a delay of four days with package reaching the destination, being turned around, then being reshipped that Monday. The back and forth would not be good. There is a candid air amongst both men. IL giving a shipping update and HB giving direction on how best to serve the customer and not cause undue delay. IL came to HB to seek advice and ask if he thought they should let the shipment get there or halt it. In discussion with IL there is a candid air, sense of information being given, and guidance sought on what could turn a small issue into a major problem if some instruction isn't given. IL was just confirming with HB so the Boss was aware of the situation. IL says that he was pretty sure that is what you (HB) would say to do, he was just confirming.

09:58

Meeting with DL and DM. The two are looking to coordinate between DL and DM in order to build better cross between Kitting, inventory tracking, and their SOP procedures. HB asks questions of DL to make sure he knows a certain procedure (I am not familiar with the procedure). The question is posed matter-of-factly. HB uses a great deal of leading questions in order to elicit a response and get his people to think about the problem. The conversation is a three way with all present. HB doesn't monopolize the time as the leader and does not restrain others from talking. DM and DL both are able to make comments and HB listens to them intently by making eye contact and not interrupting, and then responds. He considers their suggestions. A bit of a disagreement between DM and DL on how best to build and revise the SOPs. HB asks questions about DM and DL's experience in these kind of issues. He relates what he thinks, but wants to hear how they have done SOP building in the past. I would say HB is trying to increase his knowledge base, an educational process intervention. In asking these questions it gets DM and DL to explain where they are both coming from and the experience they have had in the past. The exchange between the two when they were arguing was a lot like one thought their way was better while another thought no way this way is better because. They still disagree on how to go about it, but it looks like they have reached a compromise. DL and DM come up with a plan on how to integrate their two areas and make sure the SOPs work for the whole team. HB directs both on finer points in the plan and they cement their course of action. All are friendly and kidding with one another. HB praises both for their good work. DM and DL are cross coordinating between their two sections of the team and coming to a shared agreement. HB just facilitated with some direct points and orders. DL and DM both seem happy about bouncing ideas off of HB. They seek his advice or knowledge constantly.

This appears in this meeting and today, HB has had an easy manner with all team members. He sits in an open position, no arms crossed. No raised or angry voice. He shows his subject matter expertise by relating stories and instances of past activities as well as solving issues relatively quickly. HB elicits ideas from the team no matter what position. Everyone knows that HB is the leader, not just the boss. They defer to him and keep him informed on actions even though they could just take care of those actions themselves. They like to keep him informed always walking by his office and briefing him on actions taken. For his part HB makes sure the team cross-talks (which they seem to do easily, even without prompting) and easily throws out ideas for the team to consider, asking how they can get better at their tasks.

HB likes to huddle up with his section leaders, or with whomever he needs to directly engage with in the team. No specific meeting time put up on the calendar. Just when he believes he needs to address an issue does he engage. Very laissez-faire attitude when it comes to management. I have not seen him micromanage at all, except possible when it has come to the Kitting room where attention to detail needs to be very active. However when he does have meetings they are quick directed and to the point. There is some interpersonal play to better build team cohesion through caring, but he keeps them short and the meeting is filled questions and vignettes to keep moving forward on an issue. Does not get sidetracked easily. Does not allow the meeting to wander too far. Furthermore, when HB does call a huddle he does a good job of getting everyone talking, trading ideas, building consensus (even though he seems to build it by giving directives on aspects he wants to see), and makes decisions based on the best available evidence, and best practices. He doesn't seem to jump to conclusions. Asks first and listens. No screaming. I have never seen terse words or anger. Directive words yes, never angry. Team appears to work very efficiently. Accessible atmosphere amongst the team. The team uses good humor and levity in its daily routine. HB makes a point to get to know his people interpersonally through questioning.

As stated I have not seen HB get cross or mad or lose trust in any team member even though there have been external challenges from time to time. He uses directed thought out questions to get the latest information from his staff. They seem very pleased to give it to him. He also pounces on opportunities and gets the team to act quickly when they can. Especially if it is an opportunity brought to him from one of the members. HB does not deliberate long once a decision is made and moves quickly to have them implement it.

HB does know where he is not the expert, but is able to fill the team with the people that have the skills to fill the gaps. Not only in his deficiencies, but the teams as well. The members seem to complement one another.

Definitely in control though.

HB shifts the discussion and focus of the meeting with DL and DM to where would the best place be to put a new hire, as well as new resources they have received. On this HB is very directive on what he wants to see, and what he would like done with the resources and the new hire. He is also very directive on wanting to have specific updates on how the new hire performs and is trained. DM gives a situational report on the new hires progress. HB makes notes on what DM tells him. DL jumps into the conversation and asks a couple of questions regarding the training and placement of the hire. HB gives guidance and where the hire is going and lays out a plan of what he wants to see concerning the new team member.

HB turns to discussing trying to find a better way to accomplish a couple Kitting tasks that can speed up the process at the end of the day when shipments need to be sent out on time. He wants to make sure that what they are doing, and what they could be doing is really the best way. HB, DL, and DM, begin to see if they can identify areas of redundant procedures they don't need and where they can delete them. They want to identify where steps are unneeded, irrelevant, and bogs everything down.

A little contentious in the discussion, not toward HB, just groaning about outside forces. DL and DM are complaining about the sales department. They say the reason they are rushing at the end of the day is because the Sales department has no firm cut off of when they stop bringing in orders, and then want the product sent out right away because they promised customers timelines. HB wants to make sure that 1) the task gets completed, and 2) it gets completed correctly and on time. HB is trying to eliminate thoughtless habitual routines. He says he will work with Sales to try and build a sales cut off time. He takes a great number of notes from what DM and DL are saying. He seems to want to address the issues as soon as possible. HB wants to see if they can try the new procedures today with the streamlining they have discussed. HB says he wants to run a rehearsal before they fully implement the new procedures. DL pushes back thinking it is too late to do it today, but HB tells him to go ahead and try for it today. HB seems to always be looking for opportunities to streamline their processes.

I have not really seen what I would consider a bad intervention. All the interventions I have witnesses have all had a specific purpose, either as a reaction to an emergent issue or as a proactive fix to streamline or get ahead of a potential problem. I also have not seen where any of HB's decisions have been questioned or have come back badly.

HB works to bring in the team's expertise.

HB and the other two are building a plan on future training and comments on how they can get better at continued learning and growth. He uses humor and levity. HB is

concerned with the new hire and really wants him to add capacity to their team. He wants him to be brought up to speed as quickly as possible. He shows compassion about giving team members a chance, even though they seem to be taking longer than usual to learn the position. Much longer than in past hires, HB comments. They are talking about DV who has been at the company about 4 months. This part of the meeting is based on trying to train an individual on how to do a task. Building up the team member and really wanting to develop them. Placing members DL and DM in charge of mentoring (HB's word for it) the newest team member, DV. HB later told me that he wanted to build a strong sense of team commitment by making them mentors. HB makes it unambiguous on who will be the mentor, and directs who will mentor, DL, and who will act as sponsor, DM, basically trainer and counselor. HB is very good at helping team members work through issues and work better together (cross-training).

Another transition. DL leaves. DM begins to discuss a way in which she can increase her knowledge in a certain task (I am not familiar with the procedure). She asks HB on how she can perform better. HB gives advice and guidance on where to look for learning resources and maybe some changes she can try. Asks leading questions to get to the heart of the question or issue. HB also listens intently to her ideas on a few things and provides his experience. There is a good trade of conversation. HB gives a direction and DM is able to assimilate the information and requirements and she is able to provide alternatives when asked. Clear and uncomplicated conversation. **HB seems to work on motivation in the team by building DM's learning and commitment to the team.** Educational and Consultative that is the sense of what I get out of the conversation. HB solicits an idea from DM so that she might take ownership in her proposed course. The two seem to collaborate often in trying to find better ways to provide the team's services to the rest of the company and their customers.

Throughout the meeting there was an alternating conversation with no one person dominating, just an equal trade of ideas. Wargaming taking place to find the best avenue of approach to a problem. HB easily praised both DM and DL on their different ideas, openly. Once an idea is deemed good, HB is quick to enact it and directs how he wants it implemented. Says exactly what he wants. HB shows easy laughter, as well as the group.

DM seems to leave the office in a good mood. Seems she learned a thing or two. She is moving to make up a couple mock ups of her idea and there is a feeling of accomplishment. She with HB's coaching seems to have systematically broken down and solved a complicated issue. They set priorities and what next needs to be done.

HB and RG meeting. The meeting is about the logistics of moving labs to the company's new facilities. RG is wondering why they need to put on a self-imposed timeline. HB states that the move needs to be done in a timely manner and it is quicker and more efficient if they set a timeline that way the labs know when they will have to move and can be set up again. Plus they can plan for down time of research and potential issues during the move. They can look at courses of action and alternates if there are problems during the move. HB says that certain actions depend on other actions (2nd and 3rd order effects). Some supply chain actions cannot be put into place until the move happens. If the supply chain is not in place at a certain time they might miss windows on certain shipment. Plus if there is a flurry of sales while the move is happening Logistics is going to be split and have a much harder time filling orders in a timely manner. HB and RG are building potential plans for shifting their offices around to better facilitate support to the new building as well as the existing one. HB analyzes the problem by asking RG what if questions to generate thought. HB engages RG in hypotheticals on the problems they may face in order to see areas of impact and risk. Areas such as the possibility of shipments being delayed, Research will have to be shut down for a while, mail runs will take longer, or a supply drop for office supplies and equipment will have to be created, etc. This is course of action development. Through this questioning process they are able to see the second and third order effects that could cause potential problems. The two go over the and review the move plans, in order to process the schedule and see how to move people around without too much disruption.

This exchange is very collaborative, yet much more directed instead of free form like was seen with DM earlier. Possibly because this is a significant move and not a minor problem solving session. HB and RG both know the main pieces and items moving so they are working systematically through each section of the building seeing how it is going to move, from personnel, to office equipment, to office supplies.

Both RG and HB are very focused on the task at hand. RG is giving good alternatives and HB is giving good direction to take those ideas and formulate them into a plan of action. HB gives guidance on his intent. Telling RG what he wants to see and what his end state should look like.

RG is comfortable telling HB what will, and what won't work, especially at his level. This means HB may have to seek help from other departments or additional resources in order to make a few things go as smooth as he wants them to. HB does not seem flustered whenever RG tells him that they might not be able to do something. RG says that during the move he will keep HB informed every step of the way and that he wants to keep things simple. RG doesn't think it needs to be more complicated than it already is. RG does not want to bring into many other people and departments because they might gum up the works (needlessly complicate things: i.e. good idea fairy). RG wants to handle most of it at his level. RG will keep HB updated on known issues and progress. HB is not unafraid to point out potential issues in RG's course of action. RG takes criticism well, he nods and looks to consider the places where he might not be as

tight on his plan as he should. RG knows he likes the plan as is. HB is trying to show him that it needs to be more detailed, especially in the phases of the move. HB works through RG's plan to better understand RG's intent and the key tasks he has laid out to make sure they align with his own. RG has come around to HB's "suggestions" and they have built consensus. HB made it look like the "suggestion" was RG's idea. They come to an agreement and both look satisfied.

The discussion between the two turns more to interpersonal issues. HB conversationally talks to RG about the mood and morale of the team because they have been busy. Easy transition and good natured back and forth. HB appears to be building motivational process. HB offers advice and listens in turn to RG. **HB exhibits good Cialdini and Maxwell principles.** RG changes the subject and asks an interpersonal question having to do with another department's VP. HB gives RG a little motivational advice on an interpersonal conflict RG had with a VP (not in his chain of command). Talks to RG about the conflict he had with the VP. He says RG has to let stuff like that roll off his back. The VP was in the wrong, but just had to vent. Says it can be part of the job. Logistics is a support organization and the rest of the company is their customers, along with their real customers. RG understands. Giving good advice both are listening well. Meeting ends. RG seems to be in a lightened mood.

20 MAR 15 –interventions/interactions: 5 spontaneous, 0 ad hoc meetings

1000

A good interpersonal observation. HB with the direction from their VP has stated that she wants him to purchase Lunch for the department. Jovial day and joking with the team. Everyone seems to be in a good mood. Team working apparently happily and efficiently and is in a good mood while joking with HB. It seems as though HB is building interpersonal bonds. JF came in to HB's office to let him that Research will be getting the items Logistics ordered. He says thank you. HB took the time to take and call in the team's lunch orders. He took the time to walk to everyone's area and personally take their order. Once the order came he distributed it out himself as well. He did not delegate the job to someone else even though he very well could have done that. Shows caring. He did it without a thought.

1207

JP comes into the office to seek HB's guidance. Another department wants a Prep Rack that they have. JP wants to know if they need to transfer it over to them. The Logistics still needs it but might have an old one to give. HB want the other division to send them

a request showing why they need the equipment. He doesn't want to give something up just because they may want it just to have it. They need to justify it. If they release the racks then it will put them down on their inventory. HB says on further investigation the racks they need to fill orders (they are little racks that hold tubes). Decision is whether to release the racks or not and still have enough in stock to fill today's orders. Other racks are coming in. HB asks if they can give research old racks that they have that are no longer in tolerance. They were just going to get rid of them. Research just wants to use them for training. He asks JP if they can give Research the old ones, until they get more new ones to bolster their numbers. JP says he will get back to them and tell them what they would like to do.

1314

RG enters and asks about a purchase order they are doing for office supplies for the new building. Quick talk, easy going and informative. HB says it is a quick fix, they will go with another cost center. Can immediately get a purchase order in. HB makes a quick decision to wait until Monday to make the purchases. It won't get to them until then anyway.

1318

HB heads to the Kitting room. He has to do some QAQC. TJ gives a quick brief to HB on what has been going on today. HB doesn't even need to prompt him just when HB comes in to do his checks TJ automatically gives him any updates he thinks are relevant. I have seen this a couple of times now. Some ribbing by HB, TJ laughs and jokes back. HB is ribbing TJ because HB found a mistake in the product. This is the first mistake TJ has made in 3+ years. It is a quick fix by TJ, but HB caught it. It could have been a major problem, but HB let it go because TJ doesn't make mistakes. HB comments on how good his record is. TJ knows his job in the Kitting room and HB goes to him for subject matter expertise. HB asks TJ some pointed questions and TJ is able to reply quickly. HB while he is the boss he act very much like a team member. He allows his members to make honest mistakes and uses them as teaching moments.

1342

HB switches gears easily. He fills in for DN that is gone today doing some purchasing. HB knows every team members positions

23 MAR 15 –interventions/interactions: 4 spontaneous, 1 ad hoc meeting

0930

DN comes in to update HB on how things went on Friday. The purpose of the meeting is to make sure HB did the ordering correctly. HB said everything was good and was able to fill in for him while he was gone. HB starts off the meeting with DN asking him how his weekend was. DN says it was great. He got to see the concert he took Friday off for. DN asks HB how the family was. Working interpersonal skills back and forth. EQ. After that HB jumps into a discussion about how they do orders and what to do when they do not have the receipts from the ordering company. HB and DN discuss the procedures so that HB can get better skilled at making purchases if he needs to. DN works with HB to go over the orders he made on Friday and make sure all was done correctly. DN corrects a few minor things, really just clerical DN teaches HB a few tricks for short cuts when moving through the forms. HB informs DN he just wants to make sure his ordering was done correctly. Cordial Monday morning banter back and forth. HB is working to gain some new skills. HB does not act like he knows it all and asks DN a lot of questions to make sure he has the procedures down pat. He went to the subject matter expert. DN does seem a little bothered by the meeting. I think he is getting exasperated with all of HB's questions especially so early in the morning on a Monday. It seems like DN kind of wished that HB had just waited for him to take care of it when he came in on Monday. DN corrects HB on a few things. HB is genuinely trying to learn, DN doesn't look like he feels like teaching anyone right now. DN comes around though and after the lesson DN updates HB on current purchases and new items. Meeting kind of drifts off to more personal talk. Looks like unconsciously building familiarization and EQ so that they work better together. So in the end it appears DN feels good asking a couple of questions of HB on some purchases whether they should do them or not. DN's annoyance has left. Easy manner between the two. They both fall back into their easy positions, HB as boss, DN as purchaser. HB praises DN for good work he has been doing recently. DN better now, he seemed a little off when the Boss was doing his job. Much clearer atmosphere. DN brings up another issue now that the conversation is flowing. The meeting ends with praise by HB again to DN. HB says it's good to have DN back. DN says it's good to be back.

1145

DM walks into HB's office. This meeting is an impromptu meeting. DM asks a few questions on some new SOP procedures she is not familiar with, that is being directed by legal. HB works with her, seems like it is a good management opportunity. Just a quick informational session

1323

HB heads into the Kitting room to do some QAQC. As HB walks in TJ gives him an update on an event of some double work they had done. The back and forth is easy. TJ asks if they need to re-label the product, but he doesn't believe they have to. TJ gave a brief on a possible problem but already had a recommendation for HB. TJ just didn't say that he didn't think they needed to re-label, he told him why as well. He presents it to HB after giving his reasons for the recommendation. Wargames with HB regarding the fix, and HB weighs the suggestions on whether or not they need to re-label. HB asks leading questions to get all the information he can. These questions then simulate TJ to explain potential second and third order effects if they decide to not re-label. It seems like it is easy for HB to slip from Kitting, to Shipping, to the Lab Services sections of his team.

I have noticed that HB does not have a WARMSTART or HOTWASH the start or end of the day. WARMSTART - That being a quick morning meeting to go over the most important tasks that are coming up in the next 24 hours and to the end of the week. The HOTWASH is a meeting near the end of the day to go over key tasks that were to be completed during the day updates and to prepare for the next day's tasks. You would have the HOTWASH late afternoon to still give action time if things needed to happen say 1500. The team appears to always be in execution mode. I know HB tries at time to get ahead and be proactive, however it seems a great deal of the time is spent being reactive to events and orders coming in later in the day. Instead of setting work priorities for each section, each section knows their job. But then the section will come to HB when something breaks down instead of having a lead that could possibly foresee the issue. While it is good that TJ is educating HB on some fine details having to do with the kitting process and working through the system of ordering. I can't help wonder if this issue could have been identified much early if they had had an early cross-section coordination meeting.

On the side RG talks to DL about getting the new hire a desk. HB felt that for him to feel like part of the team and be established the hire needed a desk. HB finishes up in the Kitting room.

1345

RG comes into HB's office and lets him know the leasing agent for the new company van will be coming in. HB is leasing the van at direction of the VP and his insistence that the Logistics Department needs the resource to be able to service the new areas of the company. HB delegated the task of researching and finding a suitable vehicle for their needs. With a guidance given to RG, HB concentrated on other aspects of the department. RG did a good job of translating HB's intent into reality. RG was allowed to make the decisions on what vehicle manufacture and company they would go with. HB made a few directives on what the vehicle had to have. RG ran with it and was able to come up with a good vehicle. HB supervised RG's search. When the leasing agent

comes in HB goes through the paperwork with a fine toothed comb. HB is very particular with the company's money. He make a few adjustments to the contract. Good steward of company resources. In this meeting you can definitely see the air of authority from HB. He is making the decisions here. The leasing agent comes to a good agreement with HB, he will bring some new documents later that day and all will be done. RG is there to provide background because he was the lead in the deal, though HB had final say. RG definitely gives way to HB's directives with the leasing agent and taking over this meeting. Meeting concludes. Good outcome. Some issues to be resolved and new documents brought in to HB to sign. Will have new van come Monday.

Team members appear to genuinely like and care for HB. They care what he thinks. The like to engage his expertise. HB is laid back in his leadership style. Has an easy way with most people he works with.

1410

DM enters HB's office and asks about a task she has been performing. HB wonders why she has been doing that, and DM replies that she was trying to smooth some of the procedures out and help the rest of the team. It was a new sales order list to inform the Logistics personnel better with. She appears to like updating HB on what she is working on (spotlighting?). DN enters and HB engages him with a question on what he thinks of the item DM is working on. DN is the purchaser. HB seeks his expertise. DN (purchasing), DM (web ordering and SOP oversight). HB was going to take DM off of building this and giving it back to DN, but DN says he is too busy and does not have a problem with DM doing this, if she wants to. DM is more than happy to keep the project. DN tries to move out but gets pulled back into the conversation. HB directs DN to work with DM to make sure the changes are good and then bring him a final copy before publication so he can once over it. People leave.

1457

DM comes into HB's office. Shows HB how far she has gotten on a task. (This is a different task than the one from an hour ago) She is trying to streamline their shipping chain. HB's states that someone needs to do a review of all their past orders to make sure they are closed out and the client got everything. HB asks a few leading questions to jog DM's mind into remembering what went where. DM and HB work well together. They are efficient. Bounces ideas off of each other and they figure out where they can make headway. Trying to identify problems with their current process. **However, wouldn't be more beneficial to have an actual meeting with several team members so that they could settle on a COA that actually fixes the problem instead of kind of grasping.** HB is exploring a better way of doing things. DM and HB toss a few ideas

back and forth. They want to clean up their system and make sure orders get “cleared out”. [Could this be better solved by bringing in more than one person in and running a problem \(mission\) analysis and then build COAs and then an execution plan?](#)

They found the root of the problem. HB asks how do we know what we have to ship today. DM states that the planning is missing on orders. Meaning that is something has to go out later or in a specific manner, there is no place on the forms for Sales to make those annotations. And then no place for sales to come back and close out the order. HB goes through the whole process himself. Identifies problem, seeks solution, identifies potential solutions, then implements. This all took about a 1.5 hours. HB found out that they have been doing a step that has been very wasteful. Potentially can fix it. HB is a little exasperated that no one was on top of this. They have the systems in place to fix this it seems, but they have been doing things a little inefficiently. HB comes to a quick decision and 1) tells DM to change the system and track down all the out of date orders and close them out. Take it in small bites. 2) Have a plan for first move of research labs, then move into the next one when first is complete. HB uses humor to identify points of contention. Gives a way ahead for the next movement of equipment, systems, and departments. See about fixing the issue then.

25 MAR 15 –interventions/interactions: 3 spontaneous, 2 ad hoc meeting

0930

HB just answering email and making a few phone call. Seems quite this morning and HB is able to get some much needed time with his email.

1032

Meeting this morning with DN. DN appears in a good mood and there is an easy banter back and forth between the two. HB is seeking some background knowledge on some specific points having to do with purchasing and their vendors for an upcoming meeting. DN and HB work well together. HB has a jovial, laid back manner and it looks like DN is comfortable around him. Very easy interplay between the two. HB is asking about information for some documents (purchasing forms and the like) that he needs to know about before their meeting. HB and DN are joking amongst each other. DN uses a little sarcasm to get his point across that HB should have let him just show him where to find the materials in the system instead of hunting for it. HB smiles. They coordinate how they will present their information to the meeting. HB is likeable. His easy manner, skill, and obviously good at his job and has a great deal of expertise makes it easy for his subordinates to get along with him and work well. HB is continually engaging in an easy manner with his team and they reciprocate. It seems as though they appreciate his efforts and his abilities. Even when he is being directive they do not mind because he

knows what he is talking about and he does not direct often. That must mean it is important.

They are currently talking about other departments and the challenges they have had with them, especially in light of a pending move. They are just blowing off a little steam, and HB sympathizes with DN. HB feels the same way. There is a back and forth and both show their exasperation with why they get all of their ordering from sales at the last second, 50% of it at the end of the quarter. They keep it light. Showing their frustration but not letting it drag them down. DN floats an idea about having a meeting between the two and HB says yes. This will be a systematic one where they can focus on a few purchasing and monetary issues. HB call up another section and makes some quick coordination, to talk about another meeting coming up. Accessible manner in making coordination so HB generally always gets what he requests. Meeting ends.

1103

HB is in a cross functional team meeting. Him and DN, along with the Research Lab representative, and Sales/Marketing representative. HB is leading this meeting. Starts the meeting with jokes and some personal conversation among all that are present. He then gets down to business. HB leads the discussion and makes coordination with the other two departments concerning current logistics issues in the company and how better the different departments can work together. Furthermore, they discuss the upcoming move and what the other departments are going to have to do to get ready. They need to get ready so that not everything fall onto logistics. The departments should have all their packing complete and inventory done. Logistics will just be moving the stuff. HB uses leading questions again to spur the other reps in discussing the issues. HB gets the other reps to cross talk and share ideas and dissent. Meaning he says it is okay for them to disagree with portions of the plan. Let him know and they will see where they can fix it and make it better, in order to support them. HB very much in the lead in the meeting. HB readily coordinates with the other departments. Building knowledge and skills that everyone can utilize. He brings visibility of upcoming event to sales and research. Basically what the other departments will need with the move coming, and well as the next quarter. HB floats out ideas and takes on work from the other departments. Work that HB could delegate. He makes everyone happy with good directed plans to fix issues. Everyone has a feeling of moving forward and accomplishment. HB asks a few pointed questions on what the increases in the research and sales areas mean for the logistics department. HB is looking ahead trying to be proactive and see issues ahead of him. Trying to anticipate future problems. Wargames by asking a question then counterpoint. His questions drive good conversation. The Logistics department is always up against a tight timeline, but they are very comfortable working like that and are able to make quick decisions. HB sets the team up for success by giving several solutions. Then he takes in advice and adjusts. While working with the other two departments he wants to make sure they are being serviced correctly and are getting what they need. The other department reps

report that they are very happy with the service and their offices get what they need. They speak a little more on supply chain issues for the different departments, then HB turns to DN and tells him the action items that need to be taken care of and leaves it in his hands. HB goes back over the decisions they have just made in the meeting with HB while the other reps watch to make sure everyone is good with the key tasks and items for action. Meeting ends.

1150

Quick meeting with DL and Illya. HB is giving guidance and direction to DL on exactly what he wants the Materials Handler Team to be focused on. IL is here because they are seeing how they can better ship near the end of the day when a great deal of their orders come in. IL is in DL's section, and is the team's International Shipping Coordinator. HB admits that he had forgotten to talk to DL about some changes he wanted to make in the materials area and is readjusting the priorities and DL's scope of work. He wants to smooth the Kitting room procedures and material procedure in reference to making it easier to ship later in the day. HB directs IL to pay attention to when they schedule pickups and drop offs on their end and on the customers end. HB speaks to both of them also on some waste that is taking place between the ordering and invoice creation. He is trying to do what he can from his side but realizes, as DL points out, that much of it is coming from the Sales and Marketing department promising things that may not be possible. So with these two issues, the waste and the last minute ordering HB gives some good guidance on what he wants to see from DL and IL. DL floats a couple of suggestions that modify the guidance and HB is good with them. He stated good ideas to DL. DL turns to IL and gives him some guidance on how he is going to take what HB and he just said and translate that into execution. IL gives a couple of suggestions and both HB and DL nod and modify slightly. Good suggestions by IL. I would say this is giving good direction on HB's part, and letting his section leader take the lead to fix areas, or streamline areas within his area of responsibility. This would be a coaching intervention focused on educational (learning new skills), motivational (working between the different sections of the team, interpersonal, and moral), and consultative (asking questions to get to the heart of the problem). HB makes sure the pair know what they are doing and he shows that he trusts DL and IL to take it from here. The team works very quickly and can adjust to new situations very well and quickly. The reason HB had both DL and IL there was because HB was giving direction directly to IL and wanted DL there to have visibility on what he was telling IL to do. That and DL could give some ideas to best solve the problems.

The team shifts a little bit from future plans to a couple of issues being faced with today, such as how they will get some product shipped to a customer so it will arrive on Tuesday next week. Today is Wednesday. It is being shipped internationally to Israel. DL and IL do some cross talk to discuss possible shipping options. DL and IL get a little contentious because IL does not think it will be possible, but DL insists it is. HB uses some levity to diffuse the situation. HB after listening to them and researching

something on the computer identifies a potential work around and gives a heads up to IL. HB couples DL's ideas with his own expertise and knowledge and is able to give good direction on what needs to be done. HB understands the predicament the team is in and shows frustration where his team members show frustration. By showing this it appears as understanding the situation and understanding the frustrations of his people. Directs what he wants and reiterates on what he wants to see. Meeting ends.

1239

JP stops by real quick and gives HB a quick update on inventory controls and their stocks. Good update but has bad news. There was a mistake in a product that went out and the materials section is already on it fixing the problem. HB sees where his group does well and is able to admit fault. It is a good explanation by JP with a good direction the section is already taking to enact the change and fix the issue. They did not sit back and just wait for HB to tell them how to fix it or what to do. HB says that that very mistake will happen from time to time because of the tight timelines that the materials/kitting room are under. The team is able to make mistakes and not fear major repercussions for honest mistakes that they then move quickly to correct.

1241

DL gives a couple updates to HB on IL's progress and the progress of fixing the issue JP had just told him about. HB acknowledges and says to keep moving in the direction he has chosen.

Not much left for the rest of the time here. Mostly HB working on replying to emails and also makes a sales call. I Left at 1400.

27 MAR 15 –interventions/interactions: 3 spontaneous, 1 ad hoc meeting

0930

Meeting between RG and HB. HB talking to RG about a zero temperature fridge that was not working in the labs and needed to be fixed. This is a top item because the product cannot drop below -80. RG informs HB he is aware of the issue and has some people looking into it right now and will inform him when it is fixed. HB and RG talk about family a bit (building interpersonal connections). IL stops in and tells HB about a power outage in the city of Amsterdam, Netherlands and that some shipments that were going through there might be delayed. However, IL has secondary plans and runs them

by HB. HB gives the thumbs up. Good contingency plans in place by the team in order to fix unforeseen issues.

1245

JP pops his head in again and updates HB on some orders the kitting room is making for their inventory. JP just wants to get HB's advice on whether or not the items he (JP) had identified were correct, or if they needed more or something different. JP just wanted to ask for HB's experience. HB says that JP's list is good, and to go ahead and order.

1309

Meeting with IL, the international shipping coordinator, and ML, one of the Production Lab Technicians and Coordinators. HB is having this meeting to coordinate between the materials section, and the lab support system. HB just asked a question of how items are shipped once they come out of the labs. HB says there are a lot of changes on the way we do business because of the growth of the company, he just wants to make sure he still knows the correct procedure. HB believes there is an issue with how they track certain orders. ML has been going back over old databases and making sure they align with all the products sold, and married up with what is coming out of the research labs. In doing this ML has identified a problem. The problem is that there is no standardization on labeling sales orders and where they are going to. Sometimes for instance they say College Dart (meaning Dartmouth College) then you have to open the physical file up to make sure all the items are in the file. Other times it says Dartmouth College and that is filed in a different place. **HB definitely has control of the meeting. He sits near his desk and the other two are at a round table and he shows an air of authority, however, the atmosphere is very clear and ideas are flowing and HB listens to both of his team members.** HB gives IL some examples why the labeling is not working correctly (different naming conventions and abbreviations) and why it is hard for the labs to track where they have sent those items. HB sees what ML is doing in trying to streamline their filing. Coupled with the filing IL relates a couple problems with duplicate filings and labels mixed in with the miss labels or abbreviated labels. This is why it is taking a long time for ML to rework these files. HB says they need standard naming conventions. He passes this off to ML to come up with and then he will okay once she has completed. HB is making a coordination between his documents handlers and Lab services sections. The meeting is uncomplicated HB directs what he wants to see. However, this is done after listening to his staff and thinking on their suggestions. The meeting is open and full of suggestions, it flows back and forth with a lot of joking. This is educational and consultative. Educational in that the team is building new skill and putting new systems in place and consultative in that it is working through Sales, lab services, and shipping. HB gives a final course of action on how to organize the

shipping labels and the files. Engages the team easily and uses back and forth to elicit ideas and find solutions. The team members feel very comfortable to letting the leader know what the problems are and he listens, by turning to each of them in turn when they speak and not interrupting. Each side of the team knows what the other does and they all have respect for one another and know that they could not get their jobs done without the other. No disruptions or disputes, the team works very well together. The dysfunction that I have seen generally comes from the outside. **HB runs a tight ship. He is good at building systems that are not built, from the ground up.** The meeting is ran like a discussion and HB entreats his team to think critically about the problem and solutions. This is how most of his meetings are ran. Great amount of team buy in and explanation. Uses the Plan, Teach, Execute style when describing tasks and task adjustments. Coach, teach, mentor. Meeting ends. Everyone in a good mood and have a plan for the way ahead. Feel like problems solved.

1345

Once again HB has to sign off on QAQC. HB walks into the Kitting room. No really pays any mind except the guys go about their business and TJ walks over to update HB on current events. He uses the time to familiarize himself with some new procedures in handling the kits. HB makes a quick adjustment to the kitting team's priorities, and procedures in ordering supplies. Does so in normal conversation with DL and TJ, pretty nonchalantly. Asks leading questions about some things that the Kitting room needs. TJ identifies where they are deficient and starts working on the computer to update them and put them in as reminders for ordering. HB has a way of asking questions and the team identifies issues themselves with little prompting, and then fixes it on their own, even though that is exactly what HB wants. Basically they take ownership for their areas without even knowing HB had a real hand in it.

The day ends. End of Research. **The team and HB were extremely professional and accommodating in helping me.**